SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Christopher Austria
Mailing address:

Street/PO Box: 3111 S. Valley View #B128

City: Las Vegas *State* NV *Zip* 89102

Phone Number: *day* 630-656-2734 *evening* 630-656-2734

Fax Number: 702-463-1023 **Email:** caustria71@gmail.com

Name of team or entity applying: Nevada Academy of Sciences and Arts

- ☒ **Track A**
- ☐ **Track B**
- ☐ **Track C**
- ☐ **Track D**

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

The mission of Nevada Academy of Sciences and Arts (NASA) is to provide Nevada students an excellent S.T.E.A.M. education that will help them become productive citizens in the 21st Century. We believe that all children can and will learn when given the appropriate support and resources. We also believe that every child has the capacity to succeed academically and the capacity to become a productive member of the local and global community. Using our mission as our guiding principle, we will ensure that our classrooms are engaging, tolerant, and innovative. Through differentiated instruction, small group activities, and critical thinking exercises, all our students, regardless of their academic achievement level, will receive rigorous and quality educational experience.

The vision of NASA is to be a preeminent school in Nevada that produces students with 21st century skills who are prepared to face and to solve contemporary challenges in the social and economic milieu. Upon graduating from NASA, students will have the necessary skills to enroll in advance studies or to pursue careers in Science, Technology, Engineering, Arts, and Math. Furthermore, graduates of NASA will also have the applicable knowledge to safeguard their emotional and physical well-being.

In its first year, NASA will serve grades K-3 and on its proposed location, NASA will be at full capacity serving grades K-5. NASA's academic programs will be guided and aligned to the Nevada Academic Content Standards (NACS). We will guarantee that NASA's math and literacy program meet the rigor set forth in NACS. While literacy and writing is a focus of NASA, the unifying theme of our curriculum design is Science Technology

Engineering Arts and Math (S.T.E.A.M.). The Core Knowledge Scope and Sequence, Reading Street, and My Math will support NASA's STEAM curriculum design.

Names, roles, and current employment of all persons on applicant team *(add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Leizel Trinidad	President/Editor-in-Chief: Philippine Times	Board Member
Anita Santaana	Enrolled Agent: Quick Refunds Income Tax	Board Member
Norma Navarro	President: Visiting Nurses of Nevada	Board Member
Dr. Michael Cudiamat	Director: Hospice Services of Nevada	Board Member
Eva Dahoya	Prospective Parent	Parent
Christopher Austria	Principal/CAO: Plato Learning Academy	Principal
Dr. Mary Hicks	Instructional Coach: Plato Learning Academy	Instructional Coach/Teacher
India Stewart	Director: Plato Learning Academy	Assistant Principal/Teacher

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

School Name *(add lines as needed)*:

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	60	90	90	90	90	90
1	60	80	90	90	90	90
2	60	80	80	90	90	90
3	60	80	80	80	90	90
4		80	80	80	80	90
5			80	80	80	80
6						
7						
8						
9						
10						
11						
12						
Total						

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? ☒Yes ☐No	
If yes, identify the EMO/ESP:	***Urban School Experts***

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? ☐Yes ☒No	
If yes, identify the CMO and any affiliated NV non-profit:	

Applicant Certification:

[signature] 01/14/2016

Signature **Date**

Christopher Austria

Printed Name:

NEVADA ACADEMY OF SCIENCES AND ARTS (NASA) CHARTER SCHOOL PROPOSAL

NASA Design Team ©2016

Executive Summary

MISSION

The mission of Nevada Academy of Sciences and Arts (NASA) is to provide Nevada students an excellent S.T.E.A.M. education that will help them become productive citizens in the 21st Century. Our target population is the underserved and underperforming students in the Las Vegas area. We believe that all children can and will learn when given the appropriate support and resources. We also believe that every child has the capacity to succeed academically and the capacity to become a productive member of the local and global community. Using our mission as our guiding principle, we will ensure that our classrooms are engaging, tolerant, and innovative. Through differentiated instruction, small group activities, and critical thinking exercises, all our students, regardless of their academic achievement level, will receive rigorous and quality educational experience.

VISION

The vision of NASA is to be a preeminent school in Nevada that produces students with 21st century skills who are prepared to face and to solve contemporary challenges in the social and economic milieu. Upon graduating from NASA, students will have the necessary skills to enroll in advance studies or to pursue careers in Science, Technology, Engineering, Arts, and Math. Furthermore, graduates of NASA will also have the applicable knowledge to safeguard their emotional and physical well-being.

Through service programs and community involvement activities, NASA graduates will learn the value of community service and social and economic justice. In addition, through NASA's college preparatory educational approach, NASA graduates will understand that education is an integral component of social equality and economic self-reliance.

Guiding Purposes

(a) 90% of students will meet or exceed the Common Core Standards as measured by SBAC.
(b) 95% of students will attend school regularly.
(c) 95% - 100% parent involvement in schools as measured through parent attendance in schools sponsored events like Parent-Student-Teacher Conferences, Curriculum Nights, Academic Assemblies, and Saturday Parent Classes.
(d) 97% of teachers will attend school regularly.
(e) 100% of teachers will differentiate their instruction according to student learning preferences and achievement.
(f) 100% of teachers will develop lessons and activities that involve small group learning and learning centers.
(g) Maintain a 90% teacher-retention rate.
(h) Constant and consistent community outreach program through student-service hours, free job and financial skill classes for parents and community members, and free quarterly health-care screening for indigent families.
(i) Visit 50% of students' home yearly.
(j) Yearly international trips for qualifying students, teachers, and parents
(k) Show a balanced yearly budget with cash surplus.

Curriculum

NASA's academic programs will be guided and aligned to the Nevada Academic Content Standards (NACS). We will guarantee that NASA's math and literacy program meet the rigor set forth in NACS. The unifying theme of our curriculum design is Science Technology Engineering Arts and Math (S.T.E.A.M.). However, literacy will be at the core of all of our instruction. Furthermore, The Core Knowledge Scope and Sequence, Reading Street, and My Math will support NASA's STEAM curriculum design. The combinations of the different curriculum programs will produce a *Complete Curriculum* for the students. Hence, NASA's curriculum design is dubbed as NASA-C^2. Appropriately so, the C^2 represents the *Complete Curriculum*.

In this climate of economic uncertainty, American schools must cultivate an environment that promotes innovation in Science, Technology, Engineering, and Math (STEM). However, the overwhelming success of companies like Apple, Facebook, and Google show that Art is as important as STEM. The slick iPhone features, smart interphase in Facebook, and the user-friendly nature of Google are all a testament to the importance of Art and Design in innovation and economic success. In addition, according to Harloff (2011), who conducted a federally funded study examining the impact of Art in large urban schools like New York, the infusion and inclusion of Visual Art in schools has a significant influence in the improvement of student academic achievement. Therefore, the fundamental feature of NASA's educational model is STEAM. NASA's STEAM will produce students who are prepared to face the 21st century locally and globally competitive economy.

To support STEAM, NASA will use the Core Knowledge Scope and Sequence. *Core Knowledge* is a research-based model that is fully implemented in both charter and traditional public schools. Core Knowledge provides rigorous content and concepts that are essential to secondary and post-secondary education. We have closely examined The Core Knowledge Sequence and we have determined that it is closely aligned with the Nevada Academic Content Standards. The Center for the Social Organization of Schools at Johns Hopkins University and other studies have shown that Core Knowledge, when implemented with fidelity, have positively influenced the academic achievement of students. Core Knowledge is ideal for NASA because it focuses on providing all students, regardless of background with a coherent and clear foundational background that equips them for advanced learning and citizenship.

At the heart of NASA-C^2 is literacy. NASA students will not be successful in navigating the rigors of NACS and NASA-C^2 if they cannot read at or above grade level. Therefore, all content instruction will endeavor to improve student literacy skills. For example, NASA students will utilize and practice their inferential and reading comprehension skills when NASA students are studying the history and culture of the Nevada Native-American population. This will be accomplished by reading articles and historical documents.

Our Principle

All children can and will learn

Based on our demographic study, Clark County has a culturally, racially, and economically diverse population. Our proposed site and targeted areas reflect this diversity. Therefore, it is safe to assume that NASA students will have diverse needs with regard to their academic and socio-emotional development. Our sensitivity to the diversity of our targeted student population has led us to formulate our principle that *all children can and will learn*. Our curriculum and professional

development designs are specifically created to deliver quality-differentiated instruction in order to meet the needs of all student.

Because we believe that *all children can and will learn* at NASA, this principle will guide our day-to-day decisions and operations. To ensure that *all children can and will learn* at NASA, we will:

- Differentiate our instruction
- Provide individual and small group support for students who are below grade achievement level
- Structure our daily schedule so that students who need support can receive assistance without sacrificing their Arts and Wellness classes
- Ensure that all students who have IEP's and who are ELLs receive the necessary services and are placed in a Least Restrictive Environment (LRE)
- Provide the necessary counseling for students who need emotional support
- Provide the necessary support for students who are classified as homeless

Having *all children can and will learn* as our guiding principle will guarantee that we will continue to work toward the success of all our students. We will not make any excuses and we will certainly not leave any child behind. At NASA, the good of the one is as important as the good of the many.

Our Leadership Team

Mr. Austria, the proposed principal, was a founding leadership member of Chicago Math and Science Academy (CMSA), a successful charter school in Chicago. As the Dean of Academics, Mr. Austria has led CMSA to become a Top 10 High School in Chicago in 2006. In addition, he has also managed charter schools in Indiana, Missouri and Illinois with a combined budget of approximately $20 million. Under his leadership, Mr. Austria has raised the over-all performance ratings of his schools. For example, prior to Mr. Austria's leadership, East Chicago Urban Enterprise Academy's (ECUEA) school grade, which is based on the State of Indiana Metrics, was a C during the 2012-2013 school year. The Regional Academic Officer, ECUEA's rating became an A during the 2013-2014 school year. During the same year, Mr. Austria also helped Passages Charter school received a rating of Level 1+, which is the highest rating in the Chicago Public School System.

Dr. Mary Hicks, the proposed Instructional Coach/Teacher, led Boundless Readers for ten years, a Non-Profit Foundation that provided Teacher Professional Development and that gave grants to schools to improve student literacy. Dr. Hicks was also a Charter School Board Member for one of the KIPP schools in Chicago. In addition, Dr. Hicks also taught reading at CICS-Bucktown and LEARN charter schools. She is currently an Adjunct Professor at Loyola University-Chicago and a Reading/Instructional Coach at Plato Learning Academy.

Ms. India Stewart is currently the Middle School Director at Plato Learning Academy. She supervises 20 teachers and support staff. She manages the day-to-day operation of her school, which includes facilities, student-life, and staff activities. As a certified classroom teacher, Ms. Stewart has a proven success of improving student achievement.

Our Key Partners

The Philippine Times of Southern Nevada (PTSN) is a news and community service organization that provides news and services to all the Filipinos in Southern Nevada. Senator Harry Reid, Senator Dean Heller, and Congresswoman Dina Titus have all praised PTSN for its community service programs. In addition, Congressman Dr. Joe Heck, has commended PTSN's community educational outreach programs. PTSN has provided valuable insights with regard to the needs of the community in Clark County. PTSN's community knowledge has helped us with locating a viable school site. Once NASA is approved, PTSN will assist with student recruitment and school event planning.

Dr. Nancy Claxton is an international educational consultant. She holds a doctorate in Special Education from Loyola University. Her dissertation focused on Special Education matters in charter schools. She currently works with an International Non-Governmental Agency that develops and improves schools in Africa, Asia, and Latin America. Dr. Claxton also has an extensive experience in start-up charter schools as the founding school leader. Dr. Claxton has and will continue to lend her expertise with regard to curriculum design and more specifically Special Education matters.

Urban School Experts, Inc. (USE) is an educational consulting company that is based in Milwaukee WI. USE provides urban schools solutions regarding their needs with data management and analysis, STEM professional development, interim assessment item development, instructional support, and human resource. USE has extensive experience in highly impoverished and highly diverse urban schools in Wisconsin, Illinois, Ohio, and Indiana, student demographics similar to our target population. USE will assist in the start-up planning of NASA. They have provided invaluable insights with regard to the target population demographic data analysis, and school budget proposal, and school site analysis.

Summit Martial Arts, Inc. is a martial arts school located in Chicago. The President and Owner of Summit Martial Arts, Master David Kim is a retired corporal in the US Marine Corps. Master Kim is a fifth-degree black belt in Taekwondo and Hapkido and a licensed Health and Fitness trainer. Aside from training his own students at his dojang (Taekwondo School), Master Kim also teaches and supervises a Martial Arts program in two charter school campuses in the Westside of Chicago, schools with students that are 97% Free and Reduced Lunch. In addition, Master Kim has successfully coached his inner-city students to earn medals in the State and US National Taekwondo Competitions. Master Kim has advised us on how to incorporate Wellness and Taekwondo in our school design. Furthermore, Master Kim also has a wide-ranging experience working with students and parents from diverse ethnic, cultural, and socio-economic backgrounds.

Meeting the Need

TARGETED PLAN

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

We anticipate that NASA will be serving mostly minority students coming from low-income families and students who are coming from first generation immigrant families with low English language skills. NASA specifically wants to target these students because according to Noguera (2008), students of color, students with limited English proficiency, and students from low-income families may not receive quality STEM education equally as students who are from higher social and economic status. In addition, parents of African-American and Hispanic students are more reluctant in engaging with their children's school (McKenna & Millen, 2013). NASA will ensure that parents and students who are disenfranchised will receive the appropriate instruction and support to guarantee academic success.

Monroe (2007) states that "what a teacher feels and thinks about the child in front of her makes all the difference in how much that child can learn". Another prominent educator and researcher, Marzano (2003) claims that "a teacher's beliefs about a student's chances of success in school influence the teacher's actions with that student, which in return influences the student's achievement". NASA will utilize individual diversity development framework proposed by Chavez, Guido-DiBrito, and Mallory (2003) to increase its teachers' perspectives and understanding about their students who are coming from different cultural and economic backgrounds.

NASA will employ various strategies to provide high quality and engaging classroom learning experience for culturally and academically diverse students in the city of Las Vegas. The following strategies will differentiate NASA from other public and or private school options that are currently available to the student population we are planning to serve: (1) maximizing instructional time in a safe and orderly learning environment equipped with most recent educational technologies and tools, (2) embedding rich extracurricular activities in their daily schedule, (3) offering an individualized curriculum with a laser-like focus on S.T.E.A.M. and skills that 21st century demands (4) providing effective supervision of teaching and learning, (5) attracting, hiring, and retaining high quality teachers, (6) providing ongoing training and professional development opportunities for teachers, and (7) involving parents and community in the process of their children's learning.

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

Clark County and the Greater Las Vegas area is undergoing a demographic change toward a student population that is more culturally, socially, economically, and racially diverse with various academic needs. In general, the mission of SPCSA is to meet the academic needs of these students by approving schools that would provide the appropriate academic services. Because of its general approach in utilizing a *Complete Curriculum* with a focus on literacy and STEAM, NASA-C^2 will be able to deliver quality education to this emerging diverse student population. Furthermore, NASA-C^2 will provide a college prep education ensuring student success in both high school and college.

For example, The Core Knowledge (CK) curriculum is an integral component of our design. Core Knowledge will provide the necessary foundational content that would allow our ELL students

access to American Culture. In addition, CK also covers important topics like African-American culture, world civilizations, and science and technology innovations. More importantly, CK is fully aligned with the math and literacy standards in NACS.

We choose to educate students who are in grades K-8 because we believe that academic and social success starts at the elementary level. Based on current research, students who are already 1 to 2 grades behind in reading while in Middle School will have extreme difficulty succeeding in High School (Bridgeland, DiIulio, & Morison, 2006). Therefore, we will strive to make our students read at or above grade level to ensure that, poor and economically disadvantage students achieve academic success in high school and in college.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

The parents, community members, and the neighborhood have an important role to play with the development of NASA. They bring forth important perspectives and understanding that will be beneficial in creating a quality school. Thus, we have met with prospective parents and community members, in groups and individually, to discuss their ideas for the school. They have suggested specific programs, such as afterschool activities, clubs, and sports, which is included in the design of NASA. For example, while the need for improving student academic achievement is great, parents and community members also recognize the importance of educating the whole child. Programs that introduce the students to arts and athletics were recommended.

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

From the time between the school's application is approved and the opening of NASA, the design team will engage the parents and community members through monthly parent meetings and community outreach programs where the specific needs and opinions of the learning community will be addressed. These open meetings and outreach programs, along with surveys geared towards the parents, community members, and neighborhood, will help the design team learn and understand the parents' priorities and concerns regarding the school. We will also provide updates through our websites regarding the progress of our school facility, enrollment, and other relevant information that pertain to school opening, curriculum, and culture. Five months prior to school opening, we will host a series of Curriculum Fairs and Enrollment Drives to inform prospective parents and community members about our school programs. During these events, we will also ask attendees to complete a survey that asks their input regarding their expectations, hopes, and fears about NASA.

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

In order to engage parents in the life of the school, parent-teacher conferences will be held along with monthly activities for parents to participate in along with their children. A Parent Academy

will also be implemented that will offer Saturday classes for Employment Skills, English Language Acquisition, Health and Wellness, and NASA-C^2. The Parent Academy will help build a strong family-school partnership where education is upheld and learning is encouraged.

To strengthen parental involvement within school activities, parents will be given the opportunity to volunteer inside the classroom as homeroom parents and teacher assistants. They will also have the chance to volunteer during breakfast and lunch periods, chaperone field trips, and assist in school events, afterschool programs, clubs, and sports. More importantly, they will be encouraged to attend Parent Association and NASA Board Meetings so that they can voice their opinions regarding NASA's program and operations.

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

NASA will have an open door policy with regards to the knowledge that will be available to the students and parents. In addition, NASA will partner with clinics and hospitals within the school area to provide the students and parents free monthly wellness checkups. Not only that, NASA will also be affiliating with the local universities to provide free tutoring for the students and the parent academy. Lastly, NASA will collaborate with local businesses to create fundraisers for the school, parental guidance during tax season, legal advice regarding immigration issues, and support food banks for the community. The following organizations/businesses have given verbal commitment to provide free services to our students and parents:

> Visiting Nurses of Nevada (VNV) has committed to providing free health and wellness check for parents and students during Parent-Teacher Conferences. In addition, VNN also committed to teaching the Health and Wellness courses that are offered through the Parent Academy. Physicians and Nurses from VNN will also visit NASA to discuss with our students about taking care of their health.
>
> Through the Parent Academy, the QuickRefunds Income Tax will teach free courses in family finances and tax topics. Financial professionals from QuickRefunds will also teach our students about financial management.
>
> The Philippine Times of Southern Nevada (PTSN) has agreed to provide free advertising for our school events. In addition, PTSN staff also committed to teach free writing skills courses for our parents.

(5)Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

All potential board members of NASA are business owners and respected community members. They have intimate knowledge and expertise regarding Clark County. For example, the proposed

School Board President and Design Team member, Leizel Trinidad, is involved in various community outreach programs that strive to improve the lives of at-risk youth and low-income women in the community. Since 2013, Ms. Trinidad has been a licensed guest teacher for Clark County School District. Ms. Trinidad primarily supports schools with high at-risk low-income student population. As a Board Member of the Hands of Comfort Foundation, Ms. Trinidad directly assists Las Vegas residents emerge from crisis and trauma through a process of intervention, education, and support that empowers individuals to transform positively their lives. Along with Ms. Trinidad, Dr. Mike Cudiamat, also works closely with Las Vegas' at-risk low-income population. His organization, Visiting Nurses of Nevada (VNV), provides health and wellness services to primarily low-income families. Since its inception, VNV has conducted several free health and wellness check-up in and around Clark County.

Along with the design team, they also strive to develop a quality school for the betterment of the community. In order to engage the neighborhoods, the design team will host open houses, attend community activities and festivals, and attend in neighborhood events.

(6)Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

The Philippine Times of Southern Nevada (PTSN) is news and community service organizations that provides news and services to all the Filipinos in Southern Nevada. Senator Harry Reid, Senator Dean Heller, and Congresswoman Dina Titus have all praised PTSN for its community service programs. In addition, Congressman Dr. Joe Heck has commended PTSN's community educational outreach programs. PTSN has provided valuable insights with regard to the needs of the community in Clark County. PTSN's community knowledge has helped us with locating a viable school site. Once NASA is approved, PTSN will assist with student recruitment and school event planning.

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Academic Plan

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

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

The mission of Nevada Academy of Sciences and Arts (NASA) is to provide Nevada students an excellent S.T.E.A.M. education that will help them become productive citizens in the 21st Century. We believe that all children can and will learn when given the appropriate support and resources. We also believe that every child has the capacity to succeed academically and the capacity to become a productive member of the local and global community. Using our mission as our guiding principle, we will ensure that our classrooms are engaging, tolerant, and innovative. Through differentiated instruction, small group activities, and critical thinking exercises, all our students, regardless of their academic achievement level, will receive rigorous and quality educational experience.

Students who are academically, socially, and economically disadvantaged usually need different types of support in order to navigate successfully a school's academic programs. A typical day at NASA will show students attending classes and activities that specifically target their individual learning and socio-emotional needs. More importantly, NASA teachers will receive the appropriate training and resources so that they can create differentiated activities that are engaging and innovative.

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

The vision of NASA is to be a preeminent school in Nevada that produces students with 21st century skills who are prepared to face and to solve contemporary challenges in the social and economic milieu. Upon graduating from NASA, students will have the necessary skills to enroll in advance studies or to pursue careers in Science, Technology, Engineering, Arts, and Math. Furthermore, graduates of NASA will also have the applicable knowledge to safeguard their emotional and physical well-being.

Through service programs and community involvement activities, NASA graduates will learn the value of community service and social and economic justice. In addition, through NASA's college preparatory educational approach, NASA graduates will understand that education is an integral component of social equality and economic self-reliance.

(3) Articulate clear guiding purposes and priorities which are meaningful, measurable, and attainable.

At NASA, we believe in setting attainable, meaningful, and measurable goals. The following is a list of our clear guiding purposes and priorities:

(a) 90% of students will meet or exceed NACS as measured by SBAC.
(b) 97% of students will attend school regularly.
(c) 85% - 90% parent involvement in schools as measured through parent attendance in schools sponsored events like Parent-Student-Teacher Conferences, Curriculum Nights, Academic Assemblies, and Saturday Parent Classes.
(d) 97% of teachers will attend school regularly.
(e) 100% of teachers will differentiate their instruction according to student learning preferences and achievement.
(f) 100% of teachers will develop lessons and activities that involve small group learning and learning centers.
(g) Maintain a 90% teacher-retention rate.
(h) Constant and consistent community outreach program through student-service hours, free job and financial skill classes for parents and community members, and free quarterly health-care screening.
(i) Visit 50% of students' home yearly.
(j) Yearly international trips for qualifying students, teachers, and parents
(k) Show a balanced yearly budget with cash surplus.

(4) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

NASA's statutory purposes are completely aligned with all the goals set forth in NRS. 386.520. The mission of Nevada Academy of Sciences and Arts (NASA) is to provide Nevada students an excellent S.T.E.A.M. education that will help them become productive citizens in the 21st Century. Below are the Nevada statutory purposes with specific explanations on how NASA's purposes align with these goals.

(a) Improving the academic achievement of pupils: through our academic model NASA-C^2, we will improve our students' academic achievement because they will receive a *Complete Curriculum* with a STEAM thematic approach and literacy based instruction.

(b) Encouraging the use of effective and innovative methods of teaching: we will train our teachers to use the following effective and innovative methods of teaching: micro teaching (Henrietta, 2011), Piagetian Model, small group centers, formative assessments, teacher-student feedback loop, and differentiated instruction.

(c) Providing an accurate measurement of the educational achievement of pupils: to accurately measure our students' educational achievement, we will use utilize the following instruments:

1. For bi-monthly progress monitoring, we will use the Interactive Achievement (IA) testing software. IA allows teachers to create benchmark assessments that are aligned with the Nevada Academic Content Standards.

2. For Interim-Assessments, we will use the Northwest Educational Achievement test (NWEA) to determine if our students are improving their literacy and math skills as required by the NACS.

3. As the cumulative assessment, we will use SBAC to examine if our students have met their academic growth targets.

NASA's student and assessment data will be entered in the Concept Schools' Student Information System. The Concept Schools' Student Information System provides real-time analysis and projections of student assessment data. In addition, the Concept School Student Information System also correlates student assessment data with student attendance and behavioral data.

(d) Establishing accountability and transparency of public schools: after establishing the necessary protocols to protect the privacy of our students, parents, and staff, we will provide assessment, financial, operational, and demographic data to the public through our school website, during board and parent meetings, and through our municipal and state school reports.

(e) Providing a method for public schools to measure achievement based upon the performance of the schools; by using NWEA and SBAC, NASA will provide the State and the Charter Authorizer the appropriate methods to measure student achievement.

(f) Creating new professional opportunities for teachers: our individualized professional development program will create new professional opportunities for our teachers. Based on a teacher's personal PD plan, NASA will provide the resources and training so that each NASA teacher can achieve his or her PD goals.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

The most essential features of NASA that will meet the SPCSA's ambitious academic goals is our Teacher-Student-Relationship (TSR) program and our system process design which is named NASA D_4E (ND_4E). Our TSR program will ensure teachers are well trained to meet the academic and social needs of our students. Simultaneously, ND_4E (Diagnose, Design, Differentiate, Deliver, and Evaluate) will be our trouble-shooting and problem-solving process that will guarantee that a systematic method is implemented when improving student academic achievement, teacher professional development, and school culture.

Teacher-Student-Relationship (TSR)

In the athletic field, what separates two athletes with equal athletic abilities is coaching quality. Similarly, in the educational field, teacher quality plays a significant role on a student's academic success. Many factors determine teacher quality. Some of these features are a teacher's subject mastery, teaching experience, and instructional creativity. The most important component of teacher quality is the teacher's ability to relate with her students. While teacher-student relationship is not the only aspect that determines student academic success, it is significant enough that it affects student outcomes and student emotional growth. A positive teacher-student relationship significantly improves student performance academically and socially (Fowler, Banks, Anhalt, Der, & Kalis, 2008).

Research shows that for the past ten years, teacher-student relationship has a direct correlation with students' academic and social development in schools (Hughes & Gleason, 2015). Students who lack positive relationship with their teachers are more prone to disengagement and behavioral issues in the classrooms (Hughes & Gleason, 2015). For the past twenty years, the high school drop-out rate in the United States significantly increased and sixty-five percent of students who dropped out said that they would have stayed in school if they had a better relationship with their teachers (Bridgeland et al., 2006). A positive TSR creates a warm and inviting school climate, thus encouraging students to stay in school (Barile et al., 2012).

According to Harris (2010), the achievement gap between African-American/Hispanic and Caucasian students is one of the major social problem in the in the 21st century. While it is not the only solution to a complicated and complex problem, improving TSR should be given plenty of attention. TSR will not reverse and will not eradicate the years of poverty, racism, and prejudice. However, all things being equal, improving TSR is a manageable task as compared to addressing the issue of poverty, racism, and prejudice. There are plenty of students craving for caring relationships with compassionate and attentive adults (Noguera, 2008) that focusing on TSR to help close the achievement gap is a pragmatic solution to the problem.

Improving TSR has to begin with teacher education. Fundamental to TSR is the teacher's ability to relate to the student's social and cultural context. During the first three years of NASA, we will devote ample resources in developing the capacity of our teachers to teach effectively because we believe that before we can cure the patient, we must ensure that the physician is the best physician who is diagnosing and treating the patient. Through personalized coaching and mentoring, weekly individualize professional development, and professional learning communities (PLC), we will guarantee that our teachers are prepared to meet the cultural, racial, and gender learning needs of their students.

Our students will experience and practice academic rigor because we will have teachers who are experts in TSR. Our teachers will create lesson and activities that are aligned with the Nevada Academic Content Standards. More specifically our teachers will produce learning experiences that:

- require students to create, to evaluate, to synthesize, and to analyze.
- engage students in problem-based and project-based learning.
- teach students to understand and to analyze their own academic performance data.

Quality education does not necessarily mean equal funding or equal resources. Quality education means having a creative, intelligent, dedicated, passionate, and caring teacher teaching minority students. Positive teacher-student relationship will close the racial achievement gap. According to Frenzel et al., (2009) when a teacher exudes enthusiasm in the classroom and in her content area,

students mirror her behavior and show their enjoyment as well. Therefore, we will consistently monitor our teachers' wellbeing to ensure that the passion for teaching and learning still permeates the classroom.

NASA D_4E (ND_4E)

NASA's D_4E is our second major feature that will provide growth and academic rigor to our students. ND_4E is a systematic approach to addressing issues such as student attainment and school culture. The ND_4E represents, Diagnose, Design, Differentiate, Deliver, and Evaluate. Before addressing a problem or an issue, one must **diagnose**. Immediately after and during the diagnosis, one must begin to deconstruct the data. When the data has been thoroughly analyzed, the next step is to **design** the solution. In order for the solution to be effective, the solution or intervention must be **differentiated** to fit the needs of the individual stakeholders. After the differentiation phase, the proposed solution must be **delivered**. To certify the success of the plan, an **evaluation** must be conducted to assess student achievement.

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

• Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)

Curriculum

Our academic programs, NASA-C^2, will be guided and aligned to the Nevada Academic Content Standards (NACS). We will guarantee that NASA's math and literacy program meet the rigor set forth in NACS. While literacy is a focus of NASA and the unifying theme of our curriculum design is Science Technology Engineering Arts and Math (S.T.E.A.M.), our approach is a *Complete Curriculum* (C^2). Our *Complete Curriculum* will ensure that NASA students will receive a balanced and rigorous education that will improve student achievement.

In this climate of economic uncertainty, American schools must cultivate an environment that promotes innovation in Science, Technology, Engineering, and Math (STEM). However, the overwhelming success of companies like Apple, Facebook, and Google show that Art is as important as STEM. The slick iPhone features, smart interphase in Facebook, and the user-friendly nature of Google are all a testament of the importance of Art and Design in innovation and economic success. In addition, according to Harloff (2011), who conducted a federally funded study examining the impact of Art in large urban schools like New York, the infusion and inclusion of Visual Art in schools has a significant influence in the improvement of student academic achievement. Therefore, the fundamental feature of NASA's educational model is STEAM. NASA's STEAM will produce students who are prepared to face the 21st century locally and globally competitive economy.

To support STEAM, NASA will use the Core Knowledge Scope and Sequence. *Core Knowledge* is a research-based model that is fully implemented in both charter and traditional public schools. Core Knowledge provides rigorous content and concepts that are essential to secondary and post-secondary education. We have closely examined The Core Knowledge Sequence and we have determined that it is closely aligned with the Nevada Academic Content Standards. The Center for the Social Organization of Schools at Johns Hopkins University and other studies have shown that Core Knowledge, when implemented with fidelity, have positively influenced the academic achievement of students. Core Knowledge is ideal for NASA because it focuses on providing all

students, regardless of background, with a coherent and clear foundational background that equips them for advanced learning and citizenship.

The literacy program that we will use is *Reading Street Common Core.* The *Reading Street Common Core* will help us prioritize instruction to support higher levels of reading and writing. *Reading Street Common Core* provides the opportunity to:

- increase text complexity in reading.
- provide accessible rigor.
- balance fiction and informational texts.
- build content-area knowledge.
- emphasize close reading.
- focus on informative/explanatory, argumentative/opinion, and narrative writing.
- implement performance assessments.
- integrate media and 21st century skills.

To meet the standards stated on NACS, we will utilize McGraw-Hill My Math. The McGraw-Hill My Math was constructed carefully to help meet the demands of the Common Core State Standards. The three components of rigor (Conceptual Understanding, Procedural Skill & Fluency, & Application) are woven throughout the program in equal intensity, allowing students to progress toward a higher level of achievement in meeting the high expectations of the Standards and Common Core Assessments. Plus, now with the addition of ALEKS integration, students can set their own path to personal growth. Backed by over 20 years of rigorous brain research originating with the National Science Foundation, ALEKS identifies gaps in understanding and delivers focused instruction to help each student gain confidence they need to excel in math. Great for fluency practice, Aleks Quick Tables offers an engaging approach to math fact mastery to build rigor.

At the heart of our academic design is literacy. We believe that our students will only be successful academically if they are at or above grade level in reading. Students who fall behind in reading usually have difficulty in other content subjects like Math, Science, and Social Reading (Petscher 2010). Therefore, to ensure that our students are at or above grade reading level, our students from K-5 will receive 90 minutes of reading instruction daily. In addition, K-2 students will read independently between 10-15 minutes daily while 3-5 students will read independently between 15-20 minutes daily. Students will also have an opportunity to apply their reading skills in all other content areas. For example, students will compare and contrast in Social Studies, and will predict outcomes in Science.

In grades 6-8, in addition to the regular Reading class, students will be required to do independent book studies. Like the K-5 grade students, 6-8 grade students will have 25-30 minutes of sustained independent reading. More importantly, all assessments and learning activities in other content areas will contain reading comprehension components. This will ensure that teachers will continue to engage 6-8 grade students' reading comprehension skills in all content areas. For example, in addition to assessing Science content during a weekly or unit test, a teacher will include a reading article or passage about the current science topic where students are compelled to employ their reading skills to respond correctly to the questions.

NASA Teacher Academy (NTA)

At the beginning of each school year, NASA teachers in cooperation with the school leaders will create an individualized PD plan. Based on this PD plan, NASA will allocate the necessary resources

so that all NASA teachers can reach their PD goals by the end of the current school year. The following is an example of our NTA:

- Teacher A's PD goal is to improve her capacity to create student learning centers that targets her students' learning preferences. NASA will ensure that Teacher A will achieve her PD goal at the end of the school year by providing her the following support and resources: in-house instructional coaching and mentorship, teacher informal observations by instructional coaches and school leadership, online seminars, visiting other schools and observing teachers who are experts in differentiation, attending off-campus seminars, and quarterly meetings with school leadership to discuss Teacher A's progress

In addition to the individualize PD plan, NASA teachers will form Professional Learning Communities (PLC) so that they can support each other's professional growth.

Arts and Wellness Program

According to Harloff (2011), the infusion of Arts Education in urban schools significantly improves students' academic achievement. In addition, the Journal of Pediatric Medicine stated that students who are involved in regular physical activities are more likely to be more engaged and alert in the classroom. Therefore, to improve the academic performance of NASA students, the NASA Arts and Wellness Program will ensure that our NASA students receive the appropriate amount of ARTs and Physical activities.

During the regular school day, every student at NASA will take either Art, Music, Dance, or Band. Students who want to take additional Arts classes will have an opportunity to register to their desired Arts class after-school. Students who take Arts classes will be required to perform or to create portfolios at the end of each semester.

Aside from offering Arts classes, NASA will also offer classes that will develop the students' physical fitness. In addition to regular Physical Education class, NASA students will also have an option of taking Soccer or Taekwondo. Focusing on either Soccer or Taekwondo will ensure NASA students that they will be highly proficient on the specific discipline when they graduate from NASA.

Soccer is the most popular sports in the world. Because soccer is easy to learn, more students will be encouraged to participate, thus ensuring that the students remain active and fit. NASA students will also have an option of enlisting in Taekwondo. Taekwondo is a martial art that teaches students self-defense, discipline, confidence, integrity, honesty, loyalty, and perseverance. Like the Arts courses, Soccer and Taekwondo will also be offered in after-school. To display mastery of skills, Soccer and Taekwondo students will compete in local and national tournaments at least once during the school year.

Parent Academy

According to Marzano (2008), parent-involvement influences significantly student academic achievement. To increase our parents' capacity to help their children succeed in schools, NASA will offer parent classes on the weekends and weekday evenings. Parents will have the option of registering for the following classes:

- Analyzing Student Assessment Data

- Understanding the Core Knowledge Curriculum
- Standard-based Learning: Common Core in the Classrooms
- How to Raise a Reader
- Math Everywhere

In addition to the classes offered, we will also survey the parents so that we can design and offer courses that are applicable to parent interests. While the title of this program is Parent Academy, we will also welcome community members who want to register for these classes. Our Parent Academy will be part of our Community Outreach Program.

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

Culture is shared values and beliefs and is an important element in the efficacy of an organization (Muya & Wesonga, 2012). In an educational organization, culture influences how educators relate to one another. More importantly, culture has a direct correlation with staff morale and student achievement (Hallinger & Leithwood, 1996). When organizational culture is strong, the members show a strong affinity with the organization's rituals, traditions, and personal schemata (Muya & Wesonga, 2012). Similarly, an educational institution with strong culture exhibits characteristics where the teachers and other stakeholders adhere and believe in the school's rituals, traditions, mission, and principles. It is within this context that NASA's core principles are formulated.

NASA's core principle is all children can and will learn. We believe that all children can and will learn regardless if they have a learning disability or they are English Language Learners. Our resource and programmatic policies and procedures are designed to address and to adhere specifically to our core principles.

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

There are two major structures that will be evident in NASA, a learning and instructional structure. In our learning structure, students will be grouped into learning teams. These learning teams are small groups of students who are sometimes divided according to their learning preferences or mastery. Our learning team structure will provide our students the opportunity to learn how to work in groups effectively and it will allow the teacher to design student-learning experiences that are targeted and differentiated according to the needs of the students. For example, in a classroom of 3rd Graders who are learning how to multiply two-digit numbers, the students may be grouped into different student learning styles like kinesthetic or auditory learning styles. The students whose learning styles is kinesthetic regardless of mastery will be in the same group practicing two-digit multiplication using math manipulatives.

In our instructional structure, our teachers will be grouped according to Grade Teams. During Grade Team meetings, teachers will design activities, write assessments, and analyze student data together. Grouping teachers in grade team will encourage staff comradery and collegiality. In addition, grade teams will also allow the teachers to provide feedback on each other's work, thus increasing the possibility of the teacher-created assessments and activities meet the rigorous standards of NACS.

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

As stated in (2) NASA's fundamental features are as follows:
Complete Curriculum (C^2): STEAM, Core Knowledge, Reading Street, and My Math

The curriculum mechanisms that will dramatically influence student success will be our Curriculum Mapping and Interim Assessments. The themes in STEAM and the content and concepts in Core Knowledge, Reading Street and My Math will be mapped appropriately so that is aligned with NACS. Below is an example of how NASA's curriculum will be mapped and aligned with NACS Literacy Standards.

Week 2

Standard	Reading Street	My Math	Core Knowledge Language Arts	Core Knowledge Science	Core Knowledge Art
RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Genre:** Expository Nonfiction **Literature:** Penguin Chick **Comprehension Skills**: Main Idea and Context Clues	Evaluate multi-step word problems by using math vocabulary to explain the problem's solution.	**Reading Comp:** Orally Summarize main points from non-fiction **Vocabulary:** Prefixes – *re, un, dis* Suffixes – *er, or, less*	**Classification of Animals:** *Birds, Reptiles, Mammals*	Edward Hicks, *The Peaceable Kingdom*

This sample curriculum map with NACS RI.3.1 as the focal point of the week shows cross-curricular connections. RI.3.1 mastery requires students to demonstrate understanding using text to support their answers. The students will display their mastery of RI.3.1 by reading and analyzing the story Penguin Chick from Reading Street. To enhance mastery, the students will use Core Knowledge topics and content, as shown on the map, for practice.

According to Blackburn (2012), cross-curricular instruction will increase the rigor in the classroom. Boykin and Noguera's (2011) research about closing the achievement gap stated that rigor in the classroom significantly improves student success because rigor engages and challenges students academically. Therefore, curriculum mapping is an effective tool in improving student achievement.

In addition to Curriculum Mapping, we will use Interim Assessments to monitor student academic progress weekly or monthly. In his book *Classroom Assessment that Works,* Marzano (2006) stated that a systematic school-wide Interim Assessment program contributes to the improvement of student achievement. In addition, based on the experience of our proposed school leader, Christopher Austria, the schools that he managed successfully employed Interim Assessments to monitor student growth. For example, Mr. Austria managed East Chicago Urban Enterprise Academy (ECUEA), a Charter School in Northern Indiana. Prior to Mr. Austria's arrival, for the past three years, ECUEA's average Math scores on the state standardized test was 75%. After Mr. Austria implemented an Interim Assessment program in Math, ECUEA's average Math scores rose to 84% within one calendar year. Base on Marzano's sound research and Mr. Austria's experience, Interim Assessment helps increase student achievement.

The assessments that NASA will administer are Interactive Achievement (IA) and Measures of Academic Progress (MAP). IA allows teachers and administrators to create assessments whenever a weekly or monthly rigorous and standard-based assessment is needed. More importantly, IA is completely aligned with NACS and all questions are labeled according to Blooms Revised Taxonomy. To monitor student growth during the Fall-Winter-Spring cycle, we will use MAP also

known as the NWEA test. MAP is a standardized based assessment in literacy, math, and science that is completely aligned with Common Core and NACS. In addition, to ensure validity and reliability, MAP is developed jointly with Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. Furthermore, approximately 2200 schools and districts, which amounts to over 12 million students, use MAP.

The Interim Assessment data from both IA and MAP will be examined and analyzed for student growth. Teachers, Instructional Coaches, and School Leadership will use the data to develop differentiated instructional activities in order to ensure student academic success. For example, if a student's MAP score is below grade level in Identifying Main Idea, the teacher, with the assistance of school leadership, will develop learning experiences that specifically target that student's deficiency in Identifying Main Idea.

NASA Teachers Academy (NTA)

To be effective, a teacher must understand the context of her students' environment (Noguera, 2008). In most urban and suburban school setting, the context that Noguera is referring to is a context of multiculturalism. Thus, to be effective, a school must support the professional growth of its members. To support the professional growth of the 21st century American educators, schools must address multiculturalism in the classrooms.

Lessons that have relevance in students' lives make school more meaningful (Dewey, 1938). In today's urban and suburban school student demographics, relevance means multiculturalism. A teacher cannot design relevant lessons and activities if she does not have sufficient knowledge of the culture and traditions of her students. Through different types of professional develop and resources, NASA educators will develop culturally sensitive lesson plans and activities.

The goal of NASA Teachers Academy is to prepare our teachers so that they can face effectively the challenges of educating NASA students. Teachers at NASA will have the opportunity to design their own professional development in order to meet their individual professional needs. In addition to Individualized Professional Development courses, NASA teachers will be required to register and to succeed in following NTA courses:

> *Multi-Culturalism in the Classroom:* In this course, teachers will receive cultural-sensitivity training that is specific to NASA's student population. Furthermore, teachers will also learn how to design lessons and activities that is culturally relevant to their students. More specifically, teachers will know how to research and how to teach topics regarding people of color who contributed to the advancement of Science, Technology, Engineering, Arts, and Math.
>
> *Curriculum Alignment:* Aligning the curriculum with NACS and the mission of the school is an integral part of student success. In this course, teachers will learn how to unpack the Nevada Academic Content Standards and align it with NASA's curriculum. In addition, teachers will also learn how to design lessons and activities that are aligned directly with student academic goals.
>
> *Data-Driven Instruction:* Data does not tell the whole story but it does not lie. This course will teach teachers how to gather, to examine, and to analyze relevant student data. Teachers will also learn how to utilize the data in creating learning experiences that will ensure student academic success.

Differentiated Instruction: Albert Einstein said, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid." This course will enhance a teacher's ability to create and to deliver instruction that specifically meets a student's learning preference and mastery level so that NASA students are set-up for success. Additionally, teachers will also learn how to identify and to classify assessments and materials that are appropriate to the academic levels of the students.

Through informal observations and formal evaluations, the NASA leadership team will monitor teachers' progress. The leadership team will also provide continuous teacher support through Grade Team and individual meetings. This will guarantee that teachers are implementing with fidelity the best-practices that they have learned.

According to Van Maele and Van Houtte, (2011), the quality of school life is improved when the teachers received the necessary training to meet the students' needs. More importantly, Marzano (2007) and Blackburn (2012) stated that targeted teacher professional development increases the chances of teacher success. Consequently, when teachers are successful, student achievement significantly improves.

Art and Wellness

Based on three separate longitudinal studies from the Department of Education that observed academically at-risk students who were engaged consistently or sporadically in arts in school, at-risk students who received art education consistently displayed improved academic outcomes as compare to at-risk students who received minimal art education. In addition, Harloff's (2011) research supports the notion that art education significantly raises student achievement scores in urban schools. It is within this context that we will infuse art education in our classrooms.

NASA students will receive Arts instruction at least two or three times a week. In a given academic year, students can choose to take the following courses: Visual Art, Choral, Band, Dance, and Creative Writing. In addition to their regular Arts class, NASA students will also have an opportunity to participate in Arts Club during the after-school program. Students will be required to perform or to present their chosen discipline twice a year to the school community.

Along with NASA's Arts classes, students will also receive instruction on Health and Wellness. According to research from the Center for Disease Control, "…physical activity can have an impact on cognitive skills and attitudes and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behavior." Therefore, all students at NASA will receive a total of 225 minutes of Physical Education (PE) per week.

During the PE classes, students will learn how to take proper care of themselves. NASA students will learn how to differentiate between proper and improper diet. Aside from the required PE class, students also have an option to sign-up for either Soccer or Taekwondo as an elective class. We chose Soccer and Taekwondo for the following reasons:

Soccer: Aside from being the most popular sport in the world, Soccer has an easier learning curve. By nature, soccer is a very inclusive sport because a student does not need to be athletic in order to participate. If a student has the willingness to run after the ball then he or she could contribute effectively to the team.

Taekwondo: The most popular Martial Arts discipline in the United States is Taekwondo. We will offer Taekwondo because we want our students to learn self-defense and to gain self-confidence. More importantly, Taekwondo will teach our students the following tenets: Courtesy, Integrity, Perseverance, Self-Control, and Indomitable Spirit. Our goal is that if a student stays more than six year in NASA, that student will earn his or her 2nd Degree Black Belt.

We believe that to educate the child successfully, one must educate the whole child. An effective school must provide the student the academic, athletic, and artistic experience. When a NASA student is faced with a real-world complex problem, that student will use academic experience to contextualize the problem. The same student will also use her artistic abilities to formulate a solution to the problem. And more importantly, the same student will utilize the concept of teamwork learned in athletics to ensure that the problem is solved with collaborative efforts from all the stakeholders thus making the solution more viable. Therefore, NASA's Complete Curriculum or NASA-C^2, is an appropriate approach and mechanism in improving student achievement.

All children can and will learn

Based on our demographic study, Las Vegas and the Greater Clark County Area has a culturally, racially, and economically diverse population. Our proposed site and targeted area reflects this diversity. Therefore, it is safe to assume that NASA students will have diverse needs with regard to academic and socio-emotional development. Our sensitivity to the diversity of our targeted student population has led us to formulate our principle that *all children can and will learn*. Our curriculum and professional development designs are specifically created to deliver quality differentiated instruction in order to meet the needs of all students.

Because we believe that *all children can and will learn* at NASA, this principle will guide our day-to-day decisions and operations. To ensure that *all children can and will learn* at NASA, we will:

- Differentiate our instruction
- Provide individual or small group support for students who are below grade achievement level
- Structure our daily schedule so that students who need support can receive assistance without sacrificing their Arts and Wellness classes
- Ensure that all students who have IEP's and who are ELLs receive the necessary services and are placed in a Least Restrictive Environment (LRE)
- Provide the necessary counseling for students who need emotional support
- Provide the necessary support for students who are classified as homeless

Having *all children can and will learn* as our guiding principle will guarantee that we will continue to work toward the success of all our students. We will not make any excuses and we will certainly not leave any child behind. At NASA, the good of the one is as important as the good of the many.

Learning Teams

Essential to our school design is our structures. NASA will have two main structures that will be evident in the school. The students will be grouped into Learning Teams and the teachers will be in Grade Teams.

NASA's vision is to produce students who will have 21st century skills so that they can be productive members of the global economic community. An aspect of this 21st century skills is the ability to work in teams effectively. In learning teams, students will work collaboratively to complete an assigned task. More importantly, students will share their skills and expertise to enhance their learning experience.

Learning Teams is essential to NASA's STEAM design. According to the University of Michigan, it is important for students to know how to work in teams because in the engineering and technology field, success is connected directly to the team's efficacy. In addition, Finelli, Bergom, and Mesa (2011) stated that engineering and technology companies are demanding more graduates who can work effectively in teams because students who are trained to work in teams are inclined to retain and to acquire information more efficiently.

As the proposed school leader, Mr. Austria has extensive experience in Student Learning Teams. In his previous and current school, Mr. Austria has implemented learning teams successfully with tangible results. Prior to arriving at Plato Learning Academy, the student assessment scores on the District MAP test was Math 10% and Reading 20%. After Mr. Austria implemented Learning Teams student assessment scores on the District MAP test was Math 55% and Reading 51%. Ideally, Mr. Austria wants the average scores to be 80% and above, the percent increase is in both Math and Reading is substantial.

Grade Teams

Like the students, NASA teachers will also be grouped into teams. Every teacher will be a member of a Grade Team. According to Rennie Center for Education Policy and Research (2012), teacher grade teams promote meaningful collaboration. When teachers collaborate, student academic success increases (Deal & Peterson, 2009).

During grade team meetings, teachers will plan together differentiated student learning experiences. In addition, grade teams will also create common assessments that are aligned with NACS. It is important that the teachers collaborate when writing assessments so that they can provide each other feedback on the quality of the assessment items. More importantly, teacher grade teams will provide the teachers the opportunity to share their expertise, thus increasing the staffs' knowledge based and collegiality.

Mr. Austria, our proposed school leader, has extensive experience in organizing and supervising grade teams. In schools that Mr. Austria has lead and has managed successfully, grade teams were and are essential components of the schools. Grade teams provided the opportunity for experienced teachers to be leaders and mentors by coaching and helping new and inexperienced teachers. Consequently, new and struggling teachers receive the necessary support from their colleagues.

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

The general response to this question is that by using NASA's Interim Assessment Program and Differentiated Instruction approach, we will drive the growth among students at all level. However, for an organization to address effectively its challenges and goals, a systematic approach is needed. The design model that we will use to drive growth among students at all level is the NASA D_4E

(ND_4E) model. The components of the ND_4E model are to Diagnose, Design, Differentiate, Deliver, and Evaluate. (See (1) in Transformational Change)

1. Diagnose: Before we can create and implement an action plan, we have to know the specific academic need and mastery level of our students. To diagnose our students accurately, we will utilize our Interim Assessment program. After enrollment but prior to the beginning of each school year, NASA students will take the Fall MAP test. The Fall MAP results will provide the exact levels of students in Math and Reading. In addition to students' achievement level, MAP will also provide a breakdown of student scores by specific math and reading skills. For example, MAP scores will show a student's level of performance in Inference, Vocabulary, Number Sense, and Algebra. We will look for patterns and themes that will help us identify or design the appropriate instructional intervention. For example, if we discover that our fifth-grade students are struggling with their inferential skills, we may need to design interventions that address this skill deficiency.

2. Design: After diagnosing the student assessment data, we will design the appropriate interventions or lessons that are researched based, to address our student academic needs. For example, if our students lack mastery in inferential skills, we will design lessons and activities that require our students to utilize their critical thinking skills. Activities that would engage our students to synthesize and evaluate multiple information would cultivate our students' inferential skills.

3. Differentiate: In the diagnose phase, we identified that our student are deficient in inferential skills. Accordingly, in the design phase we created lessons and activities that address our students' low achievement in inference. In the differentiate phase, we will differentiate our designs to meet the specific learning preferences and achievement levels of our students because while we have already identified our student needs, these needs are still at varying level. For example, a student who barely missed the cut score will need a different intervention as compare to a student who is 20 points below the cut score. Moreover, if two students received the same score but one student has an IEP and the other is classified as an ELL, both students may need different interventions because of their learning classifications. Regardless, to ensure maximum growth, the learning experiences presented to the students will be scaffolded and appropriate to their academic level. Differentiation decisions will be made based upon standard deviation of students' progress scores.

4. Deliver: Once the lessons and learning experiences are differentiated appropriately, the teacher will deliver the content to the students through learning teams and individual instruction. Various delivery methods like educational technology and project-based learning will be utilized to ensure variety of delivery approach. Whenever necessary, our teachers will modify their instruction to ensure student success.

5. Evaluate: During the delivery phase, our teachers will ensure that they will conduct formative assessments to monitor student learning. The data from the formative and summative assessments will inform the teachers if the interventions and delivery methods are effective. Teacher created tests and quizzes, interim assessments, and district or state tests will be disaggregated and analyzed to determine if the curriculum and delivery components are effective.

After the evaluation phase, the process cycles back to the diagnose phase, which is the next cycle of our Interim Assessment Program. We will continue through the ND_4E cycle until we reach the State Assessment Phase, which is the Smarter Balance Assessment Consortium (SBAC). The data from the SBAC will provide us with the summative data assessment that will allow us to plan accordingly for the following school year.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1)Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

NASA's Complete Curriculum or NASA-C^2 complies completely with the requirements of NRS.386.550 and NRS 389.018. As outlined in NRS.386.550, our academic program is non-sectarian and provides the necessary core subjects as outlined in NRS 389.018. More importantly, NASA's academic program is aligned with NACS. The main features of our academic program are:

Thematic Focus: Science, Technology, Engineering, Arts, and Mathematics or S.T.E.A.M.

Content and Concept Focus: The Core Knowledge Scope and Sequence

Reading Program: Reading Street Common Core and Literacy Across Content Area

Math Program: My Math - McGraw Hill Education

Wellness Program: Physical Education, Soccer, Taekwondo

NRS 389.018 requires that students receive computer education, technology, and arts. With our STEAM thematic approach, NASA students will take computer, technology, and arts classes. For example, while our first-graders are mastering computer keyboarding, the second-graders will be learning the fundamentals of computer programming or coding. Meanwhile, our fourth and fifth-graders will be combining arts and technology by designing their own computer games or building their own robots and three-dimensional models. Specific to the arts, our students in early grades will also receive both visual and performance arts education. Once they reach fourth-grade, NASA students will have a choice if they want to focus on visual or performing arts. The arts classes that NASA will offer are: Band, Choral, Dance, Creative Writing, and Visual Art.

NRS 389.018 also states that students must have Science and Social Studies instruction. Because of our STEAM program, all NASA students will take Science every year. While our instruction and curriculum will be driven primarily by NACS, our Core Knowledge curriculum, which is aligned with Common Core, provides content and concepts in Science and Social Studies for every grade level. For example, our fourth-graders will be learning the following Science topics: Human Body, Chemistry, Electricity, Geology, Meteorology, and Science Biographies. With regard to Social Studies, the same fourth-graders will understand Social Studies topics such as: World Geography, Europe in Middle Ages, Spread of Islam and "Holy Wars", Early and Medieval African Kingdoms, China's Dynasties and Conquerors, American Revolution, Making a Constitutional Government, Early Presidents, and Politics, Reformers, and American Symbols and Figures.

For Reading, NRS 389.018 requires schools to provide English instruction, which includes reading, composition and writing. The main Reading program that will be implemented is Reading Street but it will be supplemented by the Core Knowledge. Reading Street takes a cross-curricular approach when teaching reading, composition, and writing. Additionally, Core Knowledge provides content and concepts in writing, language arts, and literature. Reading Street and Core Knowledge

make a perfect marriage of curriculum because while Reading Street focuses on the reading skills, Core Knowledge enriches the students' experience through its engaging topics in literature and writing. For example, in fifth-grade Reading Street, students will understand and use inferential skills. Reading Street will normally use non-fiction text to teach inferential skills. However, in Core Knowledge, the students will have an opportunity to practice their inferential skills by analyzing poems like *The Road Not Taken* by Robert Frost or interpreting and performing plays like *A Summer Night's Dream* by William Shakespeare. More importantly, literacy skills will be used and practiced in subjects like Social Studies and Science. For example, while primary students are learning about Native American cultures through various articles and reading passages in Social Studies, they will also be utilizing reading skills like compare and contrast or predicting outcomes.

NASA's Math program, My Math, uses a systematic approach in teaching math and is fully aligned with NACS. In addition, My Math also teaches students how to solve multi-step problems. NACS-Math in fourth-grade requires students to "use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used." In My Math, before a student can master a specific math skill, that student needs to demonstrate skill mastery by explaining his or her process or by creating visual representation of his or her solution. Also, since our thematic approach is STEAM, math topics will permeate throughout our student learning experiences and throughout our professional practice.

In addition to the core classes, NRS 389.018 also requires schools to provide Health and Physical Education. We also believe that the key to our student success is our ability to provide organized health and physical activities. At NASA, our students will receive a total of 225 minutes a week of health and physical education classes. In addition to the regular health and physical education classes, students will also have a choice of registering for either soccer of taekwondo. Both soccer and taekwondo will be offered as elective classes during the regular school day. Our main purpose in including these two Olympic Sports in our design is to cultivate our students understanding of teamwork, fair-play, courtesy, integrity, perseverance, self-control, and indomitable spirit. More importantly, we want to encourage students to be both academically and athletically proficient.

It is evident that NASA-C^2 complies with the requirements of NRS.386.550 and NRS 389.018. Our academic program is also aligned with NACS and Common Core. However, the most important characteristics of our academic program is its ability to adjust to the needs of our students. Core Knowledge, Reading, Street, and My Math are designed to be rigorous while simultaneously meeting the academic achievements of students who are ELLs or who have IEPs.

(2)Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

To ensure that the learning needs of all NASA's students who are performing across a broad spectrum are met, we will implement instructional strategies and data methods that will support the efforts of our educators.

Instructional Strategies

There are five major instructional strategies that we will utilize to support our education plan and to improve our students' academic achievement. These strategies are the Paideia Method, Learning Teams, Critical Thinking, Learning Centers, and Interest-based Assignments.

1) The Paideia Method: This approach consists of three key elements:
a) ***Didactic*** – The role of the teacher in this phase is to introduce a new concept to the entire class (whole class instruction). During the didactic phase, it is recommended that the teacher use only ten to fifteen minutes of class time to introduce a new concept.
b) ***Coaching*** – During the coaching phase, the students will be practicing their newly acquired skill and the teacher acts much like a coach of an athlete. The teacher circulates around the classroom and provides guidance to any student who needs assistance.
c) ***Socratic*** – In the Socratic phase, the teacher leads a discussion in small groups. During the discussion sessions, the teacher asks the students questions that will encourage debate and that will elicit responses from the students.

(2) Learning Teams: Teachers will group the students into learning teams. In learning teams, students have the opportunity to collaborate with each other. The teacher could assemble the students according to learning preferences or skill mastery. The teacher could also create a heterogeneous team so that the students could assist each other with the day's lesson activities. Grouping the students into learning teams allows the teacher to differentiate more effectively the learning tasks or the instructional strategies.

(3) Critical Thinking: While we acknowledge that the majority of our target student population will be performing below grade level, it is still our responsibility to provide academic rigor. When using critical thinking instructional strategies, NASA teachers will require students to synthesize multiple information, to analyze a non-fiction article, or to create a new product that is a representation of the current lesson topic. Using critical thinking instructional strategies is important in raising the academic achievement of below grade level students because the NACS and the 21st century global economy demand that students be critical thinkers.

(4) Learning Centers: The key to differentiating instruction is allowing students to work individually or in pairs. In a learning center, a student can complete an activity at his or her own pace. More importantly, a learning center can have activities that have multiple skill levels. For example, in a math center with a topic a Pre-Algebra topic, students with different skill levels could solve different Pre-Algebra problems. A student who needs more work on the foundational skill could practice on solving single step Pre-Algebra problems. In contrast, a student who exceeds the grade level could be solving multi-step or could be creating Pre-Algebra problems. In learning centers, like learning teams, the teacher functions more as the facilitator.

(5) Interest-based Assignments: According to Marzano (2008), academic retention increases when students are engaged in academic activities that relate to their interests. Therefore, NASA will give a student survey regarding student interests. Based on student interests, the teacher will design individualized student-assignments. For example, if a student shows interest in a specific type of music, the teacher gives a math assignment that relates to that music type.

The five instructional strategies are not exclusive of each other. NASA teachers could implement all four strategies concurrently or jointly. While the four instructional strategies have unique characteristics, all four are designed to address the varying academic needs of our students. Thus, staying true to our core principle that all children can and will learn.

Data Methods and Systems for Differentiation

NASA will have a data driven culture to support our academic plan and to improve our student achievement. Our Interim Assessment Program and our ND_4E process design we help us identify and meet the needs of our students.

(1) Diagnose: Using Interactive Achievement (IA) and Measure of Academic Progress (MAP) test, we will continuously diagnose the achievement level of our students. As stated in our "Programs" IA is a computer-based assessment designed to diagnose and to track the achievement and growth level of students. IA is completely aligned with Common Core and we can easily align it with NACS. IA can be designed as a formative or a summative assessment. We can administer IA as often as necessary. MAP by NWEA is a growth model assessment that is conducted during Fall, Winter, and Spring seasons. MAP is a summative assessment that determines a student's grade level in Reading and Math. Like IA, MAP is also aligned with Common Core. Along with our student demographic data, we will store our assessment data in the Concept Schools Student Information System. This data system organizes and filters student assessment data with ease thus allowing administrators and teachers to focus on data analysis. After conducting our Interim Assessments, we will deconstruct the data from IA and MAP. This analysis phase involves the school leadership team and the teachers. Our data analysis will show the skill mastery levels of our students. Based on this analysis, the teachers, along with the leadership team will design the appropriate interventions.

(2) Design: During the design phase, we will use our data analysis from the deconstruct phase to identify research-based effective instructional strategies to use in growing our students' academic performance. Think-Pair-Share and High-Level Talk are examples of research-based strategies that could bring students to a higher-level literacy (Gunning, 2008). These research-based strategies will be incorporated in the daily learning experiences of the students.

(3) Differentiate: Once we have designed and identified the appropriate interventions, we will differentiate our interventions according to the mastery level, learning preferences, and IEP's our students. We will again use the data from our Interim Assessments and any relevant student demographic data to help us with differentiating our intervention. For example, if we know that a student is reluctant to speak-up because of his or her accent, we will make sure that the student is involved in High-Level Talk during one-on-one with the teacher and not during group or whole class discussion. Historically, in school districts across the nation, when there's a significant number of Hispanic students, there is usually a high number of ELL students. Our sensitivity to our students' culture and self-perception will help us differentiate our instruction more effectively.

(4) Deliver: After systematically differentiating our students' learning experiences, our teachers will deliver the lessons and activities. During this delivery phase, our teachers will continue to monitor student progress through formative assessments. In addition, the data from the formative assessments will be utilized to modify the interventions if necessary. It

is important that during the delivery phase, the teacher play the role of a facilitator or a coach and not as the "sage on the stage". This will ensure that the interventions and activities remain student-centered. In addition, instructional coaches will also visit classrooms to observe the implementation of the instructional plans and learning experiences.

(5) Evaluate: During the delivery phase, our teachers will ensure that they will conduct formative assessments to monitor student learning. The data from the formative and summative assessments will inform the teachers if the interventions and delivery methods are effective. Teacher created tests and quizzes, interim assessments, and district or state tests will be disaggregated and analyzed to determine if the curriculum and delivery components are effective. Student assessment data will also be correlated with instructional observation notes to determine the appropriate course of action in enhancing the students' learning experiences.

Professional Development

Our teachers will receive the appropriate training to guarantee full implementation of the designed and chosen interventions. As described in our "Programs" our teacher professional development (PD) program is titled NASA Teacher's Academy (NTA). In NTA, teachers and school leaders will work together to design an individualized PD plan for teachers. This will guarantee that our teachers will receive differentiated assistance. In addition, all teachers will receive PD on *Multi-Culturalism in the Classroom, Curriculum Alignment, Data-Driven Instruction, Differentiated Instruction.* Below is a description of the courses as originally written in "Programs".

Multi-Culturalism in the Classroom: In this course, teachers will receive cultural-sensitivity training that is specific to NASA's student population. In addition, teachers will also learn how to design lessons and activities that is culturally relevant to their students. More specifically, teachers will know how to research and how to teach topics regarding people of color who contributed to the advancement of Science, Technology, Engineering, Arts, and Math.

Curriculum Alignment: Aligning the curriculum with State Standards and the mission of the school is an integral part of student success. In this course, teachers will learn how to unpack the Nevada Academic Content Standards and align it with NASA's curriculum. In addition, teachers will also learn how to design lessons and activities that are aligned directly with student academic goals.

Data-Driven Instruction: Data does not tell the whole story but it does not lie. This course will teach teachers how to gather, to examine, and to analyze relevant student data. In addition, teachers will also learn how to utilize the data in creating learning experiences that will ensure student academic success.

Differentiated Instruction: Albert Einstein said, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid." This course will enhance a teacher's ability to create and to deliver instruction that specifically meets a student's learning preference and mastery level so that NASA students are set-up for success. Additionally, teachers will also learn how to identify and to classify assessments and materials that are appropriate to the academic levels of the students.

Through informal observations and formal evaluations, the NASA leadership team will monitor the teachers' progress. The leadership team will also provide continuous teacher support through

Grade Team and individual meetings. This will guarantee that teachers are implementing, with fidelity, the best-practices that they have learned.

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

Our first step to help remediate NASA students who are underperforming academically is to utilize our ND4$_4$E process design. Below are the steps we will take to remediate our academically underperforming students:

(1) Diagnose: Prior to identifying instructional interventions or remediation, we will first diagnose our students' specific needs. Our diagnosis will ensure that we have the proper data to make an informed decision. Failure to do this step could cost the school time and money. We will use the following data to help us with our diagnosis: Interim Assessment results, Student Demographic Information, Socio-Emotional data (e.g. discipline referrals and teacher behavioral anecdotal notes).
After administering the necessary assessments and gathering the necessary data, the school leadership and teachers will examine and analyze the data. Our analysis should provide us with the information necessary to make a sound decision with regard to the type of interventions or remediation.

(2) Design: Using the data from the diagnose phase as a guide, we will determine the best research-based intervention and remediation for our students. Currently, we do not want to commit to any specific programs for intervention and remediation because while we have a general sense of the academic achievement our student target population, we do not know their learning preferences and learning styles. We believe that providing a successful intervention requires a knowledge of the student's learning preferences and learning styles. However, based on historical data, the expertise of our proposed school leader, and the recommendations of our design team, we have identified three intervention and remediation strategies that will help our students improve their reading and math skills. The three intervention strategies are Small Group Instruction, SOLO Taxonomy, and SIOP Model.

Small Group Instruction
According to Marzano (2001) and Blackburn (2012), small group instruction benefits the students who need remediation and the teacher who need to differentiate his or her instruction. In a small group of four or five students, the teacher is able to address quickly and attentively all of the students questions. As a result, the teacher could clarify any misconceptions that the students may have. Moreover, in small group instruction students could ask more questions from the teacher or from each other.

Piagetian Programs: SOLO Taxonomy

According to Hattie (2009) Piagetian Programs was second in his list of 138 interventions that affect student achievement. Piagetian programs require teachers to know the students' thinking levels and then formulating a strategy to challenge students to exceed their current cognitive level.

The best classroom demonstration of the Piagetian programs is the SOLO Taxonomy which was created by John Biggs and Kevin Collis in the 1980's and it stands for Structure of the Observed Learning Outcome. SOLO allows teachers and pupils to literally "see" what the level of thinking is and then what the next level is. Below is a depiction of how the Piaget and SOLO Levels merge in to one intervention approach:

Piaget levels SOLO Levels
(1) Sensorimotor Unistructural (an idea)

(2) Pre-operational Multistructural (ideas)

(3) Concrete operational Relational (relate the ideas)

(4) Formal operational Extended abstract (extend the ideas)

SIOP Model
The Sheltered Instruction Observation Protocol or SIOP Model is a research-based instructional model for specifically ELL students but it could also be used for general education students who are underperforming. The SIOP model has had great success at a Charter School that our proposed school leader previously to managed. This charter school is a multi-lingual school on the North side of Chicago that has a strong refugee-based population, with over 25 languages spoken at the school.

The SIOP model is based on eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using this combination of components enables all teachers to design lessons in the regular classroom that meet the specialized academic needs of the ELL population. ALL teachers in the school will receive mandatory training on the Model, and then are required to have professional development once a month on protocol. SIOP strategies are used both in the resource room as well as in the regular classroom.

The data collected from the Interim Assessments will be communicated to the parents as follows:
(1) Student reports with goals will be shared with students and parents during parent teacher conferences and mailed to those who do not attend,
(2) Parents of students who fall within the 35th percentile or lower in the MAP in any subject will be required to attend a parent conference to discuss student performance and develop a Response to Intervention Tier II plan, and
(3) Overall school performance will be shared with teachers during the professional develop immediately following the receipt of results, published in the Weekly newsletter for parents, posted to the school's website, and presented during a parent town hall discussion.
(4) Our advanced student information system will allow parents to monitor their students' progress.

In addition to the instructional strategies mentioned above, students who are one or more grade level behind will be strongly encouraged to attend NASA Summer Bridge Program. The Summer Bridge Program will be a four-week program where students can focus on mastering the math and reading skills they need to ensure their success on the next grade level.

The school's Instructional Coach will be assigned to create and to supervise a schedule of courses and activities that ensure that gifted students are adequately supported. For example, some third grade students who are gifted in math may attend a fourth or fifth grade math class. In addition to rotating into other grade levels, gifted students will have the opportunity to work with a teacher advisor on a special math or technology project. This special project must to be approved by the Gifted and Talented Committee, which comprises of teachers and school administrators.

The success of our remediation will be measured by the following:

Smarter Balance Assessment Consortium (SBAC)
Meeting and/or Exceeding Grade Level Standards

Subject	Year 1	Year 3	Year 5	Year 7	Year 9
Reading	60%	70%	80%	85%	90%
Math	65%	75%	85%	90%	95%

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

Students with mild disabilities will be mainstreamed according to their IEP and case conference committee decision. The school will identify special needs of students in a step-by-step process. First, on the initial application for enrollment, it is asked if the incoming student currently receives special education instruction. If so, the school secretary will contact the student's previous school to receive a copy of the IEP. The special education team will be in contact with the sending school to ask that they "push" the IEP through so that the NASA special education staff will have the student's entire history immediately available.

The NASA general education and special education staff will be trained and will be looking for potential student problems. If a staff member believes a student may possibly qualify for special education, but does not have a current IEP, the matter will be referred to the school leadership who will then contact the child's previous school for possible past history of special education services. If the student does already qualify for special education services that we were not previously made aware of, we will immediately have a case conference held in accordance with Nevada law within 10 days of notice of special education services.

NWEA scores, as well as other classroom assessments are used to determine whether students are in need of RTI services. Once in the RTI system, students will then move on to receive special education, if warranted by the following process: If there was no previous IEP, the RTI committee will meet and move forward as determined by the committee, which may include parents, teachers, case manager, nurse and social worker who may suggest plans, modifications and accommodations for the student to be successful in the classroom. Progress is carefully documented in the Student Progress Chart. The committee will reconvene to assess the student's progress generally 4 to 6 weeks after the intervention strategies have been implemented to determine if they were effective.

Students experiencing academic or behavioral problems may or may not have a disability or require special education to meet their educational needs. In many cases, modifications to the regular education program will address the child's educational needs without resorting to unnecessary evaluation or special education services.

Finally, after no more than 10 weeks from the beginning of the intervention, and careful consideration with several attempts at differing intervention strategies, the RTI committee may refer the student for special education testing. The parent will be invited into a meeting where the RTI results will be discussed. The school will then ask for the parent's permission to test the student for specific areas in special education.

- If there has been continued improvement, and the new strategies work in the classroom with regular classroom supports, the teacher will continue the strategy.
- If there has been little or no improvement and the teacher feels that the strategy has been implemented as planned, the student will be referred for a full and individual evaluation.

To ensure student success for our specialized population, NASA will continue to employ the same evidence-based instructional strategies used with the general education population, coupled with RTI strategies devised by the student's general education and special education teachers. The RTI committee will also determine the use of small group instruction for optimal student growth. Monitoring student growth of special education students and adherence to IEP's is a critical element for the students' success. Regular progress monitoring is part of each IEP that is in place.

Qualified staffing and teaching is essential for all students at NASA, including our special populations. We will hire only qualified teachers licensed in special education. Quality will be ensured through a selective process including posting open positions in local colleges and universities and by sending recruitment to larger universities in Nevada who are known to have high quality schools of education.

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

Meeting the needs of high ability students is yet another aspect of special populations that requires additional services and enrichment. Our Gifted and Talented Committee will ensure that our intellectually gifted students receive the services that they need. To identify our intellectually gifted students, we will utilize the data from our Interim Assessment program, State Test scores, and teacher formative assessments. All NASA instruction will be based on the NACS and Common Core Standards, which drive the instruction in each classroom. Our content will be modified and differentiated to a higher level, based on Bloom's Taxonomy, in order to meet the needs of our gifted population.

Classroom teachers are trained, during New Teacher Training and throughout the year, to differentiate for gifted students based on Bloom's Taxonomy, including how to set up an individualized list of strategies that will be implemented, and how learning will be assessed. In addition to classroom instructional modifications, gifted students who exceed their current grade levels may participate in courses that are offered in the next grade level. For example, a gifted fourth-grade student in math may participate in a fifth-grade math class. Additional advance

courses will also be offered after-school and on Saturdays. Highly qualified and certified teachers will teach these classes.

Additionally, guest instructors who are experts or who practice in the STEAM field will be invited as volunteers or paid consultants to mentor and coach our gifted students. These experts will expose our gifted students to learning experiences that are normally not available in schools. For example, we may hire an adjunct instructor who specializes in robotics or animatronics. This instructor will instruct and coach students on how to create robots and will take students to locations where robotics and animatronics are used regularly.

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

We strongly believe in providing enrichment opportunities for all our students regardless of their academic attainment. We will guarantee that our enrichment programs do not exclude students and do not hinder or limit our students' ability to make accelerated academic progress. However, for our students who are performing above grade level, our Gifted and Talented Committee will create and supervise enrichment programs that will cultivate our students' special abilities. The following are our enrichment opportunities for our academically high-performing students:

(a) Advance Placement Courses (AP): Students will take courses in Math and Reading according to their academic attainment. For example, if a fifth-grade student is capable of taking Algebra 1 or High School Algebra, the Gifted and Talented Committee will create a special schedule for that student so she or he is taught Algebra 1.

(b) Independent Study/Research: Students who perform above grade level may be given permission to conduct an independent study or research. A student must seek the guidance of the student's homeroom teacher, the permission of the student's parent, and the approval of the Gifted and Talented Committee prior to starting an independent research project. For example, if a student is performing above the reading level in third-grade, that student may be given an option to research a topic that he or she enjoys. During the research process, the teacher will make certain that the reading skills are still addressed and that an evaluation and assessment is included in the student's final product.

(c) School/District/State/National Competitions: Academic competitions will be available to all our students, but high-performing students will be strongly encouraged to participate. Aside from the conventional Spelling B and Science Fair, NASA gifted and talented students will also participate in the following competitions:

- Creative Writing
- History Fair
- Robotics
- Engineering Fair
- Math Bowl
- Academic Olympics

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

Promotion and retention standards will be made public through the school website and through the Student and Parent Handbook. Parents and students will sign an acknowledgement letter stating that they have read and they understand the school's promotion and retention policy.

Promotion Criteria

A student's promotion status is determined by the following measures:

NASA Summative Assessment (NSA)
• NASA Summative Assessment will be the Northwest Evaluation Association's (NWEA) Measures of Academic Progress(MAP) (using the highest score from the last two annual assessments) or other norm-referenced assessment administered by the school.

Academic Performance
• Report card grades in reading, math, science, and social studies shall reflect a student's unit test scores and completion of homework assignments during the school year. The final report card grade in each subject is an average of the grades reported at the end of each of the four reporting periods.

Grading Scale
A: 100- 93
B: 92- 85
C: 84-78
D: 77-70
F: 69 - Below

Any student who receives an average of 69 and below in a given class will be considered as failing that class. If a student has a cumulative average of below 69 in Math, Reading, Science, and Social Studies, that student is considered to have failed the grade. Students who do not meet the promotion requirement will be required to attend summer school. In addition, students with an average of 77- 70 (D) will be strongly encouraged to attend summer school as well.

Promotion Criteria for Students with Disabilities
Students with disabilities (including English Learners with a disability) receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.

Promotion Criteria for English Learners
English Learners (ELs) will complete their general academic curriculum in their native language and/or English. ELs in the benchmark grades shall be promoted to the next grade at the end of the academic year if they receive final report card grades of "C" or above in reading and math. An EL's NSA scores shall not be used for purposes of promotion. ELs who fail to meet the academic performance criteria noted above will be promoted to the next grade only upon satisfactory completion of summer school.

Satisfactory Completion of Summer School
• To satisfactorily complete summer school, a student must receive passing grade(s) on the summer school report card and have an attendance record of no more than 3 unexcused absences.

• Students must also score at or above the 24th percentile on the mandatory end of summer assessment in the subject(s) where the student's NSA score is below the 24th percentile in order to satisfactorily complete summer school.

Retention

A student who does not satisfactorily complete summer school will be retained in his/her current grade if this is a first time retention in the current grade cycle. All retained students will receive a Personal Learning Plan, which is developed by NASA along with the parent/guardian.

Parent Promotion Appeal

At the completion of summer school, parents/guardians of retained students will have five (5) days after receiving the promotion determination notice to submit a written request (appeal) for an additional review to the School Leadership or designee.

PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

Describe the system of course credits that the school will use.

(1) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

(2)Describe how the school will ensure students participate in assessments and submit coursework.

(3) Describe how the school will conduct parent-teacher conferences.

(5)state or federal law or integral to the performance goals of the charter school in a proctored setting.

Distance Education does not apply to our Program Design.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. NDE approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants may review resources available at http://www.doe.nv.gov/Early_Learning_Development/*. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.*

(1)Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

(2)Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12

charter school from giving admissions preference to students to whom it has previously charged tuition.
(3)Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
(4)Explain how the school's proposed pre-kindergarten program may meet the federal prekindergarten expansion grant criteria.

The Pre-K Programs does not apply to our Program Designs

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

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

(1)Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
(2)Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

High School Graduation requirements do not apply to our Program Design.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

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

The mission of Nevada Academy of Sciences and Arts (NASA) is to provide Nevada students an excellent S.T.E.A.M. education that will help them become productive citizens in the 21st Century. We believe that all children can and will learn when given the appropriate support and resources. The vision of NASA is to be a preeminent school in Nevada that produces students with 21st century

skills who are prepared to face and to solve contemporary challenges in the social and economic milieu.

To realize our mission and vision, we will meet the rigorous academic standards set-forth in the SPCSA Charter School Performance Framework. In addition, to complement the SPCSA's performance standards, we will also meet our mission-specific academic goals and targets. Below are our academic goals and targets:

Target 1
90% of 5th Grade students will be able to write expository, narrative, and persuasive essays that are coherent and effective. The essays must be at least five paragraphs long and must meet or exceed the 6+1 Trait. It is imperative that our students become good writers because a good writer is also a good reader. In writing effectively, the student utilizes higher-order thinking skills, such as synthesizing, creating, and evaluating. We will use the 6+1 Trait which measures ideas, organization, voice, word choice, sentence fluency, and conventions. The target goal is set at 90% in 5th grade because each grade will have a benchmark goal, which will eventually culminate into the 5th Grader's ability to produce high-quality essay.

Target 2
90% of students will meet or exceed the Science MAP assessment. Since our theme design is STEAM, it is fitting that one of our academic target goal is our students' science achievement. Unfortunately, due to the overwhelming focus in Reading and Math, Science education is often neglected. In a 21st century global economy, science education plays a major role. In addition to increasing our students' competency in science, our student's comprehension skills will also improve because in studying science, students will be utilizing their reading skills like reading non-fiction text, evaluating information, drawing conclusions, and making sound predictions.

Target 3
100% of our student will meet our promotion requirements. As stated in our promotion policy, report card grades in reading, math, science, and social studies shall reflect a student's unit test scores and completion of homework assignments during the school year. The final report card grade in each subject is an average of the grades reported at the end of each of the four reporting periods. Students who below is our grading scale:

A: 100- 93
B: 92- 85
C: 84-78
D: 77-70
F: 69 – Below

Because of our rigorous curriculum and academic design that is aligned with NACS and Common Core, a student who successfully fulfills our promotion requirements will show grade level mastery of skills in math, reading, science, and social studies.

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

(a) Describe your presumed baseline and explain how it was set.
(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Goal	Evaluation Tool and Frequency	Baseline	2016-17	2017-18	2018-19
% of students making Fall to Spring expected growth in Reading	MAP/Fall, Winter, Spring	50%	60%	70%	80%
% of students making Fall to Spring expected growth in Math	MAP/Fall, Winter, Spring	50%	65%	75%	85%
% of students making Fall to Spring expected growth in Science	MAP/Fall, Winter, Spring	50%	60%	70%	85%
% of SPED students making Fall to Spring expected growth in Reading	MAP/Fall, Winter, Spring	40%	50%	60%	70%
% of SPED students making Fall to Spring expected growth in Math	MAP/Fall, Winter, Spring	40%	50%	65%	75%
% of ELL students making Fall to Spring expected growth in Reading	MAP/Fall, Winter, Spring	40%	50%	60%	70%
% of ELL students making Fall to Spring expected growth in Math	MAP/Fall, Winter, Spring	40%	50%	70%	85%

An educational goal is defined as the gap which exists between two states, the current level and the desired level. To this end, after reviewing the national, state, and local achievement statistics of students from urban areas, particularly of minority descent, achievement goals were set which acknowledge that many students who may initially enroll in NASA may be ill prepared to succeed in a rigorous academic environment. As such, the goals are more modest in years one and two but become far more rigorous by year three. By the third year of instruction at NASA, we anticipate being able to close the achievement gap between the student's level of proficiency when entering NASA and the desired level of achievement.

Upon entry into NASA, all students will be evaluated and students at risk of getting off track for promotion will be placed in supplemental classes that support and accelerate learning in core subjects. Teachers will integrate affective development into instruction and in one-on-one student conferences.

Progress toward these metrics will be reviewed through weekly, monthly, and semester data meetings to ensure the school is making the expected gains in all categories by utilizing a variety of assessments. Students identified through these analyses as making unsatisfactory or partially proficient student performance on assessments for math, reading, and writing will be referred to the RTI coordinator to estimate need for interventions.

NASA will implement our Interim Assessment Program, which capitalizes on the usage of various formative, summative, and norm referenced assessments. These assessments will provide teachers and parents real-time information regarding student performance and will be used to ensure that instruction is both rigorous and student centered.

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

NASA will have a data driven culture to support our academic plan and to improve our student achievement. Our Interim Assessment Program we help us identify and meet the needs of our students.

Using Interactive Achievement (IA) and Measure of Academic Progress (MAP) test, we will continuously diagnose the achievement level of our students. As stated in our "Programs" IA is a computer-based assessment designed to diagnose and to track the achievement and growth level of students. IA is completely aligned with Common Core and we can easily align it with NACS. IA can be designed as a formative or a summative assessment. We can administer IA as often as necessary. MAP by NWEA is a growth model assessment that is conducted during Fall, Winter, and Spring seasons. MAP is a summative assessment that determines a student's grade level in Reading and Math. Like IA, MAP is also aligned with Common Core.

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

During Grade Team meetings, with the guidance and supervision of an Instructional Coach, teachers will plan and create assessments. Teachers will use Interim Assessments and formative assessments data to ensure that their assessments meet student needs. In addition to Grade Team meetings, teachers will also receive continuous Professional Development on Data-Driven Instruction and Assessment Differentiation. Lastly, school leadership will perform 10-15 minute classroom walk-throughs to monitor teacher-progress on delivering high-level assessments.

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

NWEA's MAP is used by over 7,400 schools, which includes schools in Massachusetts, Michigan, Indiana, and Illinois. Currently almost 10 million students worldwide take the MAP as growth progress monitoring tool. MAP is fully aligned with NASA curriculum and Common Core. Thus, as our Interim Assessment to monitor student academic growth, MAP meets the performance goals of NASA, the SPCSA, and state standards. Furthermore, MAP

assessment results accurately predict student performance on stated standardized tests that are aligned with Common Core.

Interactive Achievement (IA), our weekly assessment tool is also fully aligned with Common Core. More importantly, all item questions on IA are labeled according to Bloom's Taxonomy. This allows the teachers to easily differentiate the assessments according to the thinking level of the student.

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

It is easy to say that we will provide additional professional development for teachers, purchase new research-based interventions, or hire extra staff to address the issue of student underperformance. However, based on our experience, throwing solutions without careful planning and analysis is an exercise in futility and an obscene waste of financial resources. Therefore, if NASA falls short of student academic achievement expectations or goals at the school-wide and classroom level, we will take the following corrective actions:

1. Analyze: We will examine and analyze our student assessment data, our interim assessment program, and our instructional practices and resources, and school structure to determine exactly what we need to correct. School leadership, teachers, students, and parents will all be involved in providing assistance to define the cause or causes. More specifically, students and parents will be surveyed about their school experience and teachers and school leadership will work in teams to disaggregate the data.

2. Develop: After determining the exact cause or causes of our student's underperformance, as informed by our data analysis, we will design a school-wide action plan that will improve our process and systems, which will result into improve student academic performance. We will design our school-improvement plan (SIP) with the help and approval of our teachers. Once the teachers and school leadership approve the SIP, it will be shared with the parents.

3. Train: Before implementation, we will make sure that teachers receive the proper training to execute the SIP. School leadership will also be trained so that they will know how to monitor and evaluate the SIP's effectiveness.

4. Implement: During the implementation phase, school leadership will visit classrooms to support the teachers and to ensure that the SIP is implemented with fidelity. In addition, during Grade Team meetings, teachers will share their experiences and reflect on their practice. Teachers, in consultation with school leadership, will be given latitude to modify parts of the SIP if it is proven that the modification will increase student success.

5. Evaluate: SIP evaluation will be ongoing during classroom visits and Grade Team meetings. Furthermore, school leadership and teacher leaders will perform a comprehensive evaluation at the end of the school year. Naturally, the best evaluation will be the summative assessments that NASA administers at the end of the school year. These summative assessments are the MAP and SBAC.

d. Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

Our Interim Assessment data will be used to monitor student academic progress and to assist teachers in creating differentiated activities that are student-centered. Before the beginning of the school year, teachers and school leaders will attend a week-long professional development on how to use our Interim Assessment program and on how to use student assessment data to inform instruction. In addition, during the course of the school year, refresher PDs and data meetings will be conducted to ensure that teachers and school leaders are utilizing the interim assessments accordingly. The following paragraphs is a copy of what was previously stated on the "**Data Methods and Systems for Differentiation"** section.

After conducting our Interim Assessments, we will deconstruct the data from IA and MAP. This analysis phase involves the school leadership team and the teachers. Our data analysis will show the skill mastery levels of our students. Based on this analysis, the teachers, with the leadership team will design the appropriate interventions.

During the design phase, we will use our data analysis from the deconstruct phase to identify research-based effective instructional strategies to use in growing our students' academic performance. Think-Pair-Share and High-Level Talk are examples of research-based strategies that could bring students to a higher-level literacy (Gunning, 2008). These research-based strategies will be incorporated in the daily learning experiences of the students.

Once we have designed and identified the appropriate interventions, we will differentiate our interventions according to the mastery level, learning preferences, and IEP's our students. We will again use the data from our Interim Assessments and any relevant student demographic data to help us with differentiating our intervention. For example, if we know that a student is reluctant to speak-up because of his or her accent, we will make sure that the student is involved in High-Level Talk during one-on-one with the teacher and not during group or whole class discussion. Historically, in school districts across the nation, when there's a significant number of Hispanic students, there is usually a high number of ELL students. Our sensitivity to our students' culture and self-perception will help us differentiate our instruction more effectively.

After systematically differentiating the students' learning experiences, our teachers will deliver lessons and activities. During this delivery phase, our teachers will continue to monitor student progress through formative assessments. In addition, the data from the formative assessments will be utilized to modify the interventions if necessary. It is important that during the delivery phase, the teacher play the role of a facilitator or a coach and not as the sage on the stage. This will ensure that the interventions and activities remain student-centered.

e. Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students making expected growth in Reading	Interactive Achievement	50%	60%	70%	80%
% of students making expected growth in Math	Interactive Achievement	50%	65%	75%	85%
% of students making expected growth in Science	Interactive Achievement	50%	60%	70%	85%
% of SPED students making expected growth in Reading	Interactive Achievement	40%	50%	60%	70%
% of SPED students making expected growth in Math	Interactive Achievement	40%	50%	65%	75%
% of ELL students making expected growth in Reading	Interactive Achievement	40%	50%	60%	70%
% of ELL students making expected growth in Math	Interactive Achievement	40%	50%	70%	85%

(4)Describe the process for collecting and storing data, including the information system(s) used, including the state-mandated Infinite Campus student information system.

NASA will use the state-mandated Infinite Campus student information system for all the functions that the state requires. In addition, NASA will also use the Concept School Information System to store interim and state assessment data; data from students, parents, and teacher surveys;

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

2. SPCSA schools are to ensure streamlined access for all students requiring special programs.

3. SPCSA schools develop programs to support the needs of their students.

4. SPCSA schools do not counsel or kick any students out.

5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.

6. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
7. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

At-Risk Students

(1)How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

We define at-risk students as students who because of their specific needs require transitory or constant intervention in order to succeed in school. Subject to a student's resiliency and connectedness to compassionate adults in their milieu, students may react contrarily to at-risk barriers, predictors, or indicators. Since NASA is designed to be a school that provides academic rigor along with coordinated supports for student and family mental, emotional and physical wellness, we view all these factors as inter-related for student success, and we will be monitoring mental, emotional, social and physical barriers to student achievement.

Through our monitoring process, we may identify "at-risk" students. Our strategies will include individualized case management, but also systemic monitoring of at-risk indicators. We will utilize a systematic "Early Warning System" to identify youth at-risk students. Many of these indicators relate to poor behavior and social/emotional problems. Other social factors have been linked to a greater likelihood poor academic performance, including substantiated cases of abuse and neglect and foster care placement. The most at-risk students with multiple risk out often live in high poverty areas within unstable home and community environments. Additionally, family stability is a critical factor in the mental, emotional and social development of children. Below are more barriers, indicators, and predictors that we will consider in recognizing at-risk students:

1. student is overage for their grade level due to retention as a result of high absence and truancy
2. exhibiting apathy in academic work
3. displaying chronic discipline problems which leads to detention or suspension
4. showing or conveying feelings of withdrawal from the school environment
5. living in a home situation that does not include at least one parent
6. having limited proficiency in the English language

As methods of identifying at-risk students, we will carefully review a variety of assessments, including the following, in identifying students' academic challenges and choosing suitable short- and long-term interventions:

1. Northwest Evaluation Association (NWEA) test results
2. Interactive Achievement (IA) test results
3. Smarter Balance Assessment Consortium (SBAC) test results
4. district- or school-adopted CAI (computer-aided instruction) assessments
5. end-of-course examination results
6. classroom-level assessments related to the state's academic standards
7. other district-approved diagnostic assessments

In addition to academic processes, behavioral monitoring system will also be examined to identify at-risk students. These methods are as follows:

1. anecdotal classroom notes from teachers and support staff, like the school social worker or psychologist
2. student behavioral data collection system that records referrals, detentions, and suspensions
3. notes from meetings with parents and guardians

An At-risk Student Team that consists of teachers, support staff, and administration will use all available information to determine accurately if a student is at-risk. This team will also identify and implement the appropriate intervention that will mitigate the student's at-risk barriers, indicators, and predicators.

(2)Describe your RTI model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

Response to Intervention (RTI) will be universally used throughout the school. Approximately 80-90% of our students participate in Tier I of RTI. Tier I of RTI is simply best teaching strategies and differentiation being used within the classroom. The teacher will use classroom formative assessments, NASA interim assessments, and district wide screenings to determine student progress. In Tier 1, the classroom teacher will use classroom intervention guide, collaborate with grade level teammates, and consult with the leadership team for classroom intervention ideas. The classroom teacher is also required to contact parents to inform or solicit intervention ideas or suggestions. Intervention results are documented using the Concept Student Information System. While most students respond well in Tier I there are instances where more intervention is needed academically and/or behaviorally for a student to be successful. In Tier 1, a teacher may use proximity as a strategy to ensure that the teacher and students are deliberately situated around the classroom to avoid or to lessen misconducts (Everton & Weinstein, 2006). Another effective Tier 1 strategy that will be utilized is modeling where a teacher, through actions, may display appropriate academic and behavioral habits (Tovani, 2005). For Tier 1 ELL and culturally and linguistic diverse students, a family-centered learning activity is a useful intervention in building family participation in school while simultaneously strengthening the student learning support at home (Sink, Parkhill, Marshall, Norwood, & Parkhill, 2005). Other researched based interventions that will be use are as follows:

- reduced stimuli (Nelson, Kohnert, Sabur, & Shaw, 2005) – this will enhance student ability to focus on learning
- concurrent language development (Brownlie & King, 2000; Law & Eckes, 2000) – this will build on diverse language foundations of ELL students and parents and will build awareness of appropriate communication behaviors for school language and rules
- guided memories (Carrigan, 2001) – this would build transfer skills and facilitate discussion about new learning

Once a teacher and/or parent feel more help is needed the child then enters into Tier II of RTI. In Tier II teachers working with the school Case Manager, Instructional Coach and parent determine a series of research based interventions and small group instruction that can be tracked for a period of 6-8 weeks. Because of our anticipated student demographics we predict that 10-20 % of our

students will be in Tier II. However, our hope is that with more interventions and small group (3-5 students) instruction several times a week, our Tier II students will be more successful at school. While the classroom teacher is responsible for communicating with parents concerning the Intervention Plan, multiple school personnel may provide the interventions including classroom teacher, intervention specialists, paraprofessionals, and other staff. To help guide instruction, assessments will be given prior to entry and then on a weekly basis. If a student flat-lines or makes minimal progress in Tier 2, instructional changes may be made or they may move to Tier 3. However, any changes or modifications to the Intervention Plan must be made through the Grade Level Meeting. The following are examples of specific Tier 2 interventions that could be use in both reading and math:

- incremental rehearsal – a student is presented with unknown items added in to a group of known items, this will increase retention of newly learned items
- cover-copy-compare – a student covers the correct model or answer on the left side of a paper and is asked to solve or answer a specific question on the right side of the paper then compares left and right side answers

If after a period of 6-8 weeks the strategies have been proven not to work the child then can move to Tier III of RTI. We anticipate that 1-5% of our students will be in Tier 3. In Tier 3 of RTI, more research based interventions are tried (again that can be tracked for a period of 6-8 weeks) but with one-on-one instruction with student for at least 30 minutes daily several times of week. The teacher providing the intervention in Tier 3 will specialized in the subject of student need. If students are not successful in Tier III and at that point he/she may be eligible for a domain meeting to be evaluated for Special Education Services.

The key to the success of our RTI model is our progress and data monitoring. Each student will have a virtual folder where assessment data and intervention lists are stored. This virtual folder will be stored in the Concept Student Information System. Grade Level Teams will be able to access these virtual folders anywhere anytime and specially during Grade Level meetings where the student data is analyzed.

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

The NASA approach to student discipline is a combination of Prevention and Positive Remediation.

A) Prevention – Our major emphasis is to minimize the occurrences of inappropriate behavior through prevention through:

1. Competent, well-prepared teachers who actively engage students in the learning process.
2. On-going instruction and emphasis on character education as an integral part of the school curriculum.
3. A clear set of rules and expectations regarding student behavior understood by parents, students, and faculty.
4. NASA will utilize the Positive Behavior Intervention Strategies (PBIS) system. This approach emphasizes the positive rewards of good behavior on the part of students. The first step involves a consensus on the part of the staff as to what the expectations of good behavior will be throughout the school. This key step ensures that there will be consistency among faculty in rewarding good behavior in a fair way. During the school week students are given Dojo Points when they are observed doing something generally

accepted as "good" behavior. This might entail helping a fellow student or being considerate of others' feelings. The Dojo Points will be replaced with NASA Bucks. NASA students can use the NASA Bucks to purchase items at the school store.

B) Remediation – Students who do exhibit inappropriate behavior are provided with the following steps of remediation:

1. The teacher and/or school dean for discipline reminds the student as to the provision of the NASA discipline code and the potential consequences of poor behavior. Thus, a first warning is given.
2. A second infraction results in the consequences identified in the discipline code being administered.
3. A third infraction results in additional after-school character education or detention assignments.

Special Education

(1)Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Mr. Christopher Austria the proposed School Leader has an extensive experience in managing schools in Illinois, Indiana, and Missouri that serve students with disabilities, including students with mild, moderate, and severe disabilities. Currently, Mr. Austria is the Chief Administrative Officer of a Public Contract Schools on the Westside of Chicago, which have 15% Special Education population. Mr. Austria and his team has managed to improve significantly the Special Education students' achievement scores in Reading and Math.

Dr. Mary Hicks the proposed school Reading Specialist has worked tirelessly to support urban schools improve the reading performance of Special Education and ELL students. In addition, as a Professor at the School of Education at Loyola University in Chicago, Ms. Hicks has trained and supervised teachers who work in schools with high Special Education population.

Ms. India Stewart the proposed Assistant Principal was an experienced classroom teacher. Currently, she is a Middle School Principal with an 18% Special Education population. As a classroom teacher, Ms. Stewart has increased significantly the achievement scores of her Special Education students.

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

Students with mild disabilities will be mainstreamed according to their IEP and case conference committee decision. The school will identify special needs of students in a step-by-step process. First, on the initial application for enrollment, it is asked if the incoming student currently receives special education instruction. If so, the school secretary will contact the student's previous school to receive a copy of the IEP. The special education team will be in contact with the sending school to ask that they "push" the IEP through so that the NASA special education staff will have the student's entire history immediately available.

The NASA general education and special education staff will be trained and will be looking for potential student problems. If a staff member believes a student may possibly qualify for special education, but does not have a current IEP, the matter will be referred to the school leadership who

will then contact the child's previous school for possible past history of special education that we may not have been made aware of. If the student does already qualify for special education services that we were not previously made aware of, we will immediately have a case conference held in accordance with Nevada law within 10 days of notice of special education services.

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

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

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

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

At NASA, we believe that all students deserve the same education; however, we are aware that not all students learn the same way. It is the goal of our special education department to differentiate instruction so students with disabilities can be successful in the general education classroom.

The special education department consists of teachers who all do inclusion as well as resource room instruction. Inclusion focuses on allowing students to work with their peers in heterogeneous grouping. This is a great way for them to be included in the general education classroom, while at the same time receiving individualized instruction that suits their learning needs. Our special education teachers will be required to meet with general education teachers on a weekly basis to discuss what is going on in the general education classrooms. This is an excellent time for the special education teachers to provide differentiation ideas and strategies so students with special needs can be successful in the general education setting. In addition, teachers also discuss any upcoming assessments so the special education teachers can modify them as needed.

When students are in the resource room, their time is spent in a variety of ways. Students spend time focusing on individual goals written in their IEPs. These are usually skills that students struggle most with throughout the day. In addition, time is also spent progress monitoring student IEP goals. Teachers then use this progress monitoring to gauge student progress towards their goals, as well as change interventions if necessary. Students also spend time in the resource room receiving supplemental instruction that will help them in the general education classroom.

Overall, our goal is for students to be in the least restrictive environment possible. It is our hope that each year students will be so successful that they will spend less time in the resource room and more time in inclusion in the general education classroom. By the time a student reaches 8th grade (or 14.5 years during the life of the annual IEP), transition plans have been put in place. These

transition plans will ultimately help students shift successfully from 8th grade to high school, while at the same time giving their future teachers a snapshot of the student.

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

Our special education teachers will be required to meet with general education teachers on a weekly basis. This is their time to collaborate and discuss how any student with an IEP is doing in the general education setting. It is important to us that our students with IEPs not only receive individualized help in the special education classroom, but in the general education classroom as well. Although at times a certain curriculum might not be conducive to a specific student's learning style, we will find curriculums similar to the ones used in the general education classroom that will be more advantageous to students with different learning styles.

When students with IEPs are in the general education setting, they are often times working in heterogeneous groups where they have a chance to learn from their peers. Although students may not always be in the general education classroom, it is important for them to feel included and welcome when they are. Our general education teachers will be trained to differentiate instruction for students with IEPs. NASA teachers will also be trained to form small learning teams effectively so that higher achieving students will have an opportunity to collaborate with students who have IEPs. This is a great way for students with IEPs to learn from their peers, as well as for higher achieving students to use their knowledge in a positive way.

When appropriate, students who receive occupational therapy, speech and language services, as well as social work related services are worked on in the general education classroom. However, if one of our clinicians feels as though it would be more beneficial to work in a smaller setting, they have the ability to do so.

(5)Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which may qualify for licensure flexibility in other subject areas.

Qualified staffing and teaching is essential for all students at NASA, including our special populations. We will hire only qualified teachers licensed in special education. Quality will be ensured through a selective process including posting open positions in local colleges and universities, and by sending recruitment to larger universities in Nevada who are known to have high quality schools of education.

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

As outlined in our "Programs" our teachers will have individualized professional development plan. Any teacher who requires training in modifying curriculum for special education students will receive the appropriate training during the professional development days. In addition, general education teachers will also receive constant support from the Instructional Coach, Special

Education Teacher, and Case Manager. The following are some examples of support that NASA teachers will receive from the Special Education Team: writing a modified lesson plan and assessment, team teaching with Special Education teacher or Instructional Coach, identifying the appropriate resources for Special Education students. During Grade Team meetings, teachers will receive resources that will help them differentiate their instruction for special education students. In these meetings, general education teachers and the special education teacher will continuously review the student IEPs to ensure that the student IEP goals are being met.

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

In order to protect the rights of students with disabilities in disciplinary actions and proceedings, we will first look and follow what is stated on the student's IEP. If there is no specific guidelines on the student IEP, our next step is to refer to the school code of conduct. It is our belief that every avenue is exhausted before placing a special education student in an alternative placement or in their home school. We will provide extensive mentoring and counseling to our special education students to ensure that they receive less punitive disciplinary actions.

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

Our special education team will meet with our general education teachers weekly to review student IEP goals. During this meeting, teacher-created formative assessments will be reviewed and examined to determine if they are appropriately differentiated and that they evaluate correctly the student's progress. We will also use the data from our Interim Assessment program as a part of our progress monitoring and evaluating plan. More importantly, the special education team reviews the general education teacher lesson and unit plans and the team makes a recommendation for further modification if necessary.

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

NASA will have an open door policy for all of our parents. Parents of special education students will be invited to observe classes and to volunteer as room parents. The parents will also have an access to our student information system so that they can easily and regularly monitor their children's academic progress. For parents without internet or computers, we will provide internet and computer access in our Parent Center, which will be accessible to our parents during a designated day and time. A paper version of student progress report will also be available to parents who prefer this format.

(10)For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. ***If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.***

This is not applicable at NASA because it is not part of our school design.

English Language Learners

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

Students are identified as English language learners (ELLs) based on their Home Language Survey (HLS), which is distributed to students' parents and guardians during registration in order to identify if the student speaks a second language and/or if a second language is spoken at the household. Based on the responses, students are given a W-APT to determine the proper identification and placement of the student into the school's English Language Learning (ELL) program.

The W-APT is a series of English language proficiency assessments for Kindergarten through Grade 12 that is used at the school by certified educators as an identification placement assessment for newly enrolled ELLs. The MODEL test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing. In addition, the test is a flexible due to the fact that it can be administered at any time during the school year, depending on the needs of the district, school, teacher, and student.

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

The ELL Team will communicate the results of the W-APT assessment to all the teachers who have students that are identified as ELL. During this process of communication, the ELL Team will explain to the teachers what the assessment results indicate. In addition, after this initial meeting, teachers will receive instructional strategies that will help in differentiating their instruction for their ELL students. More importantly, all NASA teachers will receive training on the SIOP model prior to the beginning of the school year.

Parents of ELL students will be requested to attend a meeting with the ELL Team to discuss the W-APT results. A face-to-face meeting is an important piece in communicating the W-APT data. Therefore, we will make the appropriate accommodation so that parents can attend the meetings.

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

Qualified, certified, and trained staff will teach students receiving ELL services. The goal of serving the ELL population is to ensure that the regular school curriculum is modified for each ELL student. Therefore, students will be fully included in the classroom whenever possible, but extra instruction will also be available in the resource room, according to needs cited in the student's ELL plan. The school will also partner with local professionals to deliver additional specialized services as needed.

The ELL Teacher/Coordinator along with the ELL Team will be responsible for administering the W-APT to the new students. Both general education and ELL teacher will be responsible for ongoing

monitoring of ELL student performance. The general education teacher and the ELL Team will meet in a weekly-basis to discuss and analyze student performance. The ELL teacher will also collaborate with the school-based Response To Intervention (RTI) coordinator by arranging appropriate intervention strategies for ELLs, as well as coordinating the completion of Individualized Bilingual Instructional Plans (IBIPs) for students enrolled in the program for five or more years.

(4)Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of ELL students?

Prior to the start of the school year, teachers will be required to attend a weeklong professional development so that they can be trained to implement the schools ELL program. More specifically, teachers will learn how to modify the curriculum and identify resources to address the unique needs of ELL students. During the school year, NASA teachers will receive ongoing training to improve their ability to differentiate their instruction for their ELL students. The ELL team will observe teachers during a lesson so that coaching could be provided when necessary.

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

NASA will foster a Transitional Program of Instruction (TPI) that implements a Pull-out, Push-in and Self-Contained model, which follow the Sheltered Instruction Observational Protocol (SIOP). Daily support services are provided to English language learners (ELLs) in grades K-8th in order to acquire a high sense of academic and social language, core curriculum knowledge, cultural awareness, and social responsibility. In order to ensure that all students in the program are receiving ELL services, a close examination of the student teacher ratio is taken into perspective. Examining the data pertaining to student teacher ratio in the ELL program helps the school determine whether or not additional ELL resource teachers or general education teachers with English language learning certifications need to be employed.

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

Similar to our Special Education progress monitoring process, our ELL team will meet with our general education teachers weekly to review student ELL goals. During this meeting, teacher-created formative assessments will be reviewed and examined to determine if they are appropriately differentiated and that they evaluate correctly the student's progress. We will also use the data from our Interim Assessment program as a part of our progress monitoring and evaluating plan. More importantly, the ELL team reviews the general education teacher lesson and unit plans and the team makes a recommendation for further modification if necessary.

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

NASA will have an open door policy for all of our parents. Parents of ELL students will be invited to observe classes and to volunteer as room parents. The parents will also have an access to our student information system so that they can easily and regularly monitor their children's academic progress. For parents without internet or computers, we will provide internet and computer access in our Parent Center, which will be accessible to our parents during a designated day and time. A

paper version of student progress report will also be available to parents who prefer this format. In our Parent Academy, we will offer English Language courses so parents can also improve their English speaking skills.

(8)For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. ***If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.***

Distance learning environment is not applicable to our proposed school model design.

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

Our Administrative Assistant will be will be trained and certify to identify, enroll, transport, and support students in a homeless/migrant situation. Our Administrative Assistance will also have the title as Students in Temporary Living Situations (STLS) Coordinator. All NASA students will complete a home inventory survey, which will provide valuable information that will help our STLS Coordinator identify homeless students and prevent misidentification.

(2)Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

The STLS Coordinator (STLSC) will post STLS poster in the main office, distributes rights of homeless students, trains school staff, distributes notice of right to dispute resolution and reviews emergency information forms. In addition the STLSC will provide referrals for health, mental health, dental, and other appropriate services in the community. Moreover, the STLSC will coordinate with school social worker, community resource coordinator, and others in order to share resources.

(3)For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

This question does not apply to our school design.

SCHOOL STRUCTURE: CULTURE
(1)Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

NASA will have a culture that promotes and supports the achievement of educational excellence and personal growth. By developing this school, we are rejecting an ideology of victimhood that often exists within our schools. Many students face significant socio-economic barriers that often interfere with their success. However, at NASA the goal is not to allow students to be defined by those barriers or labels. Students will get the appropriate support to cope with social and family problems, but in the school and classroom we expect all students to engage and learn. All students of all backgrounds can participate in demanding coursework and succeed with the right instruction and support.

Staff at NASA will constantly know how their students are progressing. Students will be assessed to provide continuous support and appropriate intervention, but testing will be means of diagnosis, not a tool for discrimination. Teachers will be held to the same high standards as students, and if they are unable to achieve growth with their students, they will not continue to work at NASA. There is no room for apathy or low expectations at this school. The school will have measurable goals that foster a culture of achievement.

At NASA, parents will be respected and valued as partners in their child's education. A lack of parental involvement is usually the first excuse given for why schools fail. We believe parents will want to be involved in a high performing school that gets results for their children. We will also provide support so that parents feel empowered as parents and individuals.

NASA will be a learning community for everyone; students, parents, teachers, school leaders and the city of Las Vegas. Teachers will be provided with ongoing professional development and encouraged to create a supportive peer mentoring system in order to develop Master teachers. Students will receive a college preparatory education that prepares them for college, careers and life. Parents will get tools and support to succeed as individuals and prosper as families. Finally, the community will experience a high performing and accountable charter school.

The school culture of NASA will be characterized as:
a) A community of learners where students, parents, and faculty jointly pursue answers to relevant questions and value academic excellence
b) A community of respect, tolerance and appreciation for the diversity of our nation

(2)During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

During the incubation year we will have an alternating monthly meeting with parents and community members to discuss positive school culture. Morning meetings will be called "Pancakes at NASA" and evening meetings will be named "Pizza at NASA". During these meetings, we will solicit ideas from parents and community members about developing a positive school culture. Any feedback from the parents and the community that helps us achieve our mission and vision will be included in the positive school culture plan. Any suggestions that may improve the learning experiences of our students will be considered and discussed further with the staff.

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

Culture is shared values and beliefs and is an important element in the efficacy of an organization (Muya & Wesonga, 2012). In an educational organization, culture influences how educators relate to one another. More importantly, culture has a direct correlation with staff morale and student achievement (Hallinger & Leithwood, 1996). When organizational culture is strong, the members show a strong affinity with the organization's rituals, traditions, and personal schemata (Muya & Wesonga, 2012). Similarly, an educational institution with strong culture exhibits characteristics where the teachers and other stakeholders adhere and believe in the school's rituals, traditions, beliefs, and mission. The culture of any organization is developed and implemented through a number of strategies. Through discussions with stakeholders and through the examination of

examples of effective organizational culture, we will create a culture of excellence and tolerance. We will use the following strategies for our implementation:

a) In the beginning of the school year, we will have a clear orientation of students, faculty, and parents as to the expected norms and values that we expect.
b) The staff and students will have a day-to-day demonstrations of the expectations and values of the school so that our values and norms become habits.
c) We will have symbols and ceremonies which constantly illustrate and reinforce the cultural aspects that we desire.
d) Students and parents who enter the school mid-year will also have an orientation of our expected norms and values. In addition, these new students will also be mentored by a peer in order expedite the student's transition.

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

Our major emphasis is to minimize the occurrences of inappropriate behavior. We will accomplish this through the following prevention strategies:

1) Competent, well-prepared teachers who actively engage students in the learning process.
2) On-going instruction and emphasis on character education as an integral part of the school curriculum.
3) A clear set of rules and expectations regarding student behavior understood by parents, students, and faculty.
4) NASA will utilize the Positive Behavior Intervention Strategies (PBIS) system. This approach emphasizes the positive rewards of good behavior on the part of students. The first step involves a consensus on the part of the staff as to what the expectations of good behavior will be throughout the school. This key step ensures that there will be consistency among faculty in rewarding good behavior in a fair way. During the school week students are given Dojo Points when they are observed doing something generally accepted as "good" behavior. This might entail helping a fellow student or being considerate of others' feelings. The Dojo Points will be replaced with NASA Bucks. NASA students can use the NASA Bucks to purchase items at the school store.

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

At the beginning of the school year, we will have an all school assembly to discuss and to model our high expectations for student behavior. In addition, we will also have monthly assemblies to reward students who have been exhibiting and adhering to our discipline, values, and norms. Aside from assemblies, we will also have an all school morning meetings where we will recite the NASA creed and reaffirm our commitment to our mission and vision.

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

We will a form a committee of staff and parents who will create an evaluation tool that will measure our school culture and the effectiveness of our culture plan. This evaluation tool will be a Lickert-Scale Type survey, which will be called Culture and Climate Survey (CCS). The CCS will have staff,

student, and parent versions. We will administer CCS twice a year, once in early Fall and once in late Spring. After compiling the results of the survey, we will share the data with all stakeholders. If necessary, we will develop a school-wide action plan to address any issues that are relevant to our school's culture and climate.

(7)Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

Our approach to help support all students' social and emotional needs is one of transparency and inclusiveness. Throughout the process of helping our students, parents will be involved from day one. We will keep the line of communication open and we will be transparent about our intentions. We want the parents to know that like them, we are also advocates of their children. We will have honest conversation with parents so that we can create a remediation plan that could be implemented at school and supported at home. We believe that this is the best way to ensure the success of all our students.

NASA is designed to be a school that provides academic rigor along with coordinated supports for student and family mental, emotional and physical wellness. We view all these factors as inter-related for student success, and we will be monitoring mental, emotional, social and physical barriers to student achievement. Our strategies will include individualized case management, but also systemic monitoring of at-risk indicators. We will utilize a systematic "Early Warning System" to identify youth at-risk students. Many of these indicators relate to poor behavior and social/emotional problems.

Other social factors have been linked to a greater likelihood poor academic performance, including substantiated cases of abuse and neglect and foster care placement. The most at-risk students with multiple risk out often live in high poverty areas within unstable home and community environments. Additionally, family stability is a critical factor in the mental, emotional and social development of children. High mobility poses an increased risk failure. Nutrition at home and school will also be a factor in achieving high academic outcomes. The school will provide a healthier menu, excluding flavored milks, due to the higher content of sugar and calories and potential increased risk of juvenile diabetes and childhood obesity.

The continuous decrease of student behavioral problems and the continuous increase of student attendance from year 1, 3, to 5 will be a testament to the success of our remediation efforts. In addition, historical data across the nation shows that academically high performing schools in urban areas with high poverty rate have low incidents of student behavioral and emotional issues. Therefore, our student achievement scores will also be a good indication of our success in our remediation efforts.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

The school's *Discipline Code* will apply to the actions of students during school hours, before and after school, while on school property, at all school sponsored events, and when the actions affect

the mission of the school. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct impacts the mission or reputation of the school.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case including the additional protections provided to students with IEP's. The school's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense

The NASA approach to student discipline is a combination of Prevention and Positive Remediation.

A) Prevention – Our major emphasis is to minimize the occurrences of inappropriate behavior through prevention through:

1. Competent, well-prepared teachers who actively engage students in the learning process.
2. On-going instruction and emphasis on character education as an integral part of the school curriculum.
3. A clear set of rules and expectations regarding student behavior understood by parents, students, and faculty.
4. NASA will utilize the Positive Behavior Intervention Strategies (PBIS) system. This approach emphasizes the positive rewards of good behavior on the part of students. The first step involves a consensus on the part of the staff as to what the expectations of good behavior will be throughout the school. This key step ensures that there will be consistency among faculty in rewarding good behavior in a fair way. During the school week students are given Dojo Points when they are observed doing something generally accepted as "good" behavior. This might entail helping a fellow student or being considerate of others' feelings. The Dojo Points will be replaced with NASA Bucks. NASA students can use the NASA Bucks to purchase items at the school store.

B) Remediation – Students who do exhibit inappropriate behavior are provided with the following steps of remediation:

1. The teacher and/or school dean for discipline reminds the student as to the provision of the NASA discipline code and the potential consequences of poor behavior. Thus, a first warning is given.
2. A second infraction results in the consequences identified in the discipline code being administered.
3. A third infraction results in additional after-school character education or detention assignments.

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

When a student's misconduct results in the need to suspend or expel a student, the following procedures shall be followed:

A. Suspension Not Exceeding 10 School Days: Students suspended for 10 days or less shall be afforded due process in the following manner:

The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

B. Suspension In Excess of 10 Days and Expulsion: Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

NASA will request that the student's parents or guardian appear before the NASA School Board, an appointed hearing officer, or a Board representative. Such requests will be made by registered or certified mail and state the time, place and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public.

Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least 1 school official, and Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify. The NASA School Board will make the final decision on expulsion.

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

While all NASA staff is responsible for implementing the school's discipline policy, the primary person who will be supervising the discipline policy's enforcement is the Assistant Principal (AP). It is also the responsibility of the AP to ensure that accurate disciplinary records are maintained. The Principal and the AP will report the discipline data to the school staff, Board of Directors and SPCSA. We will analyze the discipline data and correlate it with our student achievement data and our Culture and Climate survey data. We will use the result of our data analysis to make modifications in our process and routines in order to improve our school's culture and climate.

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

We will ensure that discipline practices don't disproportionately penalize more vulnerable student populations through a comprehensive teacher professional development and a system of review process that involves the School Case Manager and Social Worker. Our teachers will receive an ongoing PD with regard to positive behavioral intervention strategies. In addition, NASA teachers will also receive continuous training on how to manage behavioral issues from students with IEPs. More importantly, the School Case Manager or Social Worker will help review any discipline referrals that are given to students with IEPs or with socio-emotional issues before an official discipline consequence is assigned.

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

At NASA, we work with parents as partners to provide a quality educational environment. We feel strongly that the individuals who are best equipped to address problems are the individuals most closely linked to the situation. In the event that a conflict arises between NASA families and NASA staff, administration or board, the following protocol shall be followed:

Level 1: Staff Review

Nature of Concern

Disagreement at the classroom level (i.e. homework assignments, missing assignments, classroom level discipline actions, grades, etc.).

Review Procedure

Parent/Guardian shall contact the teacher to discuss concerns and attempt to resolve the issue.

Level 2: Administrative Review

Nature of Concern

Unresolved Level I Disagreement.

Allegations of unlawful or imprudent acts of a school employee or volunteer. Any concerns about school procedure, execution of policy or implementation of the mission that applies to specific students.

Review Procedure

Parent/Guardian shall submit a request for review in writing (email preferred) to the principal. A meeting shall be held in person or via phone within 3 business days to discuss the issue.

Level III: Board of Directors Review

Nature of Concern

Unresolved Level II Disagreement. Issues with school policy as written in the student handbook. Concerns about school procedure or execution of policy that applies to the entire student population.

Review Procedure

Parent/Guardian shall submit in writing a request to address the board of directors at the monthly board meeting. An executive session board meeting will be held if the issue warrants it.

Nature of Concern

Allegations of unlawful or imprudent acts by the administration. Allegations of unlawful or imprudent acts by a board member.

Review Procedure

Concerns should be placed in writing to the board of directors and an executive session board meeting will be held within 3 business days to discuss the issue.

(6)Discuss any required dress code or uniform policy.

The dress and grooming of the student body affects the educational environment and the climate for learning in our school. We believe that helping students become aware of the appropriate dress for various activities is part of the educational process. The nature of our curriculum demands that students have the correct clothing and footwear in order to be safe and to learn effectively.

Upper Garments:

Upper garments will consist of a dark blue or light blue polo shirt, which is defined as a shirt with two or three buttons and a collar or any shirt that is available through the NASA apparel line. Shirts must be plain (no writing of any kind unless it is the school logo) and hemmed at the appropriate length. Students may wear a long-sleeve shirt in a NASA color or a neutral color (grey, navy, black, brown or white) underneath their polo or NASA apparel.

Lower Garments:
Lower garments will consist of appropriate navy/khaki pants or walking shorts, capris or skorts. Pants and shorts must be properly fitted (not oversized). Pants must not have holes, have embellishments or be overly tight. Shorts must be no shorter than three fingers above the knee. Any attire that is available through the NASA apparel line is also acceptable.
Footwear:
Shoes or boots must have both closed heel and toe. Gym shoes are recommended. Sandals, Crocs, Heelys, light up shoes and heels of any kind are not acceptable.

Students are expected to be dressed in a manner that will not be disruptive to the educational process, constitute a health or safety hazard or violate civil law. Any clothing or jewelry that is disruptive to the learning process is not permitted.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE
(1)Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

We recognize that American students attend school fewer days compared to other industrialized and less developed countries. Therefore, we are adding 5 additional school days to the traditional calendar used by our local school systems. The elementary school calendar will operate on a 185 day academic year, beginning in August and ending in Mid-June. Because the proposed neighborhood community is economically blighted, there are few opportunities for students to participate in community-based programs. Many of these students have too much unsupervised time that can lead to at-risk behaviors. The extended school year will support both the academic and social growth of students. We feel the extended school year and school day are necessary to achieve our goal of reducing and eventually eliminating the achievement gap between minority students and others.

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

Classes will begin at 8:00am and be dismissed at 3:30pm. There will be an early dismissal at 1:50pm on Wednesday to allow for on-going teacher professional development from 2:00 – 4:00pm. Each day, teachers and staff are required to remain in the building until 4:00pm. Core subjects such as language arts, math, science and social studies will each have a minimum of 60 minutes of instruction per day. In some cases, students with identified academic deficiencies will be scheduled for time beyond sixty minutes in one or more of the core subjects. The minimum minute per week of instruction for academic instruction in all grades is 1500 minutes.

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

According to research, high-performing schools have a high student attendance rate. Therefore, to guarantee our academic success, our goal for student attendance is 97%. We will implement the following strategies to ensure high rates of student attendance:

a) Design engaging lessons
b) Provide student exciting academic, arts, and athletic activities during and after-school
c) Train teachers and provide support to maintain a positive teacher-student relationship.
d) Reward students who maintain a monthly average of 97% and above attendance rate
e) Make daily phone calls to the homes of students who are absent
f) Assistant Principal/Dean of Students will be responsible for collecting and monitoring attendance data. The AP will review the daily attendance data and submit a weekly attendance report to the Principal. Based on the attendance data, the school leadership team will formulate strategies to increase or to maintain the current student attendance rate.
g) The school Social Worker and AP will work with NASA families who have attendance issues.

A DAY IN THE LIFE & SCENARIOS
(1)Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

During our first year of operation, we will service students from grades K-3. Below is a typical schedule that the majority of our students will have, especially students who are in 1st – 3rd grades.

Sample Grade Schedule: Elementary – 3rd grade
8:00 – 8:30 – Morning meetings, recite school creed, perform routines that promote the NASA school culture and values
8:30 – 9:30 – Reading/Writing Workshop
9:30-9:40 – Restroom Break
9:40 – 10:40 – Math
10:40 – 11:30 - Lunch
11:30 – 12:30 – Social Studies
12:30 – 1:30 – Science
1:30 – 1:40 – Restroom Break
1:40 – 2:15 – Arts
2:15- 3:05 – Soccer/Taekwondo/Physical Education
3:05 – 3:30 – Homeroom Closing Activities/Reflections
Optional
3:30 – 6:00 – After-School Activities (e.g. tutoring, clubs, sports teams, etc.)

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

A typical day for a teacher in our first year of operation will mirror a student's typical day with the exception of teacher planning periods.

Sample Teacher Schedule: Elementary – 3rd grade
8:00 – 8:30 – Morning meetings, recite school creed, perform routines that promote the NASA school culture and values

8:30 – 9:30 – Reading/Writing Workshop
9:30-9:40 – Restroom Break
9:40 – 10:40 – Math
10:40 – 11:30 - Lunch
11:30 – 12:30 – Social Studies
12:30 – 1:30 – Science
1:30 – 1:40 – Restroom Break
1:40 – 2:15 – Planning Period
2:15- 3:05 – Planning Period
3:05 – 3:30 – Homeroom Closing Activities/Reflections
Optional
3:30 – 6:00 – Optional and Paid After-School Activities (e.g. tutoring, clubs, sports teams, etc.)

It is important to note that to maximize teacher-planning time and teacher collaboration; we will do our best to provide back-to-back and common planning time for teachers who are in the same grade level.

(3)A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

First, the Sped Team will review her IEP so that we can know exactly where her exact minutes of services are allocated and what types of services she will need. Secondly, we will interview her and her parents so that we may know her academic and social experiences from her previous school. After this fact-finding process, we will design her daily schedule. We will ensure that her schedule meets the requirements stated in her IEP. Also, it is important for us and Ruby that we create a schedule that promotes her social well-being. After designing Ruby's schedule, we will meet with her teachers to discuss Ruby's academic and social needs. We will also suggest interventions and strategies that may help Ruby's academic and social transition. We will make the necessary changes in our staffing's in order to stay in compliance. For example, we may need to modify the "push-in" schedule of our Special Education teacher or if necessary, we may need to hire an additional Special Education teacher to meet Ruby's needs.

(4)A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

After reviewing Alexandra's file and speaking with her mother, our ELL team will meet to discuss and formulate a plan so that Alexandra's needs are met. We are hoping that someone in our staff speaks Alexandra's native language so that the communication between Alexandra's family and

NASA staff is easier. However, if we need an outside interpreter to assist us with communicating with Alexandra, we will make sure that we secure this interpreter whenever possible. Depending on her specific ELL needs, we may initially provide one-on-one instruction before we can place Alexandra in a group instructional setting. To meet the anticipated needs of Alexandra or any ELL students, we will adjust our schedule in a way that minimizes the distraction for all other students.

(5)You have been operating a school for the past three years and have just received your school level state test data for the most recent year (see table below).

(a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

According to this data, in mathematics, the percentage of all students who met or exceeded the state standards was 18.3% in 2012, 32.8% in 2013, and 31% in 2014. It is clear that the overall achievement scores in math increased during the second year and almost stayed the same in 2014. However, when we look at the segregated data for SWD and Non-SWD in 2013, even though the percentage of Proficient and Advanced non-SWD increased to 39.6% from 16.7%, the percentage of Proficient/Advanced SWD decreased to 0% from 26%. None of the SWD scored at or above the state standards in mathematics in 2013. It is also noteworthy that the number of students with valid tests did not change much between 2012 and 2013.

When we look at the RLA scores, we see a different trend. Unlike in math, the overall RLA achievement scores decreased from 2012 to 2013, then it stayed similar in 2014. The data shows that the percentage of all students who met or exceeded the state standards was 20.6% in 2012, 12.1% in 2013, and 12.4% in 2014.

Given that SWD population was so small, even a single student's performance changes the percentage scores significantly. For example, in 2014, only 1 SWD student scored proficient in math and RLA and changed the percent proficient/advanced score to 7.1% from 0% in both subjects. While 7.1% jump may appear to be significant, it was caused by only one student's performance. The remainder of the SWD students actually did worse in 2014 than in 2013.

Since the SWD population is so small, we would need to look at the individual scores of each SWD and their IEPs to identify their progress at the individual, sub-group, and grade levels. Once we analyze this segregated data, we could probably identify the source of the problem. It might be a specific subgroup or grade level of SWD students who were not progressing at the desired level. We would involve teachers of those grades with lower scores along with SPED teachers to analyze the data together and identify deficiencies more specifically. We would also question if necessary accommodations were provided during the test administration and if all students had been receiving the services identified in their IEPs.

In addition, scores of non-SWD also fluctuate from year to year. We would set up grade level meetings for teachers to collectively analyze school-wide and individual student performance and come up with action plan to address identified academic issues. It is also noteworthy that school's population is decreasing gradually. It might also be the case that students with higher test scores may have moved to other schools.

OPERATIONS PLAN

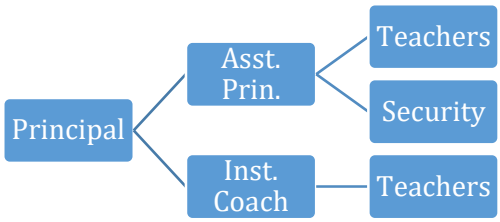
LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:

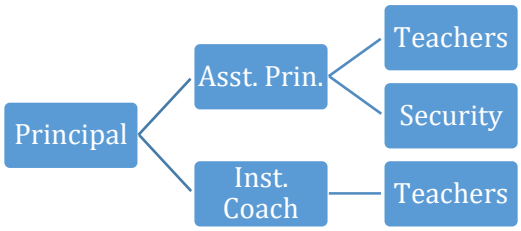
The principal is the educational and operational manager of the school. He/She has the responsibility to monitor curriculum as it relates to state standards, supervise assessments, offer plans and initiatives & professional development to teachers and monitor finances, facilities & parent relations.

(a) Organizational charts for year one **and** one for when the school is at full capacity

YEAR ONE



FULL CAPACITY



(b) Job descriptions for each leadership role (provide as Attachment 2)

(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2016-17 school year.
(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

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

We are confident that our school leadership will be able to implement that school design successfully. NASA's school leaders have a proven track record of improving student achievement and of fulfilling their fiduciary responsibilities.

(a) School leadership, operations, and governance;

Mr. Austria, the proposed principal, was a founding member of a successful charter school in Chicago. In addition, he has also managed charter schools in Indiana, Missouri and Illinois. Under his leadership, Mr. Austria has raised the over-all performance ratings of his schools. For example, prior to his leadership, according to the state's rating ECUEA's school grade was a C. During his tenure as the Regional Academic Officer, ECUEA's rating became an A. As the Regional Manager of Schools, Mr. Austria has led the overall operations of six schools across three states.

Dr. Mary Hicks, the proposed Instructional Coach/Teacher, led a Non-Profit Foundation that provided Teacher Professional Development and that gave grants to schools to improve student literacy. Dr. Hicks was also a Charter School Board Member.

Ms. India Stewart is currently a Middle School Director at Charter School in the Westside of Chicago. She supervises 20 teachers and support staff. She manages the day-to-day operation of her school, which includes facilities, student-life, and staff activities.

(b) Curriculum, instruction, and assessment;

The three proposed school leaders have extensive experience in the matter of curriculum, instruction, and assessment. Mr. Austria has developed curriculum and instruction strategies to improve student achievement. He also has written plenty of Interim Assessment question. In addition, he has conducted professional developments to improve teacher instructional practices. Dr. Hicks and Ms. Stewart have mentored teachers and have developed and delivered professional development seminars in curriculum alignment, intervention strategies, and assessment analysis. (Please see Attachment 3 for more details).

(c) At-risk students and students with special needs;

Our school leaders professional experiences are all based on working with students in an urban setting who are considered at-risk and students with special needs (Please see Attachment 3 for more details)..

(d) Performance management; and

As current school leaders, our leadership team have observed and evaluated teachers and support staff. In addition, they also have coached and mentored teachers successfully.

(e) Parent and community engagement.

In a school urban setting, parent and community involvement in the schools are traditionally low. Our school leaders have been very creative in engaging our parents and community. They have created and implemented parent programs that increased parent participation over-time.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

The school board along with the school leaders will consult with professional educational organizations with regard to school leader coaching and training. Like NASA teachers, the school leaders will have an individualized professional development plan. This individualized plan will be presented and discussed with the school board's education committee. Please see attachment 4 for the school leader evaluation tool.

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

Our school leader, with the assistance of the leadership team, will be responsible for recruiting, hiring, development and development of highly effective staff. The school leader will use every avenue to advertise and recruit new staff members. Aside from attending college and career teacher recruitment fairs in Nevada, the school leader will travel out-of-state to recruit teachers. The school leader will also ensure that the staff's individualized professional development plan are implemented effectively. The appropriate support and a positive school culture and climate will encourage teachers to remain at NASA. Thus, it is imperative that our school leader remain vigilant about the NASA's learning and working environment.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

Culture influences a school leader's desire to drive the goals and mission of the school (Hallinger & Leithwood, 1996). Culture is shared values and beliefs and is an important element in the efficacy of an organization (Muya & Wesonga, 2012). In an educational organization, culture influences how educators relate to one another. More importantly, culture has a direct correlation with staff morale and student achievement (Hallinger & Leithwood, 1996). When organizational culture is strong, the members show a strong affinity with the organization's rituals, traditions, and personal schemata (Muya & Wesonga, 2012). Similarly, an educational institution with strong culture exhibits characteristics where the teachers and other stakeholders adhere and believe in the school's rituals, traditions, beliefs, and mission. NASA's school leader will be driving force of the school's culture. Along with the leadership team, the school leader will conduct staff, student, and parent survey twice a year to gauge the direction of the school's culture and climate. The leadership team will analyze the data and present their analysis to the staff, parents, and students. The school leader will chair a committee to design and to evaluate school improvement plan as a response to the survey results.

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

Every member of our school-leadership team is very capable of leading a school's staff and managing a school's resources. Each member of the leadership will have an opportunity to run the school in various capacities throughout the course of the year. Also, since NASA will be a start-up school, there will be shared responsibilities among the leadership team members with regard to school management, staff supervision, curriculum instruction, parent and community involvement, and student discipline. Aside from the regular staff meeting, the leadersip team will meet weekly to discuss school operations, curriculum alignment, instructional support, and avenues of improvement. While there will be a clear distinction of who the school leader is, NASA's leadership team will lead the school collaboratively.

Staffing

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Change or add functions and titles as needed to reflect organizational plans.

School Staff	2017-2018	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	1	1	1
Instructional Coach/Teacher	1	1	1	1	1	1
Classroom Teachers (Core)	11	19	24	24	24	24
Classroom Teachers (Specials)	4	4	4	4	4	4
Teacher Aides	5	5	5	5	5	5
Special Education	2	3	3	3	3	3
ELL	1	1	1	1	1	1
Admin. Asst.	1	1	2	2	2	2
Security	1	1	1	2	2	2

HUMAN RESOURCES

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

We believe that schools need to employ more effective screening, interview, and hiring practices to hire more qualified new teachers. NASA will employ a school-based approach to hiring new teachers using the star teacher interview process which has been researched and replicated for over three decades by Dr. Martin Haberman, Distinguished Professor of Education at the University of Wisconsin in Milwaukee. For example, based on her dissertation study examining teacher retention in the Buffalo Public Schools, Frey (2003) report that there is a statistically significant correlation between teachers' scores on the 'Star Teacher' questionnaire and their retention ($r=0.13$, $p<0.01$).

Denise Rousseau (2012) states that "[k]eeping employees who add value to the organization is one of the big three things in managing people. The other two are getting the right people to join and motivating them to do a good job" (p. xi). However, especially urban public schools experience great difficulty in finding new and well qualified teachers. Boyd, Lankford, Loeb, and Wyckoff (2005) found that "[m]ost public school teachers take their first public school teaching job very close [within 40 miles] to their hometowns or where they attend college" (p. 117) and "they prefer areas with characteristics similar to their hometowns" (p. 113). Loeb (2000) adds that differences in hiring processes may also contribute to teacher quality problem. Strauss, Bowes, Marks, and Plesko (2000) also add that school districts do not "actively seek new teacher applications through

vigorous advertising and recruiting" (p. 405). Most districts continue to use fairly traditional methods for advertising, and therefore, only reach a limited number of qualified candidates. In the absence of a large pool for new teacher candidates, urban school/district administrators find it increasingly more challenging to identify the best candidates and convince them to accept their employment offer (Tooms, & Crowe, 2005).

Phillips and Connell (2003) call our attention to an important point that "[p]rospective and incumbent employees want to be associated with an organization that possesses a strong public image" (p. 131). This is why NASA will develop and maintain a positive public image to attract more qualified teachers. NASA will build and maintain a stronger public image by creating customized website (e.g., with testimonials from parent, student, and staff, and other relevant information) and using other popular media (e.g., Facebook, Twitter, and YouTube) to promote its success stories and positive organizational culture. As Tooms and Crowe (2005) highly recommend, NASA's hiring committee will "thoroughly prepare for each interview, make the candidate feel welcome, ask thoughtful questions, listen carefully to responses, and show-off their schools with post-interview guided tours" (p. 50). We know that that "you don't get a second chance to make a first impression".

Boyd and his associates (2005) suggest that "offer[ing] compensation for teaching in areas that are net importers of teachers" (p. 128) may attract more qualified teachers from non-urban areas. Boyd et al. (2005) also propose that creating "partnerships between urban schools and higher-education institution in close proximity to the district" (p. 128) may also increase number of new and qualified teacher candidates. NASA will also establish partnerships with the teacher preparation programs in Las Vegas, and allow certain number of students to complete their required student teaching experience in its buildings. This partnership will both allow NASA administrators to observe these student-teachers for longer time periods and increase its chance to hire the promising ones in the end of the process. NASA's design team believes that new-teachers are more likely to accept job offers from those schools where they complete their student teaching. If hired, these new teachers will require much less training and time to adjust to the school culture, which is otherwise a challenging experience for most new to the district teachers. Besides, NASA will advertise its staffing needs using multiple channels, including staffing companies and organizations offering alternative teaching prep programs, and will also make an effort to participate in and organize local job fairs. These simple steps can help NASA reach a larger network of teacher candidates and increase the likelihood of hiring more qualified teachers.

In another study, Balter and Duncombe (2006) report that "the use of recruitment incentives, such as tuition assistance, and extra compensation for National Board certification, extra-curricular activities, and crediting of experience in other districts or fields" (p. 28) are closely associated with finding more qualified teachers. Signing bonuses, student loan forgiveness programs, and tuition reimbursements are some of the other popular forms of financial incentives (Hirsch, Koppich, & Knapp, 2001). In addition to traditional job advertisements with popular local newspapers, radio channels and websites, professional social networks such as LinkedIn will be used to reach a larger pool of teacher candidates. In the future, NASA will involve its existing teachers in the recruitment process and offer them referral bonuses for each newly hired teacher whom they referred. Phillips and Connell (2003) confirm that "[e]ployee referrals are a highly effective means for attracting and keeping employees" (p. 136). Some employee referral bonuses are as high as $3,000 per individual hired and given as a lump sum, while some referral bonuses are distributed and given at the time of

hiring the new employee, after completion of 90-day probationary period, and at the end of 12-month of employment.

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

NASA will offer a competitive salary schedule based on teaching experience and education level. We have identified 5 distinct salary categories, starting from Bachelor's degree to PhD and between 1 to 20 years of teaching experience. The salary schedule for certified teachers is displayed below. Non-certified teachers will follow the same schedule with a deduction of $3,000.

EXPERIENCE	B.A.	B.A. + 20 G Cr.	Master	Master +20 G Cr.	PhD
1	$33,000	$34,200	$35,400	$36,600	$37,800
2	$34,200	$35,400	$36,600	$37,800	$39,000
3	$35,400	$36,600	$37,800	$39,000	$40,200
4	$36,600	$37,800	$39,000	$40,200	$41,400
5	$37,800	$39,000	$40,200	$41,400	$42,600
6	$39,000	$40,200	$41,400	$42,600	$43,800
7	$40,200	$41,400	$42,600	$43,800	$45,000
8	$41,400	$42,600	$43,800	$45,000	$46,200
9	$42,600	$43,800	$45,000	$46,200	$47,400
10	$43,800	$45,000	$46,200	$47,400	$48,600
11	$45,000	$46,200	$47,400	$48,600	$49,800
12	$46,200	$47,400	$48,600	$49,800	$51,000
13	$47,400	$48,600	$49,800	$51,000	$52,200
14	$48,600	$49,800	$51,000	$52,200	$53,400
15	$49,800	$51,000	$52,200	$53,400	$54,600
16	$51,000	$52,200	$53,400	$54,600	$55,800
17	$52,200	$53,400	$54,600	$55,800	$57,000
18	$53,400	$54,600	$55,800	$57,000	$58,200
19	$54,600	$55,800	$57,000	$58,200	$59,400
20	$55,800	$57,000	$58,200	$59,400	$60,600

*Non-certified staff (-$3,000)

Salary for non-teaching staff will be determined based on job description, budgetary restrictions, and experience of the candidates. NASA will make a conscious effort to hire a diverse staff which reflects the diversity of the students whom it is designed to serve. NASA will plan and employ volunteers and interns from community members, parents, and teacher education programs in the city of Las Vegas.

High performing employees will be rewarded through a school based bonus system. In this system, the performance criteria will include overall school success, students' academic growth, 360 evaluation scores, and individual goals. 50% of the overall score will come from individual

performance of the employee, while the measurable student learning outcomes (annual growth and meet annual goals) will constitute the remaining 50%.The annual performance bonus will range between $1,000 and $2,000 per employee.

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

School's senior administrative will be highly visible and involved in everyday operation. While students' academic performance remain as the main focus, one of the administrators will address operational issues and the other one will primarily deal with teaching and learning process. The targeted teacher student ratio is 1:13 which may not be achieved during the first few years due to unforeseen budgetary contingencies.

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

As outlined in question one, NASA will adhere to research based methods to attract, recruit, and hire high quality teachers and staff. NASA will have a hiring committee consisting senior administrators and selected staff (if available at that time). Each candidate will be interviewed twice and asked to teach a demo lesson. Upon reference check and conducting criminal background checks, the hiring process will lead to onboarding step. The hiring committee will strictly adhere to the following selection criteria and will practice even swaps rational decision making procedures (Hammond, Keeney, & Raiffa, 1998) for candidates with similar qualifications or close overall score.

CRITERIA	IMPORTANT	N/A
Experience		
Grade point average		
References/recommendations		
Pre-screening tests (e.g., Haberman Foundation "Star Teacher" pre-screener)		
Contribution to workforce diversity		
Performance in teaching sample lesson		
Professional/career goals		
Major in area of teaching (e.g. math major to teach math)		
Certification in subject to be taught		
Master's degree		
Caliber of certificating institution		
Quality of teaching portfolio		
Residence in school district		
Certification exam scores		
Subject knowledge demonstrated in interview		
Willingness to be involved in extra-curricular activities		

Other _____		
Other _____		

It is important to note that NASA will be an "equal opportunity employer" and will NOT discriminate and will take "affirmative action" measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, creed, color, national origin, or sex.

NASA will adopt a progressive discipline policy to identify and address employee and employment related problems. This policy will apply to any and all employee conduct that NASA, in its sole discretion, determines must be addressed by discipline. NASA believes that no single discipline policy can be all inclusive and effectively address each and every situation requiring corrective action that may arise in the workplace. Therefore, NASA will take a comprehensive approach to employee discipline and will attempt to consider all relevant factors before making decisions regarding discipline. All dismissals will follow due process.

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

Teachers will be informally observed (walk-throughs) on multiple occasions during the school year. These informal observations will last for about 10-15 minutes. After each walk-throughs, teachers will receive a short written account of the visits. The observation document may contain praises and recommendations for improvement.

Twice a year during the Late Fall and Early Spring seasons, the teachers will be formally evaluated. The prior to the evaluation, a pre-conference will be held so that the teacher and the evaluator can discuss the teacher's lesson plan. The evaluation period will last for an entire class period. After the evaluation, the teacher and the evaluator will meet to discuss the evaluator's observations and ratings. If a remediation plan is needed, the teacher and the evaluator will design the remediation plan together. Scores from the two formal lesson evaluations will be averaged to produce a cumulative year-end rating for the teacher.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. provide, as Attachment 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The school leader will be evaluated by the school board. The school board will receive training on how to evaluate effectively a school leader. In addition, the school board will hire a consultant who can develop and mentor the school leader. During the course of the year, the school leader will be evaluated two times. In addition, the school board will use the culture and climate parent, teachers, and student surveys as a part of the school leader's evaluation.

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

NASA is devoted to hiring highly energetic non-classroom staff who will contribute to student achievement through establishing and maintaining a safe and orderly learning environment. NASA will provide training for each non-classroom staff to ensure their compliance with associated Nevada and SPCSA laws, regulations, policies, and procedures. NASA believes that in order to achieve targeted student learning outcomes, entire staff must be on the same page of the same book. This is why non-classroom staff will be part of NASA Summer Employee Orientation where academic goals, expectations, and procedures are collectively discussed and analyzed. This will enable them to connect their daily tasks to overall mission and vision of NASA. Besides, NASA will establish performance evaluation rubrics for each non-classroom position and conduct periodic assessments to ensure compliance at all times. NASA will also establish partnership with neighboring fire and police departments and seek their feedback for improvement of existing practice. NASA will also visit several public and charter schools to learn from their experiences and adopt successful practices.

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

It would be extremely unusual for NASA to hire a senior administrator from outside the organization. NASA believes that such transitions create more problems than they solve. Qualified NASA staff will be given mid-level leadership positions and be promoted to senior level admin positions based on their performance and feedback from all stakeholders.

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

Rinke (2011) posits that each teacher who leaves the district can cost up to $8,000, while the impact of teacher turnover on the states' budgets has a range of approximately $5 million in Wyoming to $235 million in Texas. Based on their analyses of the 2007-08 Schools and Staffing Survey (SASS) and the 2008-09 Teacher Follow-up Survey (TFS) results, Ingersoll and Perda (2014) estimate the overall cost of teacher attrition to the U.S. public schools to be between $1.004 billion and $2.186 billion annually. In another study, Barnes, Crowe, and Schaefer (2007) estimate the annual total costs associated with teacher turnover to be $7.34 billion at the national level with an average cost of $70,000 per urban school and $33,000 per non-urban schools.

Barnes et al. (2007) call our attention to the substantial costs associated with recruiting, hiring, and training a replacement teacher, regardless of the district size. Upon their comprehensive analyses in various school districts, Barnes and his associates (2007) report that the average cost of each teacher leaving the district was $4,366 in Jemez Valley, New Mexico, $15,325 in Milwaukee, and up to $17,872 in a larger school district like Chicago (p. 4-5). They go on to add that "[m]ost studies of teacher turnover costs have produced estimates that are quite large, ranging from 20 percent to 200 percent of the leaving teacher's salary" (Barnes et al., 2007, p. 9). Similarly, in a 2005 policy brief on turnover costs, the Alliance for Excellent Education tapped a US Department of Labor estimate "that attrition costs an employer 30% of the leaving employee's salary" (as cited in Barnes et al., 2007, p. 9).

In addition to its comprehensive multi rater teacher and administrative evaluation system, NASA will benefit from its partnership with Urban School Experts, LLC to identify and address poor leadership and teacher performance issues. As a matter of fact, the president and CEO of Urban

School Experts is an expert on teacher retention and administrative support. He will visit NASA campus periodically and provide ongoing consulting and training for NASA administrators to identify and address retention issues.

(10) Does your school plan to utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you will be using.

NASA is planning to use Concept SIS system for the data entry, data tracking, and data information needs of the Human Resources, payroll, management, and accounting functions within a business. NASA will use Intuit QuickBooks Online to track income and expenses; create estimates and invoices; sync bank accounts and apps; manage and pay bills; instant sale and profit reports; track inventory; and to prepare and print 1099s.

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

NASA is planning to contract with Urban School Experts, LLC (USE) for all Human Resource and Development services. USE is a Wisconsin based company providing management consulting, employee training, and HR services for schools located in urban areas. USE has been actively involved in the development of this proposal.

STUDENT RECRUITMENT AND ENROLLMENT

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

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools that are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

NASA will be open, without reservations, to any students in Las Vegas who want to apply. However, enrollment priority will be given to students who satisfy the requirements that are detailed in SB208 2015 session. This means that our recruitment and marketing efforts will be focused overwhelmingly within the 2 mile radius of the school site. Students who lived within this 2-mile radius will be given enrollment priority. As required by SB208, we will notify and recruit prospective families at least 45 days before NASA begins accepting enrollment applications.

Our enrollment marketing efforts will consists but not limited to the following: : a) Radio ads on local stations, b) Cable TV ads on local stations, c) Targeted Direct Mail literature to specific zip codes, d) Newspaper ads, e) Flyer distribution to business establishments and homes, f) Multiple community meetings. Pursuant to SB208 2015, we will ensure that all marketing and advertising efforts are communicated in English, Spanish, and the dominant home language of the target community. More importantly, we will recruit and market heavily the homes or areas of students that are in poverty, have low academic achievement; have at-risk behaviors; and who have learning disabilities. We will identify these students through public school district records and our community outreach surveys.

If our recruitment efforts within the 2-mile area of the school do not yield enough number of students, we will extend our marketing and advertising throughout the Las Vegas area. Again, our focus in this extended recruitment endeavor are students who are academically disadvantage because of their social, economic, physical, and intellectual status.

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

Enrollment Calendar	
June 2016 – April 2017	Enrollment Application Submission
May 2017	Lottery if necessary
July 15, 2017	Student deadline to accept enrollment slot
January – April 2018 - Beyond	Enrollment Application Submission

May 2018 – Beyond (1st Friday)	Lottery if necessary
May 2018 – Beyond (Last Friday)	Student deadline to re-enroll or accept enrollment slot

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

The School Principal and Administrative Assistant will be responsible for monitoring the progress of towards the enrollment targets. These two staff members are the appropriate personnel for this specific responsibility because they both have a global view of the school. The target re-enrollment rate for each year is 95-97%. If we are fortunate to secure a building in an area where there is a low family mobility rate, our projected 95-97% re-enrollment rate is attainable. We determined this rate because traditionally effective Charter Schools around the country have a very high re-enrollment rate.

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

Prior to the recruiting and enrollment period during the incubation year, staff members (i.e. Principal and Administrative Assistant) along with Board Members will undergo training that ensures that they understand the provisions of SB208 and NRS 386.580 or SB390 (2015 session). Furthermore, during the first year of operation and on subsequent years new and returning staff members will receive the appropriate training with regard to all the legal enrollment pertaining to special populations. For returning staff, the training will occur during one of the Professional Development days or during the enrollment season. For new staff members, training will happen the week before the beginning of the school year. The enrollment training will remain as a part of the required training sessions for all staff members.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Once school has opened, we will still advertise aggressively in order to attract prospective students. Aside from the mass media advertising, we will also hold an open house twice a year for the purpose of recruitment. The first open house will be held in November and the second open house will be in March. To increase our visibility, we will participate in community-sponsored events.

We believe that the best recruitment tool is student academic success. We will strategically advertise our students' academic achievements. Furthermore, we will participate and host academic themed competitions like, Science and Robotics Fair, Writing Contests, and Math Olympiads. We hope that our efforts to stay visible in the community and in the District will improve our chances in recruiting more students. We will maintain a student waiting list for each grade level. Should a vacancy materializes during the school year, we will use the waiting list to determine who will be offered the vacant spot.

During the first two years of operation, the Principal and the Administrative Assistant will be responsible for coordinating and implementing recruiting activities. However, in succeeding years, we plan to appoint a Development and Marketing Coordinator who will be responsible for all development, marketing, and recruitment activities and programs.

(3) Complete the following tables for the proposed school to open in 2016-17.

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

Enrollment Targets

Grades	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	Max 60 – Min 57	Max 90 Min 87	Max 90 Min 87	Max 90 Min 87	Max 90 Min 87	Max 90 Min 87
1	Max 60 – Min 57	Max 80 Min 77	Max 90 Min 87	Max 90 Min 87	Max 90 Min 87	Max 90 Min 87
2	Max 60 – Min 57	Max 80 Min 77	Max 80 Min 77	Max 90 Min 87	Max 90 Min 87	Max 90 Min 87
3	Max 60 – Min 57	Max 80 Min 77	Max 80 Min 77	Max 80 Min 77	Max 90 Min 87	Max 90 Min 87
4		Max 80 Min 77	Max 80 Min 77	Max 80 Min 77	Max 80 Min 77	Max 90 Min 87
5			Max 80 Min 77	Max 80 Min 77	Max 80 Min 77	Max 80 Min 77
6						
7						
8						
Total	Max 240 Min 228	Max 410 Min 398	Max 500 Min 482	Max 500 Min 482	Max 500 Min 482	Max 500 Min 482

d. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

In year one of school operation, NASA will have a maximum of 240 students, four grade levels, and 23 teachers/teacher aide. With this configuration, our student to teacher ratio will be approximately 10:1. We believe that a 10 to 1 ratio is an optimal proportion for student learning. Since we are anticipating that the majority of our students will be below grade level, the 10 to 1 student to teacher ratio will provide more opportunities for teachers to do small group instruction. Thus, teachers will have more time to focus on the students' academic deficiencies. Most

importantly, at 240 students, NASA will be viable financially in meeting the high start-up costs. In year 2, we will increase our enrollment at a maximum of 410 students. However, we will also increase our teacher/teacher aide staff to 32. This will bring our student to teacher ratio to 12 to 1. At this ratio we will still be able to provide the appropriate services for our students.

Based on our experience, services and programs in charter schools have direct correlation with student enrollment, which means that higher enrollment yields more student academic support. Our growth model increases our student enrollment substantially because this will allow us to hire more teachers. With more teachers, we will be able to create a schedule creatively that will meet our students' academic needs. During our growth years, we are anticipating additional funding from grants and fundraising activities. The majority of these extra funding will go to supporting directly our students' academic needs.

BOARD GOVERNANCE

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

The board establishes policies based on the NASA's mission, vision, academic targets and operations, and all applicable state and federal laws. The board reviews staff recommendations and available information and decides which policies should be implemented in light of the NASA's mission and goals. The board monitors the implementation of its policies through general site visits and periodic review of school financials and operations. The NASA board identifies and hires NASA's principal who then acts as the Chief Executive Officer on behalf of the board. The Board generates and approves the budget, makes necessary changes if needed, exercises financial controls by reviewing and approving all major expenses and financial documents to ensure that NASA's funds are spent in the most ethical and efficient manner to realize the purposes of the school.

Both the NASA administration and staff are responsible for the details of policy implementation and the day-to-day operations of the school. The staff at NASA reports to the principal, and the principal reports to the board. Nothing in this statement of governance philosophy limits the legal duties, rights, responsibilities or authority of a board member. No action of the board is subject to challenge on the basis of this statement of governance philosophy.

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

NASA Board will include a board president, vice-president, secretary, and treasurer, all of whom shall be chosen by, and serve at the pleasure of, the board of directors. Each board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the board or by direction of an officer authorized by the board to prescribe the duties and authority of other officers. The board may also appoint additional vice-presidents and such other officers as it deems expedient for the proper conduct of the business of the corporation, each of whom shall have such authority and shall perform such duties as the board of directors may determine. One person may hold two or more board offices, but no board officer may act in more than one capacity where action of two or more officers is required. More detailed explanation for each position on the NASA board is provided below:

Board President will serve as the chief volunteer officer of the corporation. The board president will lead the board of directors in performing its duties and responsibilities, including, if present, presiding at all meetings of the board of directors, and will perform all other duties incident to the office or properly required by the board of directors.

Vice President: In the absence or disability of the board president, the ranking vice-president or vice-president designated by the board of directors will perform the duties of the board president. When so acting, the vice-president will have all the powers of and be subject to all the restrictions upon the board president. The vice-president will have such other powers and perform such other

duties prescribed for them by the board of directors or the board president. The vice-president will normally accede to the office of board president upon the completion of the board president's term of office.

Secretary: The secretary will keep or cause to be kept a book of minutes of all meetings and actions of directors and committees of directors. The minutes of each meeting will state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with the law and these Bylaws. The secretary will cause notice to be given of all meetings of directors and committees as required by the Bylaws. The secretary will have such other powers and perform such other duties as may be prescribed by the board of directors or the board president. The secretary may appoint, with approval of the board, a director to assist in performance of all or part of the duties of the secretary.

Treasurer will be the lead director for oversight of the financial condition and affairs of the Corporation. The treasurer will oversee and keep the board informed of the financial condition of the corporation and of audit or financial review results. In conjunction with other directors or officers, the treasurer will oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis or as may be required by the board of directors. The treasurer will perform all duties properly required by the board of directors or the board president. The treasurer may appoint, with approval of the board a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the treasurer.

The NASA board established the following;

(a) All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential.

(b) All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential.

(c) All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

(3) Please submit board member information in the provided Board Member Template (provide as Attachment 7). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2016-2017 must be identified by the capacity interview (September/October 2015) to ensure a thorough evaluation of the capacity of the founding board.

Please see attachment 9.

(4) Provide, as Attachment 8, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see attachment 8.

(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

N/A

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

The board shall adopt the following policy and periodically review it to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers.

All Directors, Officers, key employees, or Committee members having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be - construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring: (1) Regular annual statements from Directors, Officers and key employees to disclose existing and potential conflicts of interest; and, (2) corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

(7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

NONE

(8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

Currently, there are five proposed school board members. The proposed board wishes to expand the membership to seven board members. The addition of the new board members will commence during the expansion years. The proposed NASA board aims to recruit future board members through board invitations and nominations from other board members.

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

Outside vendors who have expertise in school board training will provide board orientation and ongoing development. All board members are required to attend all board and development training. Board members will be trained on the following topics: school finance, school management and operations, and school law. All board training will occur prior to the start of the school year. However, other training that covers topics such as school leadership evaluation will be conducted at throughout the course of the school year.

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

The role of the Board of Directors of Nevada Academy of Sciences and Arts is to set policy for the school, monitor academic progress, and be the legal and prudent stewards of the taxpayer dollars allocated to operate the school. To achieve this role effectively, the Board must have a good working relationship with school staff. While the Board will have unfettered access to the staff, the Principal will act as the staff liaison to the Board. Therefore, the reports and communication between the Board and the staff will be done through the Principal.

There are three key functions that the School Board will perform in relation to the staff and these are:

A. Set Policy: The board considers policy matters on issues such as student behavior, expulsions, suspensions, field trips, athletic regulations, transportation and food service issues, and parent concerns or complaints. The school principal may offer recommendations to the board on the creation of a given policy which the board may consider, review, or develop their own position. All policy matters are then discussed and voted upon at the scheduled board meetings.

B. Monitor Academic Progress: Board members will be provided with professional development opportunities to receive information regarding the major education issues facing the nation, the city, and their specific school. This is done to provide board members with the background and context to discuss policy-making for the school. On a monthly basis, board members will be given a report on the academic progress of the school, most often on a grade by grade breakdown. This information stimulates questions among the board which are addressed by the school principal and where appropriate, by an individual teacher. Options for response to a particular problem are considered and the board will ask the school principal to implement the decision.

C. Financial Stewardship: Each month prior to the scheduled board meeting, board members will receive a packet of financial information. Included in this information are the monthly status of the budget compared to up-to-date expenditures, cash-flow statements which allow the board to plan potential expenditures, and a list of purchases that have been proposed by the school which then are reviewed by the board and a vote is taken to authorize payment. In the third quarter of every year, the school principal will schedule

meetings with members of the board to discuss the construction of a school budget for the following year. This process takes numerous meetings before a final budget document is prepared which then goes to the full board for further discussion, input for any citizens present at the board meeting, and then a final board vote to adopt the budget.

(11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

There will be no advisory

(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

At Nevada Academy of Sciences and Arts, we will work with parents as partners to provide a quality educational environment. We feel strongly that the individuals who are best equipped to address problems are the individuals most closely linked to the situation. In the event that a conflict arises between NASA families and NASA staff, administration or Board, the following protocol shall be followed:

Level I:

Staff Review

Nature of Concern

- Disagreement at the classroom level (i.e. homework assignments, missing assignments, classroom level discipline actions, grades, etc.).

Review Procedure

- Parent/Guardian shall contact the teacher to discuss concerns and attempt to resolve the issue.

Level II:

Administrative Review

Nature of Concern

- Unresolved Level I Disagreement.
- Allegations of unlawful or imprudent acts of a school employee or volunteer.
- Any concerns about school procedure, execution of policy or implementation of the mission that applies to specific students.

Review Procedure

- Parent/Guardian shall submit a request for review in writing (email preferred) to the Principal. A meeting will be held in person or via phone within 3 business days to discuss the issue.

Level III

Board of Directors Review

Nature of Concern

- Unresolved Level II Disagreement.
- Issues with school policy as written in the student handbook.
- Concerns about school procedure or execution of policy that applies to the entire student population.

Review Procedure

- Parent/Guardian shall submit in writing a request to address the Board of Directors at the monthly board meeting. An executive session board meeting will be held if the issue warrants it.

Nature of Concern

- Allegations of unlawful or imprudent acts by the administration.
- Allegations of unlawful or imprudent acts by a Board member.

Review Procedure

- Concerns should be placed in writing to the Board of Directors and an executive session board meeting will be held within 3 business days to discuss the issue.

Level IV

Authorizer Review

- In the event a Level III disagreement is not resolved, parents shall submit in writing a request to the Charter School Authorizer for mediation. Requests and concerns will be handled in accordance with Charter School Authorizer policies and procedures.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

The board of directors may remove an officer at any time, with or without cause. Any officer may resign at any time by giving written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

The Board may remove a Director in accordance with the provisions of the applicable laws. A director may be removed by two-thirds vote of the board of directors then in office, if:

(a) the director is absent and unexcused from three or more meetings of the board of directors in a twelve month period. The board president is empowered to excuse directors from attendance for a reason deemed adequate by the Board president. The president will not have the power to excuse him/herself from the board meeting attendance and in that case, the board vice president will excuse the president. Or:

(b) for cause or no cause, if before any meeting of the board at which a vote on removal will be made the director in question is given electronic or written notification of the board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the board.

INCUBATION YEAR DEVELOPMENT
Provide a detailed start-up plan as well as specific organizational goals for the planning year

(1)(SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10. Please See Attachment 10

(2)Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

Mr. Chris Austria, the selected school leader has extensive experience in charter school Start-ups. He was a founding leadership member of Chicago Math and Science Academy and Thurgood Marshall Leadership Academy in Fort Wayne Indiana. In addition, as a teacher, Mr. Austria was a member of start-up staff for Chicago International Charter School and L.E.A.R.N. Charter School in Chicago. In both schools, Mr. Austria rose to leadership positions and was an integral part of the success of the schools.

Despite of Mr. Austria's extensive experience in charter school start-ups, Mr. Austria will be coached and mentored by Salim Ucan the Vice-President of Concept Schools. Mr. Austria will also participate in the Concept Schools Principal Leadership Program. This Program teaches principals effective strategies in managing start-up and existing charter schools. Concept Schools has 31 charter schools in the Midwest. Their schools have received Blue Ribbon Awards and Highest Rating Designations. The major components of the Concept School Principal Training are student recruitment, school finance, school culture, and community engagement. Also, Urban School Experts (USE) will provide Mr. Austria additional leadership training and coaching. USE is an educational consulting and service company. USE's leadership has extensive experience in charter school start-ups and charter school operations.

(3)Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

The School Board and Mr. Austria verbally agreed that if incubation funds are insufficient, Mr. Austria's compensation during the incubation year will be deferred until the necessary funds are secured. Mr. Austria will work on a nearly full-time basis during the incubation year. In addition, an Administrative Assistant will support Mr. Austria on an hourly part-time basis. The funds to pay for the Administrative Assistant will come from a 0% loan from the School Board. The School Board

President, Ms. Leizel Trinidad, and Urban School Experts Staff will also work to support Mr. Austria during the incubation year. USE agreed to waive their consulting fee during the incubation year.

DUAL-CREDIT PARTNERSHIPS

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

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

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

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

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

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

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

(7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

SERVICES

(1) Provide, as Attachment 12, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

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

Unless it is mandated by students IEP, NASA will not provide transportation services due to budgetary constraints. NASA will secure a school building in a densely populated residential area where the overwhelming majority of the potential students are expected to live within a close proximity of the school. However, if we are unable to fill our enrollment with neighborhood students, we will recruit outside the 2 mile radius in adherence to SB208, which may necessitate providing transportation service. Our budget projection has room for this contingency after the first year of operation.

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

NASA will contract with an authorized food service provider to serve breakfast and lunch on a daily basis.

c. Facilities maintenance (including janitorial and landscape maintenance)

NASA will hire a full time custodian who will attend to any janitorial and maintenance issues during the school hours. In addition, NASA will also employ a part time janitors to clean the building during after school hours. Any facility maintenance concerns that are beyond the expertise of our staff, outside vendors will be hired.

d. School health and nursing services

NASA's partner Visiting Nurses of Nevada will provide health and nursing services at no cost to the school and students. NASA will strictly adhere to the procedures and guidelines of the Nevada Board of Education.

e. Purchasing processes

All purchase requests will be reviewed and approved by the school's principal. If a purchase request is not included in the school's budget, it must be approved by the NASA School Board before the purchase request can be executed. The Concept Schools SIS has systems to monitor the purchase requests and approvals electronically. NASA requires written quotes for purchases exceeding $10,000 and these may be mailed, faxed, e-mailed, and/or delivered to the Principal, depending on the specifications in the quote request. Vendors are required to provide firm pricing,

delivery times and terms, etc. on all bids and quotes. A Purchase Order will be issued to all successful vendors.

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

NASA building will feature surveillance system in all public areas of the building to ensure students and staff safety. This surveillance system will be linked to a security firm that will monitor the school building before and after school hours. In addition, NASA will employ a full time security to maintain a safe learning and working environment.

We will also coordinate with local law enforcement agencies so that we are aware of any potential security threats toward students and staff. Our emergency plan will be shared with local authorities, staff, parents, and students. We will conduct periodic drills to prepare our students and staff for various emergencies.

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

NASA's future building will feature necessary infrastructures for technology (network, servers, computer labs, and wireless routers and access points) to ensure its staff and students are active users of technology in their teaching and learning, and that teachers have the necessary skills, resources, and support to provide engaging and empowering personalized learning experiences for all students of the academy.

NASA will hire a contractor to build technology infrastructure prior to the first day of instruction. NASA will employ a full time IT Manager/ Computer Teacher to troubleshoot day to day technology issues. Since our proposed school leader Mr. Austria is a doctoral candidate in educational technology, he will conduct educational technology PD for the teachers. During our summer teacher institutes and as part of NASA Teacher Academy, our teachers will receive training to effectively and efficiently use all available technologies as part of their instruction.

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

NASA will utilize an internal Student Info System created by Concept Schools. All necessary data will be transferred to Infinite Campus system to fulfill state data reporting requirements. Key staff will receive extensive training to become expert on Infinite Campus system and provide training to other NASA staff as needed. A Concept School will provide the necessary training for all staff prior to each school year. The leadership team will closely monitor all data entries to ensure accuracy and compliance.

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

All electronic records will be secured in password protected computer system. Only authorized personnel will have access to student records. Principal's approval is needed before any student records are accessed or released. For a student's file to be released, an official request from parent and the educational institution must be received and approved by the Principal.

NASA will keep sufficient records to insure an employee's qualifications for the job held, compliance with Federal, State and local benefit programs, if any, conformance with the School rules and evidence of completed evaluations. Such records will be kept in compliance with applicable Federal and State law. It is necessary for the orderly operation of the School to prepare an employee information system for the retention of appropriate papers bearing upon staff hired by the School.

Employee files are maintained by the Principal and are considered confidential. The Board, Principal, and auditors may have access to employee file information on a need-to-know basis. Student and employee files may not be taken outside the school building. Representatives of government or law enforcement agencies, in the course of their duties, may be allowed access to file information.

Upon request, the employee will be allowed to inspect his or her own file. Under state law employee has the right to copy his/her file, except for pre-employment recommendations and records and such other information as may be privileged under law and not subject to employee inspection. Employees who wish to review their own employee file shall request access in writing; review the record in the presence of the administrator designated to maintain said records or designee; make no alterations or additions to the record nor remove any material there from.

FACILITIES

(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.

NASA has an agreement with Arroyo Properties to secure a school building at a location consistent with our charter proposal. Since the beginning of this application process, we have identified 5 potential sites. We will expedite our search once our proposal is approved because all potential landlords asked for assurances which we cannot provide at this time.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:
(a) Total project cost
(b) Financing and financing assumptions
(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

NASA is looking for a building approximately 48,000 sf[2] that is around our target population. In addition, our prospective building must be suitable for NASA's program needs. Most importantly, our building must be suitable for our proposed grade levels. Since our initial plan is to lease our school building, our financing will based on our per-pupil funding. Security deposit for the building lease will be drawn initially from the loan that our School Board will secure. The budget details are provided in the following figure.

FACILITIES				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
INPUT "Purchase" or "Lease"	Lease			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
				2016	2017	2018	2019	2020	2021
LEASE OPTION									
Square feet leased				0	48,000	48,000	48,000	48,000	48,000
Lease rate	$6.00	Per sq ft	Annual lease cost	$0	$288,000	$288,000	$288,000	$288,000	$288,000
Custodial	$1.00	Per sq ft		$0	$48,000	$48,000	$48,000	$48,000	$48,000
Utilities	$1.50	Per sq ft		$0	$72,000	$72,000	$72,000	$72,000	$72,000
Capital Outlay (building renovations)	$0	One-time cost	Capital Outlay	$0.00					
Total cost to lease				$0	$408,000	$408,000	$408,000	$408,000	$408,000

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 17. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

N/A

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

The proposed Principal, Mr. Austria has extensive experience in facility acquisition, management, and renovations. Mr. Austria was part of the admin team for the purchase and build-out of Chicago Math and Science Academy in 2009, which was a $12 million project. More importantly, he will be supported by Urban School Experts (USE) and School Board Members, who have firsthand experience in building, zoning, construction, and financing.

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

NASA will negotiate with the potential landlord to include major facility issues and maintenance problems to be handled by the landlord. Such issues include roof, HVAC, siding, and plumbing.

ONGOING OPERATIONS

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

NASA will create an emergency plan in accordance with the requirements and codes established by the State of Nevada. This plan will be shared with local authorities and necessary changes will be made based on received feedback. This emergency plan will be based on FEMA's five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. Components of this plan will include but not limited to the following:

Bus Drill
Tornado Drill
Fire Drill
Lock-Down Drill
Emergency Evacuation
Surveillance System
Emergency Communication Protocols
Safety Procedures

The NASA leadership team and Security staff will be in charge of updating and implementing the emergency management plan.

(2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

NASA will maintain insurance policies with an independent insurance broker licensed in the State of Nevada providing at least the limits and coverage provisions as identified by the authorizing agency. NASA will secure worker's compensation and liability insurance for staff and students, indemnity, directors and officers, and others required by Nevada law or regulations.

The school will address risk management in many aspects of its operations: ensuring the safety and security of the physical environment, screening of all teachers and staff, training of all staff in emergency procedures and student management, maintaining adequate insurance policies, implementing written procedures to ensure all monies and expenses are properly accounted for, following established procedures at all school events and by all groups associated with the school, and administering employee benefits correctly and fairly. Due process will be afforded to all students and staff.

FINANCIAL PLAN

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

NASA will ensure that all accounting and purchasing practices are consistent with Generally Accepted Accounting Principles (GAAP). NASA will hire CSMS, NFP for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing services. Most of these systems are already embedded in the Concept Online System that NASA will purchase from Concept Schools. CSMS, NFP uses QuickBooks to run the payroll and make direct deposit payments to employees. Chart of accounts will be established according to guidelines from Nevada Charter School Authority.

CSMS, NFP currently manages these services for 29 charter schools managed by Concept Schools. It has an excellent track record of having no audit findings.

The NASA principal will develop the annual budget and present it to the NASA Board of Directors for their review and approval. The budget will be revised based on actual student enrollment and other budget assumptions in November of each fiscal year.

(2) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:

The attached operational budget projection has been designed to show NASA' finances for the following five years. This is a balanced budget based on what is known at this time and what can be assumed. Our assumptions are based on our administrative experience at schools with size and characteristics similar to NASA.

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

On its first year, NASA will accept enrollments for grades K-3. Each grade level will have three sections with 20 students in each classroom. We anticipate a total of 240 students. Since NASA will be located in the Clark County, we assume that most, if not all of the students will be from the Clark County. We purposefully retained this assumption because Clark County provides the lowest per pupil funding. If we receive students from other Counties, it will positively impact our budget. We assume that NASA will receive $1,561,440 DSA funding based on 240 students. We will enroll 25 students for each section to allow for five "no-shows" and strive to have a waiting list for each grade level through our aggressive advertisement and community outreach efforts.

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

NASA's Board of Directors will secure a personal loan of $250,000 for the first year. We anticipate this loan to be secured at an APR of 5.49%. However, to be conservative, we designed our budget for 10% APR. If for whatever reason this loan cannot be secured, NASA's Board of Directors and proposed Principal will use their personal credit cards with 0% APR to make the necessary purchases during the pre-operational period. This loan amount has been entered at the Private Fundraising line. NASA Board of Directors will also seek donations to help NASA sustain its smooth operations during the start-up period. NASA will start making loan payments in June 2017 for the following 24 months.

Pre-Operational Expenses:

NASA assumes the following expenses prior to start of its operations:

Principal – 4 months (from February to June): $17,000. NASA Principal will be hired in February 2017. The principal's salary during the start-up period and regular school year is included in the school's operational budget.

Admin Assistance – 3 months (April, May, and June): $8,000
Teacher recruitment – Advertisements, travel, and dues for job fairs

Advertisement – NASA allocated $40,000 to print and mass-mail brochures to the community for recruitment. NASA also allocated $15,000 for luncheons and events for the community and advertisement in appropriate literature, on billboards, and other media outlets.

The total pre-operational expenses are $80,000, which is included under the operational expenses for 2017-2018 in the cash flow. The budget template did not let us enter partial employees, therefore we included these expenses under the first month of the first year.

c. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Upon review of other Nevada Charter schools' salary scales, we have determined that our average teacher salary will be $35,000 and average teacher aid salary will be $23,000. The school will offer medical, dental, and vision insurance. NASA will cover up to $400 of the single employees health insurance cost and up to $1,000 for family insurance costs. The vision insurance will be 100% employee paid, so there is no cost to the school. NASA will also contribute to the state retirement plan, which we assume to be equivalent to 14% of the total salaries. NASA will also pay approximately $300 unemployment insurance per employee.

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

NASA will continuously seek grants and donations to help defray its operational costs. NASA will also establish a line of credit with a commercial bank for unexpected delays or losses in funding. Furthermore, NASA's board members have established private businesses and can secure private loans should there be an emergency need for funds to retain smooth operations of the school. In

addition, our budget estimates have been very conservative assuming such contingencies may occur. In extreme cases, NASA may eliminate teacher aid positions, increase class size, and delay purchasing some equipment that will have the least impact on students' learning.

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

NASA's board members have established private businesses and have a large professional network. They can secure private loans should there be an emergency need for funds.

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

NASA's board members have established private businesses and have a large professional network. They can secure private loans should there be an emergency need for funds.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.
Please see attachment 16.

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

In addition to the Board's periodic review of school financial reports at each board meeting, NASA will hire an independent auditor to conduct a separate audit at the end of each fiscal year. The NASA Board of Directors will oversee the selection of an independent auditor and the completion of an annual audit. The NASA Board will form a sub-committee (Finance Committee) to review all financial reports prior to the board meetings and any audit issues or questions raised by the auditor(s). All audit records will be made available for public inspection pursuant to Nevada Open Records Act § 239 et seq.

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

To whom it may concern:

It is my pleasure to write this statement of support for the creation of the proposed Nevada Arts and Science Academy Charter School.

The children of Nevada are in dire need of quality education; one that will seek out all learners without prejudice. A proper education that will build students for the 21st century. I believe that NASA has that knowledge. NASA has the vision and drive to help our children excel.

Thus, I fully support the efforts of the NASA design team as they seek to create the Nevada Arts and Science Academy; the answer to our state's poor education.

Sincerely,

MARIA CARINO
8/27/15

Forex
Nevada Inc.

NOEL CARINO

Padalahan ng Kwarta at Kahon
Travel Services

3100 E. Charleston Blvd. Suite 120
Las Vegas, Nevada 89104

Tel.: (702) 386-5784
Fax: (702) 386-6113
forexnv@forexdkm.com

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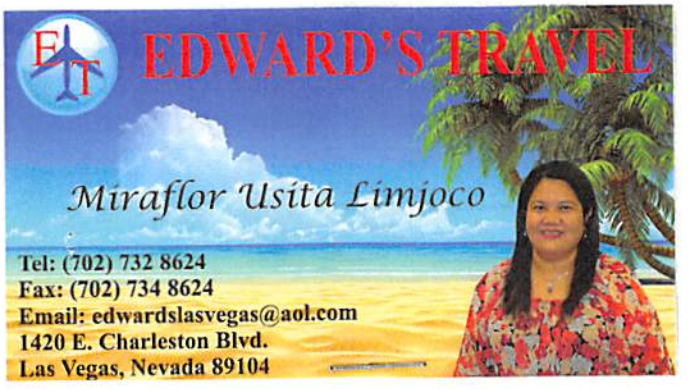
Sincerely,



Dear Sir/Madam:

I am writing to you to express my support for the proposed charter school by the name of Nevada Arts and Science Academy.

A school's job is to prepare its students for the real world. Fortunately, NASA aims above and beyond that minimum requirement. NASA's mission is to give all children, regardless of academic, social, and economic background, the appropriate support and quality education to succeed in today's society. This means that students of NASA will be versed in science, technology, engineering, arts, and math. Armed with 21st century skills, the students of NASA will be ready to face the challenges of our society.

I believe that NASA has the capacity to achieve its mission and the fruits of their labor will be the shining beacons of our future.

Sincerely,

Vangie Rivera

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Sincerely,

Tom P. Tagacay
President, FACAII
President, LUFLC

UNIWIDE PARALEGAL SERVICES

Tom P. Tagacay
Administrator

Atty Ariel C. Manipula
Immigration Lawyer

Tel: (702) 333-0815
Fax: (702) 487-5568
Cell: (702) 487-0345
tagacay13@yahoo.com
1426 E. Charleston Blvd, Suite 101, Las Vegas, NV 89104

To Whom It May Concern:

This is my letter of support for the proposed Nevada Arts and Science Academy Charter School. NASA's vision is not just well educated students, but a well-educated community. Not only will NASA aim to educate all students from all walks of life, but also their parents. NASA will be offering their students engaging and innovative classrooms, group activities, and critical thinking exercises. It will also be offering free monthly wellness checkups for the families of the students and open their classrooms on Saturdays for parents to learn job skills and language arts.

Thus NASA is not just a great investment for its students, but for the entire community as well. I believe in NASA and hope that their aim rings true.

Sincerely, 8/27/15

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oliviayabut@allstate.com

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Thus, I fully support the efforts of the NASA design team as they seek to create the Nevada Arts and Science Academy; the answer to our state's poor education.

Sincerely,

(TRACY CHEN)

8/27/15

Dear Sir/Madam:

When I first heard of the proposal to create the Nevada Arts and Science Academy Charter School, I was curious. Then after having spoken to the design team and even gave my own input as to what the school should run as programs, I am now thrilled. NASA's mission is to educate all students regardless of their academic, social, or economic barriers. It seeks to create productive members of society. NASA is the key to improving the chances of future generations to fight the issues our society is facing today.

In addition, NASA also seeks to create a better community by offering quite a lot for the neighborhood. NASA will be offering a parent academy where parents can take job skills training and language lessons in the school. It will also be offering free wellness checkups!

The Nevada Arts and Science Academy will be a promising school and has my full support.

Sincerely,

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Edna White

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info@freshprintznv.com • www.freshprintznv.com
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To whom it may concern:

This is my statement of support for the proposed Nevada Arts and Science Academy Charter School. NASA believes that all children have the capacity for academic achievement given the proper support and resources. I believe in NASA and their ability to fulfill their mission. Not only does NASA have innovative ideas in combating the social and economic inequality of their students, it also has the wherewithal to improve the entire community with their parental involvement and outreach programs.

Nevada Arts and Science Academy will prepare its students for the challenges of our society and improve the lives of generations to come.

Sincerely,

Jane Fraykas
Business consultant
Home Health Agency Assistance company
702- 423- 7492

Dear Sir/Madam:

When I first heard of the proposal to create the Nevada Arts and Science Academy Charter School, I was curious. Then after having spoken to the design team and even gave my own input as to what the school should run as programs, I am now thrilled. NASA's mission is to educate all students regardless of their academic, social, or economic barriers. It seeks to create productive members of society. NASA is the key to improving the chances of future generations to fight the issues our society is facing today.

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The Nevada Arts and Science Academy will be a promising school and has my full support.

Sincerely,

8/27/15

Dennis C. Villar
Officer, Senior Personal Banker
Southern Highlands Banking Center
Bank of America
NV1-198-01-01, 4840 W Cactus Ave
Las Vegas, NV 89141
dennis.villar@bankofamerica.com
T 702.654.6400
F 702.868.3577
Cust Svc 800.432.1000
Bank of America

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Thus, I fully support the efforts of the NASA design team as they seek to create the Nevada Arts and Science Academy; the answer to our state's poor education.

Sincerely,

Hardik Patel

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1416 E. Charleston Blvd.
Las Vegas, NV 89104

Ph:(702) 384-5986
(702) 384-5617
Fax: (702) 384-3004
E-mail: manilamarket@lvcoxmail.com

Dear Sir/Madam:

August 26,2015

When I first heard of the proposal to create the Nevada Arts and Science Academy Charter School, I was curious. Then after having spoken to the design team and even gave my own input as to what the school should run as programs, I am now thrilled. NASA's mission is to educate all students regardless of their academic, social, or economic barriers. It seeks to create productive members of society. NASA is the key to improving the chances of future generations to fight the issues our society is facing today.

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The Nevada Arts and Science Academy will be a promising school and has my full support.

Sincerely,

Annabelle Dela Pena –Prospective Parent
Quality Assurance
Visiting Nurses of Nevada,
Phone: 702.444.4254

To whom it may concern:

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Thus, I fully support the efforts of the NASA design team as they seek to create the Nevada Arts and Science Academy; the answer to our state's poor education.

Sincerely,

Marcus Odeyi
Pop Tees Inc./CEO

To Whom It May Concern:

This is my letter of support for the proposed Nevada Arts and Science Academy Charter School. NASA's vision is not just well educated students, but a well-educated community. Not only will NASA aim to educate all students from all walks of life, but also their parents. NASA will be offering their students engaging and innovative classrooms, group activities, and critical thinking exercises. It will also be offering free monthly wellness checkups for the families of the students and open their classrooms on Saturdays for parents to learn job skills and language arts.

Thus NASA is not just a great investment for its students, but for the entire community as well. I believe in NASA and hope that their aim rings true.

Sincerely,

Belinda J. Guerra
President
Frontier Excellent Services, Inc
dba: Senior Services

Dear Sir/Madam:

I am writing to you to express my support for the proposed charter school by the name of Nevada Arts and Science Academy.

A school's job is to prepare its students for the real world. Fortunately, NASA aims above and beyond that minimum requirement. NASA's mission is to give all children, regardless of academic, social, and economic background, the appropriate support and quality education to succeed in today's society. This means that students of NASA will be versed in science, technology, engineering, arts, and math. Armed with 21st century skills, the students of NASA will be ready to face the challenges of our society.

I believe that NASA has the capacity to achieve its mission and the fruits of their labor will be the shining beacons of our future.

Sincerely,

Rev. Helena Arciaga
Miracle Ministries Int'l
(702) 328-6340

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Sincerely,

Daniel Scully

RETAIL STORE OWNER

ATTACHMENT 2

JOB DESCRIPTIONS of SCHOOL LEADERS

PRINCIPAL/SCHOOL LEADER

POSITION SUMMARY:
The Principal will lead a school that is committed to the ongoing development and wellbeing of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the school.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational and aspirational culture and a strong school
- community where teaching, learning and health relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Major areas of responsibility:

- School development
- Learning and teaching
- School culture and behavior
- Management and development of people, systems and resources
- Student recruiting and admissions
- Parent and community relations

School Development

- Strategic Management of the school, including:
    - Annual school review, including analysis of student achievement data
    - Annual school development plan consistent with the school's charter contract and AQS objectives
- Monthly reporting to the the governing board
- Ethical and motivational leadership appropriate to the cultural and political context in which the school operates
- Development and implementation of school policies and advice to the board in analyzing policy options
- Professional internal and external relations with the board, donors and local and national community demonstrating the school is well managed and in legal compliance with the charter contract
- Reporting to the State of Nevada as required and overseeing the charter school monitoring and charter renewal process
- Ensuring that the executive staff and board are aware of any potential legal issues

Learning and Teaching

- High levels of student achievement and learning through rigorous and engaging classes
- A shared vision among all teachers of skillful instruction
- On-going improvement of teaching for all staff through a variety of strategies, including:
    - Lesson observations

    - Regular use of data
    - Collaborative planning and enquiry
    - Regular program of training
    - Informal support strategies, including coaching and mentoring
- Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
    - Curriculum that is aligned with both the Common Core and the Nevada Academic Content structured in a manner designed to help the school and students achieve the required performance objectives.
    - rich and engaging programming that is both rigorous and relevant to students needs
- A scaffolded program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- A school day and extra-curricular enrichment program that provides a rich and high quality offering in team sports, the arts, and music

School Culture and Behavior

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
- Experiences that methodically cultivate an aspirational identity for all students through
    - a constant theme of on-going collective and self-improvement
    - an emphasis on preparing students for college
    - an exposure to life's opportunities
- A culture that motivates students through
    - transformative relationships between students and teachers
    - student success in achieving worthwhile and challenging goals
    - a strong sense of community in the school
    - a variety of activities and student cultural production through the arts, music, sports, and outdoor activities
- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.

Management and Development of People, Systems, and Resources

- Talent Management to ensure effective and aligned talent management practices, including:
    - Job design with clarity of responsibilities and lines of accountability
    - Recruiting that attracts and selects talented teachers and staff

    - Professional development, including a strong, collaborative professional community, regular training opportunities, and the summer planning and professional development experience
    - Performance management system that is both developmental and establishes a culture of accountability
    - Recognition strategies for teachers and staff
    - Retention strategies for teachers and staff
- Financial Management:
    - Develop and manage the annual school budget, with input from staff and the finance committee of the board
    - Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process, and use cost benefit analyses for budgetary decisions
    - Presentation of monthly financial reports to the board
    - Ensure proper financial controls
- Operations to ensure effective systems and manage on-going process of improvement in the following areas:
    - Food Service
    - Transportation
    - Facilities and fixed assets management, including capital improvements
    - Student data management
    - Personnel data management
    - Information technology
    - Contracted services
- Health and safety
    - Maintain and expand relationship with local Health Clinic to provide services to students
    - Implement the necessary policies in the area to ensure compliance with legal requirements
    - Provide a safe environment
- Manage risk with sensitivity to liability issues
- Consulting with board members, and other senior staff in times of uncertainty

Student Recruitment and Admissions

- Develop and implement marketing plan to recruit students to the school
- Oversee the school admissions process - ensuring compliance with the state charter law and school contract

Community Relations

- Engender public support for the school's academic and extracurricular programs
- Maintain effective and strong working relationships with the charter authorizers and the board - as well as with the greater school community
- Serve as ambassador and advocate of the school's mission, representing the organization and school at local, state, and national events
- Inform the school community about the unique qualities of the school's learning environment
- Inform the school community about their opportunities to participate in the governance process

- Solicit input from the school community about school performance and their needs and opinions.

Assistant Principal/Instructional Coach

POSITION SUMMARY:
The Assistant Principal/Instructional Specialist is defined as one whose primary role is the improvement of learning opportunities through instructional leadership. This position has the role of decision-maker, consultant, and specialist in advising administrators, teachers, and other professional personnel as it related to curriculum development, instructional improvement, strategy implementation, and benchmark assessments.

The Assistant Principal/Instructional Specialist serves as a member of the school leadership team charged with the responsibility for planning, implementing, and evaluating the educational program appropriate to the needs of the student population of the school.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students

Major areas of responsibility:
- Instructional Management and Improvement
- School and Organizational Improvement
- Supervision of Staff

Instructional Management and Improvement
- Monitor instructional processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Partner with campus leadership in directing instructional and curriculum services to meet student's needs.
- Plan, implement, and evaluate instructional programs with teachers, including learning objectives, instructional strategies, and assessment techniques.
- Apply research, school, and network data to improve the content, sequence, and results of the teaching and learning process.
- Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
- Plan the necessary time, resources, and materials to support accomplishment of educational goals.
- Participate in the school based decision making process to establish and review the goals, objectives, and major classroom instructional programs.
- Actively support the efforts of others to achieve school-wide goals and objectives and the campus performance objectives.
- Obtain and use evaluative findings, including student achievement data, to examine curriculum and instructional program effectiveness.
- Assist in planning and providing effective staff development activities that incorporate the mission of the school, program evaluation outcomes, and input from teachers and others.

- Assist in securing consultants, specialists, and other community resources for the principal and supervise instructional staff to assist in attaining objectives.

School and Organization Improvement

- Support common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school and district vision.
- Partner with Principal in identifying, analyzing, and applying research findings to promote school improvement.

Supervision of Staff

- Define expectations for staff performance with regard to instructional strategies and support implementation of strategies.
- Work with campus level planning and decision-making committees to plan professional development activities.
- Confer with staff regarding professional growth. Work with them to develop and accomplish improvement goals.
- Provide for two-way communication with principal, teachers, staff, parents, and community.
- Monitor professional research and disseminate ideas and information to other professionals.

School Culture and Behavior

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
- Experiences that methodically cultivate an aspirational identity for all students through
    - a constant theme of on-going collective and self-improvement
    - an emphasis on preparing students for college
    - an exposure to life's opportunities
- A culture that motivates students through
    - transformative relationships between students and teachers
    - student success in achieving worthwhile and challenging goals
    - a strong sense of community in the school
    - a variety of activities and student cultural production through the arts, music, sports, and outdoor activities
- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.

Assistant Principal/Dean of Students

Primary Functions:

a) Maintain discipline and acceptable behavior throughout the school.
b) Monitor student attendance within accordance with the AQS Parent-Student Handbook .
c) Enforce and maintain the appropriate uniform attire (when applicable) of all students throughout the school.
d) Maintain clear boundaries and professional demeanor when conducting/administering disciplinary consequences to students.
e) Maintain student records of disciplinary actions.
f) Facilitate school-wide behavior modification program.
g) Maintain contact between parent, student and teacher when enacting disciplinary recourse.
h) Problem-solve with teacher on issues regarding challenging students to identify antecedents of poor behavior and develop plans for positive behavior.

Major Job Responsibilities:

- In consultation with the Principal, provide fair and consistent disciplinary consequences as outlined by the American Quality School Corporation.
- Disseminate all written documents to parents, teachers and administrative staff in a timely manner.
- Respond to all parent requests either in person, by telephone, in writing or by e-mail concerning behavior related issues or concerns.
- Prepare monthly reports categorizing the total number of suspensions, discipline code violations, repeat violators and percent changes.
- May serve as liaison along with school counselor (when applicable)for eighth grade students during the high school admission phase by processing applications and providing recommendations in a timely manner.
- Enforce Character Counts, a school-wide character education program throughout the entire school, ensuring positive culture and climate.
- Attend work related professional development workshops and in-services and provide workshops to teachers.
- Serve on various school committees
- Generate detention schedule, followed up by parent phone calls.
- Additional duties as assigned by Principal.

Attachment 3

Leadership Team Resumes

Christopher Austria - Principal

6N322 Rohlwing, RD ● Itasca, IL 60143 ● Cell: 1-630-656-2734 ● caustria71@gmail.com

Value Offered

Academics/Curriculum/School Administration

Six years teaching experience in collegiate level as an adjunct instructor

Fifteen years of direct involvement in all aspects of school administration (academics, discipline, budgeting, school board relations, program design, community outreach, fundraising, and program assessment)

Fifteen years of experience analyzing, developing and implementing Elementary, High School, and Middle School Curriculum to improve student achievement.

Proven record of accomplishment of training teachers and principals to improve classroom instruction

Fifteen years of experience writing interim assessments and overseeing formal assessments (NWEA, PSAE, AP, EXPLORE, PLAN, ISAT, ISTEP)

Eight years of experience developing programs to address the needs of ELL, ACCELERATED, and SPED students

Specialized skills in analyzing assessment data and developing instructional support and program to address assessment results

Utilized technology (Study Island, Atlas Curriculum Mapping, Acuity, Concept School Database) to assess and monitor curriculum and instructional fidelity

Key Skills

Curriculum Development, Alignment, and Implementation

Assessment Data Analysis

Teacher and Principal Mentorship and Training

Professional Development Design

Classroom Instructional Support

Professional Experience

AMERICAN QUALITY SCHOOLS

Career Progression

Chief Administrative Officer

Regional Manager of Schools

Regional Academic Officer

Selected Accomplishments:

- Create and maintain school budgets.
- Design and implement District wide Professional Developments (e.g. Data Analysis, Critical Thinking, Differentiating Instruction, Learning Centers) to improve classroom instruction.
- Trained school administrators and teachers on how to implement and unpack the Common Core standards.

- Wrote K-8 Math and Literacy assessments that are aligned with the Common Core Standards.
- Ensure that school resources and instructional practices are aligned with the Common Core Standards.
- Create and implement curriculum maps and instructional initiatives.
- Supervise the purchase of curriculum and instructional material for five K-8 schools and two K-12 schools
- Observe classroom teachers and provide feedback with regard to Instructional Rigor and Relevance.
- Currently implementing Problem-Based, Project-Based, and Place-Based Learning to all American Quality Schools
- Manage and supervise school operations for seven schools.
- Help create seven individual yearly school budgets and presented them to school boards for approval.
- Mentor and train first year principals and assistant principals
- Successfully managed the contract renewal process of three charter schools and prepare reports for charter authorizing agents
- Evaluate teachers and principals.
- Improved student achievement on state tests and NWEA for three consecutive years
- Manage K-8 schools (Discovery Charter School and East Chicago Urban Enterprise Academy) with an "A" rating in Indiana
- Manage a K-8 Tier 1 school (Passages Charter School) in Chicago for three consecutive years
- Help write, design, and present charter school applications.

CHICAGO MATH AND SCIENCE ACADEMY—Chicago, IL

Career Progression

Dean of Students

Dean of Academics/Assistant Principal

Assistant Principal/Principal

Selected Accomplishments:

- Aligned High School and Middle School curriculum to the College Readiness Standards
- Supervised the mapping of school curriculum to ensure vertical and horizontal alignment
- Designed and modified curriculum to promote cross-curricular integration.
- Identified researched based curriculum and programs that meet the needs of students
- Wrote and administered Unit Tests to assess curriculum effectiveness.
- Initiated, designed, and implemented the Math Accelerated Program, which is funded by S & C Electric.
- Helped design the Saturday School and Jumpstart program.
- Designed and implemented Professional Developments (e.g. Data Analysis, Critical Thinking, Differentiating Instruction, Learning Centers) to improve classroom instruction.
- Observed and evaluated teachers using both the Charlotte Danielson and Kim Marshall framework.
- Used Atlas, a web-based program, to monitor teachers' unit and lesson plans
- Used Concept School Database system to track student and teacher progress
- Designed Interim Assessments to monitor student progress and effective instruction
- Trained and mentored teachers to analyze and to use assessment data to inform instruction
- Prepared assessment data analysis reports and presented the reports to school staff, school's management organization, program funders, and the community.
- Supervised formal and informal assessment practices (PSAE, PLAN, EXPLORE, ISAT, Interim Assessments).

- Developed and implemented school's RtI program.
- Designed and implemented programs to ensure students and staff safety and security.
- Championed and implemented Lee Canter's Assertive Discipline behavior management model.
- Created the school's class daily schedule

L.E.A.R.N. Charter School—Chicago, IL
Career Progression

5th and 6th Grade Teacher
7th and 8th Grade Teacher
Lead Teacher

Selected Accomplishments:

- Addressed and solved student's academic, discipline, and extra-curricular issues.
- Implemented assessment programs that tracked student progress.
- Taught all curriculum areas in a self-contained, split-grade classroom
- Provided a language rich environment with emphasis on learning centers and daily independent reading, teacher read-aloud and shared student reading
- Used literature to support all content areas
- Assisted in start-up of new school
- Coordinated extracurricular activities such as Writing, Math, and Technology Club

Chicago International Charter School—Bucktown, Chicago, IL
Career Progression

7th Grade Language Arts and Social Studies Teacher
9th Grade Language Arts and Social Studies Teachers
Team Leader/Assistant Principal
Selected Accomplishments:

- Addressed and solved student's academic, discipline, and extra-curricular issues.
- Trained, mentored, and supervised 4th-8th grade teachers.
- Helped teachers aligned their curriculum to the Illinois State Standards.
- Evaluated and observed teachers.
- Developed and implemented professional development programs that promoted and supported the implementation of the Core Knowledge Curriculum, the Junior Great Books, Saxon Math and the Paideia Teaching Method.
- Researched and identified instructional materials the support effective instruction.
- Wrote monthly assessments to measure the fidelity of the school's curriculum
- Coordinated extracurricular activities such as Student Council, Volleyball, and Basketball

Northwestern Business College—Naperville, IL.
Adjunct Instructor
Selected Accomplishments:

- Taught undergraduate level reading, writing, math, literature, and public speaking courses.
- Taught college readiness classes to incoming freshmen and second career students—the class focused on how to survive the rigors of college life and how to effectively plan for one's personal and professional life. The majority of the students were returning students who were working on their second career.
- Tutored undergraduate students in reading, writing, math, and literature
- Coached undergraduate students in successfully navigating college life

Technology

Educational Technology: Online Learning System, Atlas Curriculum Mapping, Acuity Assessment, Study Island, Concept School Student/Assessment Database, Thinkwave, Smart Board, Online Forum,

Web/Multimedia: Skype, Google Docs, Blog, Wiki, Social Media

Software: Photoshop, MS Office (Word, Outlook, Excel, PowerPoint)

Education

University of Phoenix, Phoenix, AZ, *Doctoral Candidate in Educational Technology, Degree Expected June 2016*

National Louis University, Chicago, IL, *Master of Education in Leadership and Administration,*

Illinois Type 75 Certificate, Principal

Harvard University, Graduate School of Education, *40 hours of Training on School Data Collection and Analysis, **Certificate of Completion***

University of Wisconsin, Madison, WI, *Bachelor of Arts, English*

Fulbright Scholar, *studied Philippine Culture and Language at the University of the Philippines,*

Student Assessment Data for Christopher Austria

Chicago Math and Science Academy

ISAT	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Reading	63.5%	68.7%	77.1%	77.3%	70%	80.1%
Math	73.6%	82.5%	78.1%	80.3%	81.1%	89.8%

Mr. Austria was a founding Leadership Member of CMSA. From 2005-2011, Mr. Austria was the Dean of Academics. CMSA's student make-up is approximately 60% Hispanic, 25% African-American, and 15% Asian and White.

School	2011-2012	2012-2013	2013-2014	2014-2015
ECUEA	Math: 70.8% ELA: 71.7%	Math: 75.4% ELA: 75.4%	Math: 84.2% ELA: 79.8%	

Mr. Austria was the Regional Academic Officer for ECUEA. He was responsible for the implementation of the school's Interim Assessment and Instructional programs. ECUEA's student demographic is 45% Hispanic, 50% African-American, 5% White.

School	2011-2012	2012-2013	2013-2014	2014-2015
Plato Learning Academy			Math: 10.5% Reading: 20.1%	Math: 55% Reading: 51%

Mr. Austria is currently the Principal/Chief Administrator Officer of Plato Learning Academy. Mr. Austria began his current position during the 2014-2015 school year. The scores from 2013-2014 school year is included to show the growth in student achievement. Plato's student demographic is 99.9% African-American and 100% Free Lunch.

Virginia Kobilca
5 Split Rail
Lemont, IL 60439
708-899-4184
January 11, 2016

To whom it may concern,

I am writing this letter of recommendation for Christopher Austria, whom I had the pleasure of working with for 5 years.

I first met Chris when we began training and planning for the opening of Chicago International Charter Schools – Bucktown and Prairie Campuses in the summer of 1999. Both Chris and I were Team Leaders of 3rd – 6th Grades, Chris at Bucktown and I was at Prairie and we worked for American Quality Schools, the educational company hired to manage both schools. Opening a school is a huge task with furniture, technology and curriculum arriving by the truckload, hiring staff, coordinating and creating student and teacher schedules, planning professional development activities, developing scope and sequences for each grade level and reviewing and understanding expected policies. Additionally, we adopted the Core Knowledge Sequence for our Science and Social Studies curricula that is just a detailed outline of specific content. Chris and I researched and ordered independent resources so that teachers had the necessary materials to teach that specific content. Chris and I worked together closely throughout that first year and we developed a collegial relationship that benefited both of us. His excellent leadership skills with his team of upper school teachers, promoting best practices in classroom management and reading and writing skills, supporting teachers with necessary materials, professional development and fair evaluations to improve their practice was very much appreciated by his staff.

Chris left the following year to pursue the opening of another charter school. Since we were both in the charter school business, we would see each other from time to time. He returned to American Quality Schools in 2011 as Regional Manager just as I was retiring as Vice President of Curriculum and Instruction from AQS. I have continued to work with Chris for the last four years contracting as a Regional Manager for AQS. The schools that Chris has managed have seen significant academic gains, measured on the state test in both Math and Language Arts. The most impressive gains are in the Plato school that had some of the lowest scores in Chicago, growing from 10.5% in Math to 55% and from 20.1% in Reading to 51% in one year.

I found Chris to be an excellent leader, able to communicate desired goals to the students, parents and staff and effectively lead them to achieve those goals. The entire time that I worked with Chris, his staff and parents supported him whole heartedly and the students loved him. Mr. Austria successfully mentored numerous troubled students and modeled appropriate behavior at all times whether at school or after school activities.

I'm convinced Chris Austria will be as great an asset to your school as he has been to ours and I highly recommend him. Please feel free to contact me if you'd like any additional information.

Sincerely,

Virginia Kobilca

CONCEPT SCHOOLS

January 11, 2016

Patrick Gavin
Director, State Public Charter School Authority
State of Nevada
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Patrick Gavin,

I am with pleasure writing this letter in support of Chris Austria in his efforts to open a new charter school in the City of Las Vegas. I have known Chris Austria since 2004. He was the founding assistant principal of Chicago Math and Science Academy (CMSA) where I was the founding principal. In 2004, we hired Chris upon a thorough vetting process as he stood up among a cadre of candidates and the time proved our decision was correct. Chris worked at CMSA until 2011, even after I left the school for a Vice President position at the headquarters of the Concept network. Concept Schools is a charter school network currently serving a total of 13,000 students at 30 STEM-focused charter schools across the Midwest.

Chicago Math and Science Academy started off with 225 students in grades six through eight and added one grade each year, thereafter, to serve 600 students in 6th through 12 grade. CMSA became one of the highest performing charter schools in Chicago just in a few years. Chris Austria played a significant role in the success that CMSA has attained in such as short time. Chris gained invaluable start-up experience alongside me as he came on board early. He began working at CMSA in June of the same summer we opened the school. He spent his summer tirelessly working on getting the school ready to open in a few months. Over the years, he always portrayed such an unwavering commitment to our students and the organization.

Chris Austria is one of the most skilled professionals that I have ever worked with. Working with him very closely for five years showed me that Chris can hold any position in a school from teacher to assistant principal to principal, all with great success. He has a strong background in instruction, particularly in reading and Language arts. Additionally, his philosophical beliefs, values and assumptions about teaching and learning incorporate a deep understanding of human development, adult development, best teaching practices, and progressive education philosophy. His understanding of how one teaches for quality and diversity, his understanding of technology, of data decision making processes, and how one creates powerful conditions for leading to transformative change is exemplary. His communication and active listening skills are exceptional and are anchored in the best qualities of integrity, openness, fairness, empathy, and warmth.

Chris views teaching and learning as an organic, developmental and adaptive process. He is highly skilled in helping others rethink, reframe, and redefine their conceptual understanding in such critical instructional areas as student centered teaching, inviting voice, and teaching for learning and understanding. He is able to apply qualitative and quantitative measures for driving instructional improvement. He is a systems leader and understand inner workings of a school as an organization very well.

In summary, Chris Austria has established himself as an exemplary school leader who is able to think deeply, strategically, creatively and broadly about all facets of leadership and learning. He has deeply internalized the leadership principles that cultivate a community of learners. He has the unique ability to see the big picture and myriad details that follow. With his extensive leadership experience in charter schools, I am confident that Chris could lead the charter school he is proposing to success in a very short time period. I fully endorse Chris in his gratifying endeavor of opening a new charter school in Las Vegas.

Please do not hesitate to call me, should you have any question or need further information about Chris Austria.

Sincerely,

Salim Ucan
Vice President
224 678-5547
ucan@conceptschools.org

Mary A. Hicks – Instructional Coach/Teacher
1536 Palmgren Drive, Glenview, IL 60025
847-401-6757 mahicks1536@gmail.com

Committed and passionate educator focused on the professional development of pre-service and in-service teachers grades K-12. Possesses a mastery of content knowledge and experience with best practices in literacy. Skilled at program development and evaluation. A leader accomplished at relationship management, coaching, and mentoring dedicated to influencing attitudes and expectations about the transformative nature of learning.

PROFESSIONAL EXPERIENCE

Loyola University Chicago, Chicago, IL
Adjunct Faculty and Student Teacher Supervisor 2003 to Present
Teach undergraduate courses including Children's Literature and Adolescent Literature as well as graduate courses in Literacy Instruction in the Content Areas, Analysis of Reading Materials, and Leadership in Reading/Professional Development. Additionally, supervise student teachers at both the undergraduate and graduate levels.

Clinical Instructor 2013 to 2014
Academic success coach and instructor for Loyola's Chicago Teacher Partnership Program (CTPP), a multi-year, federally-funded partnership between Loyola University Chicago, National-Louis University, Northeastern Illinois University, and University of Illinois at Chicago.

Boundless Readers, Chicago, IL 2002 - 2012
Executive Director
As the leader of this 25-year old nonprofit, managed the development and implementation of long-range and strategic plans for the organization, its programs and finances. Responsible for the consistent achievement of its mission to develop readers by building teacher capacity.

- Managed transition from founder, preserving the organization's reputation for uncompromising standards and high quality programs
- Directed annual programming of 1,000 hours of professional development for as many as 450 teachers each year, benefitting thousands of students
- Provided oversight and strategic direction for program development, implementation, and evaluation building on a collaborative study group model and advancing program from individual teacher instruction to engagement with whole schools
- Introduced and integrated rigorous evaluation into programming and its design
- Responsible for grant writing and reporting, direct supervision of all fundraising activities, and stewardship of donor relationships (including individuals, corporate philanthropy, and foundation giving)
- Developed and maintained relationships with board of directors, other supporters and colleagues in literacy organizations
- Created and fostered a culture of collaboration with employees and contractors

Program Director

- Produced and supervised all programming including over 800 hours annually of teacher professional development programs about literacy, grades K to 8
- Served as staff liaison to associated boards and councils, the Chicago Public Schools, and the education community
- Visited, supported, and evaluated teacher-participants in their classrooms

L.E.A.R.N. Charter School, Chicago, IL 2001 - 2002
1st and 2nd Grade Teacher

Chicago International Charter School – Bucktown, Chicago, IL 1998 - 2001
3rd and 5th Grade Teacher

Morrow Group, Glenview, IL 1985 -1996
Vice President
Managed a variety of functions for a direct marketing, publishing, and research cooperation

EDUCATION

Cardinal Stritch University, Milwaukee WI, Ph.D. Literacy and Language, Projected Completion Fall 2015
Loyola University Chicago, Chicago IL, M. Ed. Curriculum and Instruction, 1999
Marquette University, Milwaukee WI, B.S. Business Administration with Marketing Specialization. 1976

AWARDS & RECOGNITION

2012 recipient of the Damen Award from Loyola University Chicago's School of Education recognizing qualities of leadership and service to others

PRESENTATIONS

21st Century Pre-Service Teachers as Readers, Illinois Reading Council Annual Conference, Springfield, IL, October, 2014

Do You Know Your Preservice Teachers? with Dorothy Giroux, Illinois Reading Council Annual Conference, Springfield, IL, March, 2014

Navigating the Common Core State Standards: A Panel Discussion with Patrick Daley, Ramona Edelin, Amy Rosenkrans, and Jason Turner, Scholastic Book Summit, Orlando, FL, October 2011

From Compliance to Reliance: Critical Moments in Integrating Evaluation into an Organization's Work with Regina Dixon-Reeves , Jennifer Iriti, and Nancy Plaskett, American Evaluation Association, San Antonio, TX, November 2010

Teachers Who Read are the Best Teachers of Readers: A Professional Development Approach for Improving Literacy in Chicago Classrooms with Cecily Hensler, Jennifer Iriti, Sylvia Meyers, Catherine Nelson, Nancy Plaskett, International Reading Association, Chicago, IL, May 2006

VOLUNTEEER AND OTHER PROFESSIONAL ACTIVITIES

Boundless Readers, Selection Board
Chicago Area Reading Association, Illinois Reading Council, Board of Directors, 2011 to Present

OTHER AFFILIATIONS

Association of Supervision and Curriculum Development
International Literacy Association
Learning Forward
Literacy Research Association
NCTE

India Stewart – Assistant Principal/Teacher

708-653-2005 Jpoetix77@gmail.com

"Education is the most powerful weapon for changing the world."- Nelson Mandela

As an educator with 9 years of experience, it is my goal to create and provide an educational environment that holistically fosters student's growth and achievement

"India has always displayed a high degree of integrity, responsibility, and ambition. She is definitely a leader rather than a follower. She is willing to take chances to help students and staff with all their needs. She attends conferences to perfect her craft. She is also a role model for many adults. Students look to her as someone in whom they can confide and adults look at her as a professional that is very knowledgeable. She is a very prompt person and is always willing to go the extra mile."

Erica Cobb, MSW
School Social Worker

Skills and Achievements

Differentiated Instruction:

- Developed and implemented strategies and activities tailored for the differentiated needs of the student population
- Provided differentiated instruction in the intermediate subject areas of Language Arts, Math, Science, and Social Studies
- Provided differentiated language arts instruction through the use of Balanced Literacy which integrates guided reading, language and word study, and writing workshop

Best Practices:

- Uses Socratic Seminars and Paidea instruction to develop higher order thinking skills
- Integrated classroom technology through the use of Smartboards and classroom "clicker" response systems
- Built and maintained vital student and parent relationships by looping with students
- Created and executed standards-based and engaging cross curriculum lessons for regular and special education students
- Used backward mapping to develop unit assessments and diary maps to create scope and sequence
- Developed literature circles that promoted individual investigation and small group collaboration
- Developed consistent and effective classroom management strategies

Data Analysis:

- Work with other administration to analyze student data and develop strategies and improvement plans that promote student growth and achievement'

"Our organizational motto is "no excuses, just results." In the two years that I have worked with Ms. Stewart, she has consistently earned the greatest class growth on our benchmark testing (12+ points in reading and math) as well as having students excel on standardized testing (over 50% of students testing in 75th percentile and above in reading and math). The aforementioned are tangible, measurable accomplishments but those that require a closer observation are the high standards of excellence set for behavior and character. Her students operate like a family inside and outside of the classroom and have taken on the personality of their teacher. Often used as a model group for desired behaviors, her seventh grade students have truly become building leaders; from hosting assemblies and other events to buddy systems with younger students."

Brian Morris
Intermediate Team Leader
Plato Middle School

India Stewart
5301 W. Jackson Blvd.
Chicago, Il 60644
708-653-2005
Jpoetix77@gmail.com

- Developed data driven instruction based on daily formal and informal assessments and through the analysis of BAS, NWEA, and ISAT scores
- Evaluated students individual reading levels using Benchmark Assessment System (BAS)

Leadership

- Manage and supervise teachers, staff, and students to develop and promote high standards of performance and responsibility
- Plan and provide professional development sessions for teachers and staff according to their varying needs
- Conducts grade level band meetings relating to curriculum, classroom management, and school logistics
- Modeled, co-taught, and assisted teachers with the implementation of balanced literacy
- Coordinated and coached Academic Olympics
- Developed literacy activities to promote family and community participation

Education and Certification

Master of Education Leadership
National-Louis University, Chicago, IL. *In Progress*

Master of Education in Teaching, Learning, and Assessment
National-Louis University, Chicago, IL. *June 2015*

Bachelor of Elementary Education
Western Illinois University, Macomb, IL. *December 2005*

Certifications
Self -Contained General Education K-9
Middle School Language Arts Endorsement
Certified Danielson Teacher Evaluator

Professional Development in Education

- **Director of Middle School,** Plato Middle School *(August 2014 – Present)*
- **7th & 8th Grade Math & Language Arts Teacher,** Plato Middle School *(August 2011 – August 2014)*
- **6th & 7th Grade General Education Teacher,** Plato Learning Academy *(August 2009 – June 2011)*
- **Reading Coordinator,** Plato Learning Academy *(August 2008 – June 2009)*
- **6th Grade Language Arts and Social Science Teacher,** Washington Park Charter School *(August 2007 – June 2008)*
- **CPS Substitute Teacher,** Spencer Math and Science Academy *(January 2006 – June 2007)*

References

Erica Cobb	(773) 272-6123
Debbie Bennett	(773) 543-2944
Chris Austria	(630) 656-2734

PERFORMANCE STANDARDS FOR SCHOOL LEADERS

Standard	Indicator
I. Living a Mission and Vision Focused on Results *The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results*	a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
	b. Ensures that the school's identity, vision, mission, drive school decisions
	c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results
II. Leading and Managing Systems Change *The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities*	a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement
	b. Creates a safe, clean, and orderly learning environment
	c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets
	d. Employs current technologies
III. Improving Teaching & Learning *The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students*	a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom
	b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school wide improvement goals, identify and address areas of improvement and celebrate successes
	c. Implements student interventions that differentiate instruction based on student needs
	d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
	e. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system

	f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance
	g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose
	h. Advances Instructional Technology within the learning environment
IV. Building & Maintaining Collaborative Relationships *The principal creates a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school*	a. Creates, develops and sustains relationships that result in active student engagement in the learning process
	b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies
	c. Proactively engages families and communities in supporting their child's learning and the schools learning goals
	d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively
V. Leading with Integrity & Professionalism *The principal works with the school staff and community to create a positive contest for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others*	a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff
	b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.
	c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view.
VI. Creating & Sustaining a Culture of High Expectations *The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning*	a. Builds a culture of high aspirations and achievement for every student
	b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission
	c. Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical

NASA
Teacher Evaluation Form

School : NASA		Evaluator :
Teacher :		Grade/Subject :
Date :		# of Students :
Time Entered :		Time Left :
Overall Performance Rate		**3.9**
Domain 1:Planning and Preparation		**4.0**
1A	Demonstrating Knowledge of Content and Pedagogy	4- Excellent: Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1B	Demonstrating Knowledge of Students	
1C	Setting Instructional Outcomes	
1D	Demonstrating Knowledge of Resources	4- Excellent: Teacher's knowledge of resources for classroom use, for expanding one'sown knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1E	Designing Coherent Instruction	
1F	Designing Student Assessments	
Domain 2: The Classroom Environment		**3.0**
2A	Creating an Environment of Respect and Rapport	3- Proficient: Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the
2B	Establishing a Culture of Learning	
2C	Managing Classroom Procedures	
2D	Managing Student Behavior	
2E	Organizing Physical Space	
Domain 3: Instruction		**4.0**
3A	Communicating with Students	4- Excellent: The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate
3B	Using Questioning/ Prompts and Discussion	
3C	Engaging Students in Learning	

3D	Using Assessment in Instruction	
3E	Demonstrating Flexibility and Responsiveness	
Domain 4: Professional Responsibilities		**4.0**
4A	Reflecting on Teaching	4- Excellent: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher
4B	Maintaining Accurate Records	
4C	Communicating with Families	
4D	Participating in a Professional Development Community	
4E	Growing and Developing Professionally	
4F	Showing Professionalism	
E - ASSESSMENT (30%)		**4**
E1	Top quartile students grew by at least one year based on NWEA results in reading and math.	
E2	Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.	
E3	Shows consistent evidence of extended response instruction in reading and math.	4- Excellent: 100% of students show achievement growth in extended response through assessments and student work overtime.

Domain 1: Planning and Preparation	
1A	**Demonstrating Knowledge of Content and Pedagogy**
	4- Excellent: Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
	3- Proficient: Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
	2- Needs Improvement: Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.
	1- Unsatisfactory: In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
	NA - Not Applicable
	NO - Not Observed
1B	**Demonstrating Knowledge of Students**
	4- Excellent: Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
	3- Proficient: Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.
	2- Needs Improvement: Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.
	1- Unsatisfactory: Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.
	NA - Not Applicable
	NO - Not Observed
	Setting Instructional Outcomes
	4- Excellent: All outcomes represent rigorous and important learning in the discipline.The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

1C	3- Proficient: Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
	2- Needs Improvement: Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.
	1- Unsatisfactory: Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.
	NA - Not Applicable
	NO - Not Observed
1D	**Demonstrating Knowledge of Resources**
	4- Excellent: Teacher's knowledge of resources for classroom use, for expanding one'sown knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
	3- Proficient: Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.
	2- Needs Improvement: Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.
	1- Unsatisfactory: Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.
	NA - Not Applicable
	NO - Not Observed
1E	**Designing Coherent Instruction**
	4- Excellent: Plans represent the coordination of indepth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
	3- Proficient: Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.
	2- Needs Improvement: Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.

	1- Unsatisfactory: The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.
	NA - Not Applicable
	NO - Not Observed
1F	**Designing Student Assessments**
	4- Excellent: Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
	3- Proficient: Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.
	2- Needs Improvement: Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.
	1- Unsatisfactory: Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.
	NA - Not Applicable
	NO - Not Observed
	Domain 2: The Classroom Environment
2A	**Creating an Environment of Respect and Rapport**
	4- Excellent: Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
	3- Proficient: Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.
	2- Needs Improvement: Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.

	1- Unsatisfactory: Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.
	NA - Not Applicable
	NO - Not Observed
2B	**Establishing a Culture for Learning**
	4- Excellent: The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
	3- Proficient: The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.
	2- Needs Improvement: The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.
	1- Unsatisfactory: The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.
	NA - Not Applicable
	NO - Not Observed
2C	**Managing Classroom Procedures**
	4- Excellent: Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
	3- Proficient: There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management ofinstructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.
	2- Needs Improvement: Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.
	1- Unsatisfactory: Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
	NA - Not Applicable
	NO - Not Observed

2D	**Managing Student Behavior**
	4- Excellent: Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
	3- Proficient: Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.
	2- Needs Improvement: Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.
	1- Unsatisfactory: There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.
	NA - Not Applicable
	NO - Not Observed
2E	**Organizing Physical Space**
	4- Excellent: The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
	3- Proficient: The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.
	2- Needs Improvement: The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.
	1- Unsatisfactory: The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
	NA - Not Applicable
	NO - Not Observed
	Domain 3: Instruction
3A	**Communicating with Students**
	4- Excellent: The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
	3- Proficient: The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.

	2- Needs Improvement: Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.
	1- Unsatisfactory: The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
	NA - Not Applicable
	NO - Not Observed
3B	**Using Questioning and Discussion Techniques**
	4- Excellent: Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	3- Proficient: While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
	2- Needs Improvement: Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.
	1- Unsatisfactory: Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.
	NA - Not Applicable
	NO - Not Observed
3C	**Engaging Students in Learning**
	4- Excellent: Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how theycomplete tasks and may serve as resources for one another
	3- Proficient: The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

	2- Needs Improvement: The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.
	1- Unsatisfactory: Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	NA - Not Applicable
	NO - Not Observed
3D	**Using Assessmement in Instruction**
	4- Excellent: Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions /prompts / assessments are used regularly to diagnose evidence of learning by individual students.
	3- Proficient: Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning
	2- Needs Improvement: Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.
	1- Unsatisfactory: There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment
	NA - Not Applicable
	NO - Not Observed
3E	**Demonstrating Flexibility and Responsiveness**
	4- Excellent: Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
	3- Proficient: Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
	2- Needs Improvement: Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
	1- Unsatisfactory: Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
	NA - Not Applicable
	NO - Not Observed
Domain 4: Professional Responsibilities	

4A	**Reflecting on Teaching**
	4- Excellent: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
	3- Proficient: Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
	2- Needs Improvement: Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.
	1- Unsatisfactory: Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.
	NA - Not Applicable
	NO - Not Observed
4B	**Maintaining Accurate Records**
	4- Excellent: Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
	3- Proficient: Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.
	2- Needs Improvement: Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate, but require frequent monitoring to avoid errors.
	1- Unsatisfactory: Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
	NA - Not Applicable
	NO - Not Observed
4C	**Communicating with Families**
	4- Excellent: Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
	3- Proficient: Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.
	2- Needs Improvement: Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.
	1- Unsatisfactory: Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
	NA - Not Applicable
	NO - Not Observed
	Participating in a Professional Community

4D	4- Excellent: Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
	3- Proficient: Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.
	2- Needs Improvement: Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.
	1- Unsatisfactory: Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.
	NA - Not Applicable
	NO - Not Observed
4E	**Growing and Developing Professionally**
	4- Excellent: Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
	3- Proficient: eacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators
	2- Needs Improvement: Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession
	1- Unsatisfactory: Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	NA - Not Applicable
	NO - Not Observed
4F	**Showing Professionalism**
	4- Excellent: Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
	3- Proficient: Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.

	2- Needs Improvement: Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.
	1- Unsatisfactory: Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations
	NA - Not Applicable
	NO - Not Observed
	E - ASSESSMENT
E1	**Top quartile students grew by at least one year based on NWEA results in reading and math.**
	4- Excellent: 100% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
	3- Proficient: 90% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
	2- Needs Improvement: Only 15-20% of top quartile students grew by one year based on NWEA results in reading and math.
	1- Unsatisfactory: None of the top quartile students grew by at least one year based on NWEA results in reading and math.
	NA - Not Applicable
	NO - Not Observed
E2	**Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.**
	4- Excellent: 100% of the students achieve target growth.
	3- Proficient: 90% of the students achieve target growth.
	2- Needs Improvement: 15-20% of the students achieve target growth.
	1- Unsatisfactory: None of the students achieve their target growth
	NA - Not Applicable
	NO - Not Observed
E3	**Shows consistent evidence of extended response instruction in reading and math.**
	4- Excellent: 100% of students show achievement growth in extended response through assessments and student work overtime.
	3- Proficient: More than 90% of students show achievement growth in extended response through assessments and student work overtime.
	2- Needs Improvement: 15-20% of students show achievement growth in extended response through assessments and student work overtime.
	1- Unsatisfactory: Students show no growt over a period of time.
	NA - Not Applicable
	NO - Not Observed

Teacher Evaluation Form

(Filed in Personal File)

School	:	NASA	Evaluator	:	
Teacher	:		Grade/Subject	:	
Date	:		# of Students	:	
Time Entered	:		Time Left	:	

The evaluator's written evaluation is to address the teacher's strengths as well as areas for growth/improvement in concert with the teacher expectations as deemed appropriate by the evaluator.

CATEGORIES	SCORE
Domain 1:Planning and Preparation	4.0
Domain 2: The Classroom Environment	3.0
Domain 3: Instruction	4.0
Domain 4: Professional Responsibilities	4.0
E - ASSESSMENT (30%)	4.0
OVERALL PERFORMANCE %	3.9

Signature of Teacher | Signature of Evaluator(s) | Date

Teachers comments may be attached. _____ Check and attach if teacher comments.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

RISE
Evaluation and Development System

Evaluator and Principal Handbook

RISE

Evaluation and Development System

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school. –	**Principal recruits, hires, and supports effective teachers by:** – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[1]; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	**Evaluation of teachers**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

[1] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	**Strategic assignment[2]**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	**Principal uses staff placement to support instruction by:** – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement.	**Principal uses staff placement to support instruction by:** – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	**Principal <u>does not</u> use staff placement to support instruction by:** – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

[2] This indicator obviously assumes there is ability of leader to make these decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal <u>does not</u> support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	**Classroom observations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal <u>does not</u> support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Principal <u>does not</u> support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student data is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.
1.3.3	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	**Professionalism**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally**: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	**Principal displays professionalism by**: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	**Principal supports professionalism by:** – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	**Principal <u>does not</u> support professionalism by:** – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	**Time management**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized;	**Principal manages time effectively by:** – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Principal manages time effectively by:** – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement.	**Principal manages time effectively by:** – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;
2.1.3	**Using feedback to improve student performance**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	**Principal uses feedback to improve student performance by:** – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	**Principal uses feedback to improve student performance by:** – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	**Principal <u>does not</u> use feedback to improve student performance by:** – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

2.1.4	**Initiative and persistence**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	**Principal displays initiative and persistence by:** – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal displays initiative and persistence by:** – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal <u>does not</u> display initiative and persistence by:** – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	**Culture of urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Principal <u>does not</u> create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	**Principal <u>does not</u> skillfully and clearly communicate by:** – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	**Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal <u>does not</u> create a consensus for change and improvement by:** – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

START-UP SCHOOL PROPOSED BOARD MEMBEF

	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)	AREA OF E				
PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology
Dr. Michael Cudiamat	Health Industry	>$1,000,000.00	x				
Eva Dahoya	Parent	N/A					
Norma Navarro	Business Owner	>$2,000,000.00		**x**			
Anita Santaana	Finance/Tax	>$2,000,000.00	**x**				
Leizel Trinidad	Media	**N/A**		**x**			

R ROSTER

EXPERTISE					COMMITTEE ASSIGNMENT					
PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
x		X					x			
			x		x					
x			x						x	
								x		
x			x		x					

Leizel Trinidad

Phone (702)601-8456 | leizeltrinidad@gmail.com| Linkedin/Leizel |Twitter:@ leizeltrinidad

OBJECTIVE: Pursue a position in a progressive organization where I can fully utilize my knowledge and experience.

EDUCATION

Associate of Science, Respiratory Therapy, Carrington College	2013
Associate of Arts, Interior Design, Art Institute of Las Vegas	2003
Certificate, Interior Merchandising, Santa Monica College, California	1998
Bachelor of Fine Arts, Interior Design, University of Santo. Tomas Philippines	1996

SUMMARY OF EXPERTISE:

- Detail-oriented, has the ability to work in a deadline-driven environment
- Strong copywriting, proofreading and editing abilities
- Excellent interpersonal and communication skills
- Knowledgeable in advertising and marketing trends and can work on multiple platforms (print ads, billboards, websites, press releases, etc.)
- Very creative, able to conceptualize ideas for the clients and meet their expectations
- Excellent people skills to manage team and develop business relations
- Extensive experience in merchandising, space planning and product placement strategies, visual design

Experience

CEO/Editor-in Chief
Philippine Times of Southern Nevada & Arizona 05/2003 – Present
Responsible for the overall image, quality and content of publication. Acts as official representative in all external affairs. Network and develop relationships with clients and industry professionals. Oversees marketing strategies, public press releases and event logistics for product campaigns launched for clients.

Guest Teacher, Clark County School District 08/2013 – Present
Licensed Substitute guest teacher for Clark County School District. Working primarily in high risk low income areas and helping to teach kids that has mental and physical disabilities placed in special needs, special education class setting.

Visual Merchandising Manager, Bass Pro Shops 04/2006 – 08/2010
Supervised visual merchandising team to ensure that image standards of the company is implemented throughout the store. Also involved in Plan-o-gram set up and space planning implementation for new stores across the country. Partners with the Store Management Staff to analyze business needs weekly to maximize product sell-through. Proactively manages and have ultimate accountability for the floor set process through effective planning, detailed mapping, clean execution and timely completion.

District Visual Merchandiser, Levitz Furniture 09/2007- 03/2009
Coordination of furniture display placement in all stores in Southern Nevada. Responsible for creating vignettes that produce an environment that is inviting, dynamic and full of ideas for the customers. Partners with the Store Managers and Visual Corporate Manager to analyze business needs weekly to maximize product sell-through. Proactively manages and have ultimate accountability for the floor set process through effective planning, detailed mapping, clean execution and timely completion.

VOLUNTEER WORK/AFFILIATIONS

Member, Rotary Club of Central Las Vegas **2015 - Present**
Rotary International is an international service organization whose stated purpose is to bring together business and professional leaders in order to provide humanitarian services, encourage high ethical standards in all vocations, and help build goodwill and peace in the world.

EVP, Rosie's Wish Foundation **2013- Present**
Rosie's Wish Community Development Corporation (RWCDC) is a not-for-profit community based organization that is committed to developing and promoting health and wellness programs, through nutrition education, fitness, and sports activities. Our goal is to provide therapeutic, preventive and intervention support to low-income vulnerable children, and young adults' ages 4-18 years old that are diagnosed with Type II Diabetes, who reside in Nevada.

Board of Director, Las Vegas Filipino American Chamber of Commerce **2013-Present**
The Las Vegas Fil-Am Chamber of Commerce (LVFACC) is run by its members from different businesses involved in trade, commerce, agri-business, transport and communications, tourism, services, manufacturing and processing, construction among others, as well as business organizations and local chambers.

President, Las Vegas Filipino American Chamber of Commerce **2013 to 2015**
The Las Vegas Fil-Am Chamber of Commerce (LVFACC) is run by its members from different businesses involved in trade, commerce, agri-business, transport and communications, tourism, services, manufacturing and processing, construction among others, as well as business organizations and local chambers.

Medical Volunteer, American Lung Association – Las Vegas Chapter **2013 – Present**
The American Lung Association is the leading organization working to save lives by improving lung health and preventing lung disease through Education, Advocacy and Research.

Board Member, Hands of Comfort Foundation **2012-Present**
Hands of Comfort Foundation, Inc. is a mission driven organization committed to helping individuals emerge from crisis and trauma through a process of intervention, education and support that empowers individuals to positively transform their lives.

Member, National Federation of Filipino Americans Associations (NaFFAA) **2008- Present**
NaFFAA is the largest national affiliation of Filipino American institutions, umbrella organizations and individuals. Its thirteen-member regions cover the continental United States, Alaska, Puerto Rico, the US Virgin Islands, Hawaii, Guam, the Marianas Islands, and American Samoa.

Graduate/Member, Clark County Business Workforce Development Program **September 2012**
Graduates of this program are able to compete for contracts from the Clark County Agency and access to the Strategic Alliance for Emerging Small Business (SAFE-SB) Program

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Nevada Academy of Sciences and Arts**

2. Full name: **Leizel Trinidad**

   Home Address: **353 E. Bonneville Ave # 613 Las Vegas, NV**

   Business Name and Address: **Philippine Times of Southern Nevada 3111 S. Valley View Las Vegas, NV 89102**

   Phone Number: **702-601-8456**

   E-mail address: **Leizelm@ptsn.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. X☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X☐ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   To continue serving the community and help improve education for young children
7. What is your understanding of the appropriate role of a public charter school board member?
   To over see the financial and operational stability of the school.
8. Describe any previous experience you have that is relevant to serving on the charter school's

board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served in numerous non-profit and civic organizations as board member. These organizations are geared in helping and supporting vast array of social, economic and cultural projects.

9. Describe the specific knowledge and experience that you would bring to the board.
My ability to lead, listen and understand the issues concerning the students, teachers and the school operation in general.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to educate Nevada's students disregarding their academic, social and economic disadvantage. The school believes that all children can learn when they are properly supported and given appropriate resources.
2. What is your understanding of the school's proposed educational program?
The school's proposed educational program aims to create classrooms that are engaging and innovative. Regardless of their level of achievement, students will receive a quality educational experience.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school includes: successful students with 21st century skills, students skilled in science, technology, engineering, arts, and math, and students able to safeguard their emotional and physical well-being.
4. How will you know that the school is succeeding (or not) in its mission?
If the school's graduate students did not learn the value of community service, social and economic justice, and does not understand that their education is an integral component of social equality and economic self-reliance, then the school has not succeeded in its mission.

Governance

1. Describe the role that the board will play in the school's operation.
The board will: create school policy, oversee academic program, approve school budget, monitor school purchases, and ensure the proper adherence to all state and federal laws.
2. How will you know if the school is successful at the end of the first year of operation?
The school will have been successful if: its financially green, enrollment is increased, and student performance is up by 5 to 10% in both reading and math.
3. How will you know at the end of three years of the school is successful?
The school will be successful if: parental involvement is high, community services by students are high, disabled students are provided for, and academic and assessment programs are implemented.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Specific steps needed to ensure the school's success include: board member training, professional teacher and school leader development, increase school revenue through fund raising, and evaluating academic and instructional programs.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
In the best interest of the school the remaining board members will: refer to board governance policy, call a meeting to address the issue, brainstorm with members, then vote for a resolution on how to handle the issue.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   X☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   X☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. X☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or

affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. X☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
X☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
X☐ None. ☐ Yes

Certification

I, **Leizel Trinidad** certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

_____ _____
Signature Date

provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☑ None. ☐ Yes

Certification

I, LEIZEL TRINIDAD, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for NASA Charter School is true and correct in every respect.

Leizel Trinidad
Signature

08/27/15
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **NEVADA ACADEMY OF SCIENCES AND ARTS** shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Leizel Trinidad — LEIZEL TRINIDAD

Signature of Certifying Charter School Official — Name Printed

BOARD MEMBER — 08/27/15

Title — Date

Subscribed and sworn to before me

This 27th day of August 2015

date — month — year

(Notary Public Seal)

ANITA SANTAANA

ANITA SANTAANA
Notary Public State of Nevada
No. 05-06242-1
My Appt. Exp. April 30, 2017

Anita Santana

3850 W Dessert Inn Rd Suite 104● Las Vegas, NV 891027● Cell: 1-702.365.1092

Accounting/Corporate Finance/Business Finance/Taxation

Thirty years of experience leading business/marketing/Finance organizations and teams that exceed revenue and profit goals. Proven track record of driving growth and expansion. Proven track record in business management, processing and finance. Expert relationship builder, channel developer, negotiator and financial strategist.

Skills

- Financial Strategies & Campaigns
- Business and Channel Development
- Creative Team Leadership
- Strategic Partnership Building
- Managing Change
- Development of Training Materials
- Collateral & Support
- Public & Media Relations
- Territory Startup and Turnaround
- Key Account Management

Professional Experience

SILVER INCOME TAX SERVICES, LLC *LAS VEGAS, NEVADA*

(A company serving 3500 clients in preparation of their personal and business tax preparation)

President, 2001 to present

DUTIES AND RESPONSIBILITIES:

- Prepares asset, liability, and capital account entries by compiling and analyzing account information.
- Documents financial transactions by entering account information.
- Recommends financial actions by analyzing accounting options.
- Summarizes current financial status by collecting information; preparing balance sheet, profit and loss statement, and other reports.
- Substantiates financial transactions by auditing documents.
- Maintains accounting controls by preparing and recommending policies and procedures.
- Performed ongoing customer/market research and demographic profiling to identify and capitalize on unmet market needs in taxation industry.
- Prepare tax returns for individuals or small businesses
- Documentation of expenditures to determine forms needed to prepare tax returns.
- Mentoring, and helping members of the team to improve their knowledge or skills in tax preparation

EXXON MOBIL CORPORATION *LAS VEGAS, NV*

(Part of Mobil and Exxon acquisition in 2000)

Accountant, 1998 to 2001

DUTIES AND RESPONSIBILITIES

- Guides accounting clerical staff by coordinating activities and answering questions.
- Reconciles financial discrepancies by collecting and analyzing account information.
- Secures financial information by completing data base backups.
- Maintains financial security by following internal controls.
- Prepares payments by verifying documentation, and requesting disbursements.
- Answers all accounting procedure questions by researching and interpreting accounting policy and regulations.
- Complies with federal, state, and local financial legal requirements by studying existing and new legislation, enforcing adherence to requirements, and advising management on needed actions.
- Prepares special financial reports by collecting, analyzing, and summarizing account information and trends.
- Maintains customer confidence and protects operations by keeping financial information confidential.
- Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.
- Accomplishes the result by performing the duty.
- Contributes to team effort by accomplishing related results as needed.

PONDEROSA LEATHER GOODS CO. *PHILIPPINES*

FINANCE MANAGER, 1990 TO 1998

Duties and Responsibilities

- Provided and interpreted financial information;
- Monitored and interpreted cash flows and predicted future trends;
- Analyzed change and advised accordingly;
- Formulated strategic and long-term business plans;
- Researched and reported on factors influencing business performance;
- Analyzed competitors and market trends;
- Developed financial management mechanisms that minimized financial risk;
- Conducted reviews and evaluations for cost-reduction opportunities;
- Managed company's financial accounting, monitoring and reporting systems;
- Liaised with auditors to ensure annual monitoring is carried out;
- Developed external relationships with appropriate contacts, e.g. auditors, solicitors, bankers and statutory organizations.

Technology

Software: Photoshop, MS Project, MS Office (Word, Access, Excel, PowerPoint)

Web/Multimedia: Flash, Skype, Google Docs

Education and Certifications

Bachelor of Science in Business Administration in Accountancy
University of the East *Manila, Philippines*

Philippine Certified Accountant *Manila, Philippines*

Enrolled Agent-Department of the Treasury Internal revenue Services *U.S.A.*

Affiliations

Philippine Heritage- Founder, 2011

Mutual Outreach Maternal Services- Director, 2015

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Nevada Academy of Sciences and Arts**

2. Full name **Anita Santa Ana**
   Home Address **3850 W. Dessert Inn Ste. 104 Las Vegas, NV 89102**
   Business Name and Address **3850 W. Desert inn Ste. 104 Las Vegas, NV 89102**
   Phone Number **702 221 0080**
   E-mail address **asantaana@quickrefunds.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. X☐ X Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X☐ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   To continually serve the community which I live.
7. What is your understanding of the appropriate role of a public charter school board member?
   To oversee the financial and school operation.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain
I have experience on financial management and accounting.
9. Why you have the capability to be an effective board member.
I have the time to commit to this important endeavor and my ability to bring a concrete skill to the board.
10. Describe the specific knowledge and experience that you would bring to the board.
Financial—both accounting and bigger picture financial management skills

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
NASA's mission is to educate all students regardless of academic, social, and or economic disadvantage. All children will be given the appropriate support and resources to give them the opportunity to succeed academically and become productive members of their local and global community.
2. What is your understanding of the school's proposed educational program?
NASA's proposed educational program will create engaging, tolerant and innovative classrooms. These classrooms will use differentiated instruction, small group activities and critical thinking exercises to give students a quality educational experience.
3. What do you believe to be the characteristics of a successful school?
A successful school will have created students who can challenge and defeat social and economic adversity. These students will have the necessary skills to pursue careers in science, technology, engineering, arts and math.
4. How will you know that the school is succeeding (or not) in its mission?
The school is succeeding when its students understand the value of community service and social and economic justice. These students will be using their education to improve social equality and economic self-reliance.

Governance

1. Describe the role that the board will play in the school's operation.
The board will manage the school budget by monitoring and approving the budget and expenses. The board will also help create, maintain and improve school policy and academic programs.
2. How will you know if the school is successful at the end of the first year of operation?
NASA will be successful if the school has a budget surplus, increased student performance, and a 5% to 10% increased academic performance in both reading and math.
3. How will you know at the end of three years of the school is successful?
NASA will have succeeded if parental and community involvement is high, NASA is providing parent and community services, students with disabilities are provided for and NASA is fully implementing academic and assessment programs.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter school board will work hard to give its board members appropriate training, professional development for teachers and school leaders, create fundraising activities to increase revenue and evaluate academic and instructional programs for students.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Board members will call for an executive meeting where they will create a proper

resolution for the issue. Then a vote will be called and the solution implemented.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X☐ I / we do not know any such trustees. X☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   X☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   X☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. X☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or

Start-Up Charter School Board Member Information

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☑ None. ☐ Yes

Certification

I, ANITA SANTANA, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for NASA Charter School is true and correct in every respect.

Signature

08/27/2015
Date

affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. X ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

11. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

_____ _____
Signature Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named **NEVADA ACADEMY OF SCIENCS AND ARTS** shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

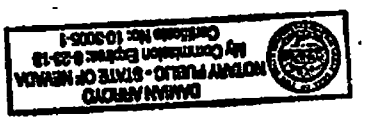
BOARD MEMBER	ANITA SANTANA
Signature of Certifying Charter School Official	Name Printed
	08/27/2015
Title	Date

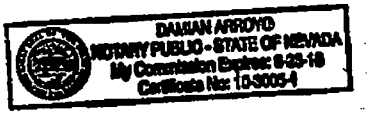
Subscribed and sworn to before me

This 27th day of August 2015

date month year

(Notary Public Seal)





Eva Dayoha

3200 Arville St. Apt 278● Las Vegas, NV 891102● Cell: 702.461.3243 ● edcdayoha@yahoo.com.ph

Sales/Marketing /Business Manager

Nine years of experience leading sales/marketing organizations and teams that exceeds target revenue Proven track record of driving growth and expansion. Specialized skills in B2B sales and marketing to diverse-industry clients. Expert relationship builder, channel developer, negotiator and sales strategist.

Skills

- Marketing Strategies & Campaigns
- Business and Channel Development
- Creative Team Leadership
- Strategic Partnership Building
- Development of Training Materials
- Sales Collateral & Support
- Public & Media Relations
- Territory Startup and Turnaround
- Key Account Management

Professional Experience

VNN Home Companion Services **Las Vegas, NV**
Non-Medical Home services Agency that provides care giving at home.

Director-Community Liaison, 05/2015 to present

Responsibilities:

- Responsible for generating business from territory referral sources to meet territory and agency revenue and census goals.
- Responsible to develop and implement programs to raise and establish community relationship by conducting personalized visitations to all primary referral sources and interested parties, and by representing the agency in community events
- Identifies opportunities for formal business relationships with physicians and healthcare facilities
- Works with office staff to ensure that new business successfully goes to start of care. Implements territory sales plan and coordinates with operational and clinical leadership to ensure extraordinary customer service and fulfill Heartland promises.
- Manages the Community Liaisons

M. Lhuillier Financial Services Inc. **Woodland Hills, CA**

Money Services Business registered with the US Department of Treasury and licensed in several states as a money transmitter.

Operations Manager, 07/2009 to 05/2015

Responsibilities:

- Planning and controlling change.
- Managing quality assurance programs.
- Researching new technologies and alternative methods of efficiency.
- Setting and reviewing budgets and managing cost.
- Overseeing inventory, distribution of goods and facility layout.

Norm's Home Companion and Services **Long Beach, CA**

Non-Medical home services to home bound patient

Care Giver, 08/2007-09/2009

Responsibilities:

Physical care

- *Organizing and giving medication.*
- *Monitoring symptoms and discussing treatments with loved ones and hospice staff.*
- *Providing assistance with personal care such as bathing, dressing, eating and using the toilet.*

Emotional care

- *Listening, talking, reading or playing music.*
- *Providing caring companionship and love.*

Practical care

- *Handling insurance and other financial matters.*
- *Paying bills.*
- *Coordinating visits from family, loved ones, friends and hospice staff.*
- *Discussing last wishes to ensure they are carried out.*

Technology

Software: Photoshop, MS Project, MS Office (Word, Access, Excel, PowerPoint)

Web/Multimedia: Flash, Skype, Google Docs

Education

1991-1994 University of Cebu Cebu, Philippines

Bachelors of Science in Commerce major in Accounting

Reference Available Upon Request

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Nevada Academy of Sciences and Arts**

2. Full name **Eva Dayoha**
   Home Address **3200 Arville St. Apt 278 Las Vegas NV 89102**
   Business Name and Address **3100 W. Sahara Ave, Las Vegas 89102**
   Phone Number **702 461 3243**
   E-mail address **edcdayoha@yahoo.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. X ☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X☐ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   As a prospective parent, I wanted to contribute to the success of the NASA.
7. What is your understanding of the appropriate role of a public charter school board member?
   Work with fellow board members to fulfill the obligations of Board membership.
   And behave in ways that clearly contribute to the effective operation of the Board of trustees. Build awareness of and vigilance toward governance matters rather than management.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have no experience serving in a school board but I can contribute my time in fundraising—especially cultivating individual donors, building a donor base. Public relations/marketing—

9. Describe the specific knowledge and experience that you would bring to the board.
I am a marketer/sales person. I have extensive experience people to people relationship building especially as it relates to fundraising and community building

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
NASA, Nevada Arts and Science Academy, aims to serve and educate the students of Nevada regardless of academic, social, and or economic disadvantage. NASA believes that all children have the ability to succeed given the proper support and resources. Through the use of differentiated instruction, small group activities, and critical thinking exercises, NASA will endeavor to give its students rigorous and excellent quality educational experience.
2. What is your understanding of the school's proposed educational program?
NASA's educational program aims to produce 21st century students who will be prepared to face and solve the contemporary challenges of society. NASA graduates will have all the necessary skills needed to further their educational careers in the fields of science, technology, engineering, arts, and math. Furthermore, the graduates of NASA will also have the necessary knowledge to keep their emotional and physical well-being.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school include the fulfillment of its mission and the success of their educational program. A successful NASA will have educated all students regardless of their disadvantages and molded them into productive members of society. This successful school will have created students with the necessary 21st century skills to face and solve the problems of their social and economic milieu.
4. How will you know that the school is succeeding (or not) in its mission?
NASA will have succeeded in its mission when their graduates have understood that their education will be an integral component in combating social inequality and economic self-reliance. NASA graduates will used their gained knowledge to work for the betterment of mankind.

Governance

1. Describe the role that the board will play in the school's operation.
The board will support NASA as its foundation through the management of the school budget. The board will monitor and approve school budget and expenses. The board will also oversee the creation of school policy and the improvement of academic programs. The board will manage all these while following all governing state and federal laws.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first school year, NASA will be deemed successful if the school has a financial surplus, student enrollment and parental and community participation has increased, and the students' academic performance in both reading and math has improved between 5% to 10%.

3. How will you know at the end of three years of the school is successful?
   At the end of three years, NASA will have succeeded if its academic and assessment programs have been fully implemented giving its students all the chances and possibilities for educational advancement. NASA will have also created ample opportunities for parental and community involvement within the education of the students solidifying a bond between students, parents, and the community for the betterment of life.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   In order to maintain the success of NASA and its students, the charter school board will endeavor to give its board members ample training for the management of the school, appropriate professional development for NASA's teachers and school leaders, develop and execute fundraising activities to increase the school's revenue, and continuously evaluate NASA's academic and instructional programs for the students.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   In accordance to the board governance policy, respective board members will call for an executive meeting to address the actions of the wayward board member(s). During this convergence, the remaining board members will brainstorm and create a proper resolution regarding the issues being faced. Then, after proper voting procedure, the conclusion of the meeting will be the implementation of the solution to the matter at hand.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   X☐ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   X☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. X☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. X☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   X☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    X☐ None. ☐ Yes

Certification

I, **EVA DAYOHA** certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

_____ _____

Signature Date

provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, EVA DAYOHA, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

Signature _____ Date 8/27/15

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **NEVADA ACADEMY OF SCIENCES AND ARTS** shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Eva Dayoha

Name Printed

BOARD MEMBER

Title

8/27/15

Date

Subscribed and sworn to before me

This 27th day of August 2015

date month year

(Notary Public Seal)

ANITA SANTA ANA

ANITA SANTAANA
Notary Public State of Nevada
No. 05-96242-1
My Appt. Exp. April 30, 2017

6403 Parrot Ridge Court
Las Vegas,NV 89122

Phone: 702 586 4749
mobile: 702 588 3429
Email:
mcudiamat@yahoo.com

Michael P Cudiamat

Experience

Visiting Nurses of Nevada — **Las Vegas, Nevada**
Quality Assurance Director/ present — **December 2010-**
Office Manager

Visiting Nurses of Nevada — **Las Vegas, Nevada**
Quality Assurance Supervisor — March 2010-November 2010

Medina General Hospital — Ozamis City,Philippines
Resident-Physician — June 2008- March 2009
ER Staff Nurse — June 2008 -March 2009

HealthNet of California — Woodland Hills, CA
Intake Coordinator — February – December 2005

Medical management department, prior authorization unit IC's scope of work: process, evaluate and authorize pre authorization of requested medical procedures, rehab therapies and durable/special medical equipments for subscribers and/or providers. Take inpatient data reported from the hospital for members admitted non- electively.

Prime Home Health Inc. - — Chatsworth, CA
QA Manager — January – December 2004

Unishare Home Health Services — Sta. Fe Springs, CA
QA Coordinator — February 2003 – June 2004

Maintain quality assurance of medical records; ensure compliance of policies and procedures to national guidelines, audit documents for filing and submission to CMS and JCAHO. Compile and analyze data for outcome based quality improvement program. Coordinate in-service CME workshops for field care providers.

MERLIN (Medical Emergency Relief International) London, England
Medical Coordinator for Dushanbe and Kurgan Tube, Tajikistan
May 2001 – April 2002

A UK medical NGO, MERLIN funded by EU and USAID grants have been in Tajikistan in Central Asia (a former Soviet republic) since the mid 90s. Support to local health infrastructure by providing laboratory equipment and training of health workers to identify and treat diseases such as malaria, typhoid and brucellosis. Medical Coordinator supervised the implementation of program objectives by the eighty local and seven expatriate staff.

MEDECINS SANS FRONTIERES (DOCTORS WITHOUT BORDERS)
Field medical officer Khorog, Tadjikistan (Central Asia)
May – October 2000

As the field medical doctor, work in support to the infectious disease department of the oblast / regional hospital of Gorno Badakshan. Introduced treatment protocols for the ID prevalent in the area; coordinated relief and instituted preventive measures during outbreaks / localized epidemics in remote villages; organized training seminars for doctors from the district hospitals on infectious diseases; provided medical supplies to outpost and out of the way health centers.

ASIAN VOLUNTEERS NETWORK
Field Medical Officer Botolan, Zambales, Philippines
November 1998 – July 1999

A Japanese agency funded NGO; **AVN**-Manila provided health care for the resettled victims of Mt. Pinatubo volcanic eruption. The internally displaced indigenous people, the Aetas, received free medical services and treatment and infrastructure material support to sustain community development in their new locale.

Misamis Occidental Provincial Hospital
Oroquieta City, Misamis Occidental Philippines
January 2000-February 2002
MEDICAL OFFICER III

Surgical resident-physician in a provincial government hospital. Admits and manages surgical and orthopedics cases, includes manning the ER for trauma cases.

Molino Doctors Hospital Bacoor, Cavite Philippines
August 1998-July 1999
RESIDENT-PHYSICIAN Emergency room physician.

SM Lao Memorial Hospital Ozamis City, Philippines
October 1994-January 1997
MEDICAL OFFICER IV Resident-physician in a secondary government-run hospital.

Education

Doctor of Medicine, DLSU College of Medicine Philippines	May 1993
B.S. Biology, Far Eastern University Philippines	May 1989
B.S. Nursing, Medina College of Nursing Philippines	May 2009

Professional affiliations

Philippine Medical Association Life member
Misamis Occidental Medical Society

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Nevada Academy of Science and Arts**

2. Full name **Dr. Michael Cudiamat, M.D.**
   Home Address **6403 Parrot Ridge Ct. Las Vegas NV 89139**
   Business Name and Address **Hospice Services of Nevada, INC**
   Phone Number **702-588-3429**
   E-mail address **mcudiamat@yahoo.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. X☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X☐ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   To help improve the educational attainment of Nevada.

7. What is your understanding of the appropriate role of a public charter school board member?
   Being prepared to govern for what matters most. The academic success of every student and effective oversight of the financial health of the school

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I do not have a previous experience of this nature, however I have a clear understanding of the role of a school board member. Responsible for ensuring that the academic program of NASA Charter School is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.
9. Describe the specific knowledge and experience that you would bring to the board.
   I have lead and presided over two companies of which I am part owner. I have approved an annual organizational plan that includes concrete, measurable goals consistent with company revenue objective. I believed I could do the same to the charter.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   NASA's school mission is to educate students who are academically, socially, and economically disadvantaged. The school desires to give all students, regardless of situation, an opportunity to learn and better themselves. According to their guiding beliefs, all children can learn given the proper support and resources. Each and every child has within them the capacity for success in the academic and social field.
2. What is your understanding of the school's proposed educational program?
   NASA's educational program aims to give their students, regardless of academic achievement, a rigorous educational experience. NASA will aim to keep their classrooms engaging, tolerant, and innovative. In order to achieve this, the school will implement differentiated instruction, small group activities, and critical thinking exercises.
3. What do you believe to be the characteristics of a successful school?
   A school is deemed successful when it produces students who are prepared to face the contemporary challenges of his or her society. These students will have the 21st century skills needed to enroll into advanced studies of their chosen field; be it in science, technology, engineering, arts, or math. Not only will a successful school create students ready for their social and economic milieu, these students will also have the applicable knowledge to safeguard their emotional and physical well-being making them into well-rounded and successful members of society.
4. How will you know that the school is succeeding (or not) in its mission?
   A basic indicator of the success of the school is in the success of its students. However a better indicator would be the graduates' understanding of the value of community service and social justice. NASA graduates' understanding that their education will be their primary weapon in combating social inequality and economic self-reliance is the best indicator that NASA has been successful in creating productive members of society; armed with the necessary skills to improve not only their lives, but the lives of future generations as well.

Governance

1. Describe the role that the board will play in the school's operation.
   The board will play a crucial role in the school's operation by being in charge of creating school policy and overseeing the academic program. The board will also be monitoring and approving school budget and school purchases. Lastly, the board will ensure that the school is in accordance with all state and federal laws.
2. How will you know if the school is successful at the end of the first year of operation?
   At the end of the first year, the school will be deemed successful if the school has a

financial surplus, increased enrollment, and student performance in both reading and math has improved between 5 to 10%.

3. How will you know at the end of three years of the school is successful?
   At the end of three years, the school will be deemed successful if academic and assessment programs show improvement in student performance. Students with disabilities have also been provided with appropriate services. Not only that, the school is successful if parental and community involvement is high and the school has provided proper parent and community services.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   To ensure that the school is successful, the charter school board will take part in proper board membership training. The board will also appropriate professional development for school leadership and teachers and evaluate academic and instructional programs. In addition, the board will also develop and implement fund raising activities to increase school revenue.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   If one or more members of the school board were acting unethically or not in the best interest of the school, it is the duty of the remaining board members to call for an executive meeting to address the issue. During this meeting, the board members will refer to board governance policy and brainstorm on how to best handle the situation. Then a vote for resolution will be called and the approved solution executed.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the

precise nature of the business that is being or will be conducted.

X☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   X☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. X☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   X☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    X☐ None. ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☑ None. ☐ Yes

Certification

I, Michael Cadiz, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

Signature _____ Date 8/25/05

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **NEVADA ACADEMY OF SCIENCES AND ARTS** shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

8/25/15

Name Printed

BOARD MEMBER

Title

MICHAEL CUDIAMAT

Date

Subscribed and sworn to before me

This 27th day of August 2015

date month year

(Notary Public Seal)

ANITA SANTA ANA

ANITA SANTANA
Notary Public State of Nevada
No. 05-06242-1
My Appt. Exp. April 30, 2017

3823 ELM AVENUE, LONG BEACH CA. 90807
E-MAIL : norms_home_companion@yahoo.com
TEL NO. 562-400-8580

NORMA GALVEZ NAVARRO

PERSONAL INFORMATION

Date of Birth : December 17, 1951

Status : Married

Spouse : Rolando C. Navarro

EDUCATION

1971 University of Mindanao Davao City, Philippines
Bachelor of Science in Business Administration

1972 University of Mindanao Davao City, Philippines
Bachelor of Science in Accounting

PROFESSIONAL EXPERIENCE

2009 to Present
President/Administrator
Visiting Nurses of Nevada, Inc.
3100 W. Sahara Suite 215
Las Vegas NV 89102

2014 to Present
President
Hospice Services of Nevada, Inc.
3100 W. Sahara Suit 214
Las Vegas, NV 89102

2014 to Present
President
Empire General Distributors, Inc
4221 Long Beach Blvd.
Long Beach, Ca 90807

2001 to Present	Vice President Janns Caring Hands 2787 Bristol St. Suite 216 Costa Mesa , Ca 92626
1996 to Present	President Norms Home Companion Services, Inc Long Beach, Ca 90807
2006 to 2008	Proprietor Jewels by Norms 3310 S. Jones Blvd. Las Vegas, NV 89146
2002 to 2013	Proprietor Jewels for U 3913 Long Beach Blvd. Long Beach , CA 90807

COMMUNITY INVOLVEMENT:

2014 – Present	Board Member Kagayanon of Southern California Association
2012 – Present	Press Relation Officer Mindanao Alliance USA
2012 – 2014	President Kagayanon of Southern California Association

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Nevada Academy of Arts and Science**

2. Full name: **Norma Navarro**
   Home Address: **3823 Elm Ave. Long Beach CA 90807**
   Business Name and Address: **Visiting Nurses of Nevada, Inc. 3100 W Sahara Ave, Las Vegas, NV 89146**
   Phone Number: **702 444 5254**
   E-mail address: **Vnurses_nevada@yahoo.com**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. X☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   X☐ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   To be able to contribute in the improvement of education in Nevada.

7. What is your understanding of the appropriate role of a public charter school board member?
   Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources. b. Is used as the vehicle for assessing program activities to ensure that the organization is not

drifting away from its original purposes. Understand and support the mission statement.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I am a board member of three organizations and was a president for two years.
9. Describe the specific knowledge and experience that you would bring to the board.
   My vast experience in fund raising and acquisition will contribute to the success of the charter.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   As I understand it, the school's mission is to give all types of students the opportunity to learn. No matter what sort of disadvantage life has given them, they will all receive the support and resources they need to become productive members of their community.
2. What is your understanding of the school's proposed educational program?
   I believe that the school's educational program aims to keep their classrooms engaging, innovative, and tolerant. The classrooms will have varying instructions, group activities and critical thinking exercises.
3. What do you believe to be the characteristics of a successful school?
   I believe that a successful school creates successful students. These students will be ready to face the challenges of today's society. They will be well versed in differing fields like science, math, engineering, technology, and even the arts.
4. How will you know that the school is succeeding (or not) in its mission?
   I will know whether the school is succeeding based on the student's participation within their community. If they are using the knowledge they have gained within the school to better their society, then the school has succeeded in its mission in readying the students for society and the problems it faces.

Governance

1. Describe the role that the board will play in the school's operation.
   The board will be in charge of monitoring and approving the school budget, creating school policies, overseeing academic programs, and ensuring that the school is following all state and federal laws.
2. How will you know if the school is successful at the end of the first year of operation?
   I will know if the school is successful if the school has a budget surplus, the enrollment is increased, and student performance has improved.
3. How will you know at the end of three years of the school is successful?
   If the school has properly implemented its academic programs and created functioning members of society, not only will the students be involved in their community, but their parents as well. There will be evidence of the school providing parents and the community services through the students.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   I believe that the charter school board must have training for the board members, continuing development for the teachers, fund raising activities for the school revenue, and proper evaluation of all academic programs to ensure the success of the school.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   I believe that if the situation arises that a board member unfortunately is not acting in the best interest of the school, proper measures must be taken. A meeting must be called to address the problem. During this meeting, the board governance policy will be used to brainstorm solutions to the problem. Then the board will enact their unanimous

resolution with dignity.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   X☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   X☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. X☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service

Start-Up Charter School Board Member Information

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, NORMA NAVARRO, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.

_____ 8/26/2015
Signature Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **NEVADA ACADEMY OF SCIENCES AND ARTS** shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

BOARD MEMBER — NORMA NAVARRO

Signature of Certifying Charter School Official — Name Printed

nnavarro — 8/26/2015

Title — Date

Subscribed and sworn to before me

This 27th day of August 2015

date month year

(Notary Public Seal)

ANITA SANTAANA
Notary Public State of Nevada
No. 05-96242-1
My Appt. Exp. April 30, 2017

BOARD GOVERNANCE

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

The board establishes policies based on the NASA's mission, vision, academic targets and operations, and all applicable state and federal laws. The board reviews staff recommendations and available information and decides which policies should be implemented in light of the NASA's mission and goals. The board monitors the implementation of its policies through general site visits and periodic review of school financials and operations. The NASA board identifies and hires NASA's principal who then acts as the Chief Executive Officer on behalf of the board. The Board generates and approves the budget, makes necessary changes if needed, exercises financial controls by reviewing and approving all major expenses and financial documents to ensure that NASA's funds are spent in the most ethical and efficient manner to realize the purposes of the school.

Both the NASA administration and staff are responsible for the details of policy implementation and the day-to-day operations of the school. The staff at NASA reports to the principal, and the principal reports to the board. Nothing in this statement of governance philosophy limits the legal duties, rights, responsibilities or authority of a board member. No action of the board is subject to challenge on the basis of this statement of governance philosophy.

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

NASA Board will include a board president, vice-president, secretary, and treasurer, all of whom shall be chosen by, and serve at the pleasure of, the board of directors. Each board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the board or by direction of an officer authorized by the board to prescribe the duties and authority of other officers. The board may also appoint additional vice-presidents and such other officers as it deems expedient for the proper conduct of the business of the corporation, each of whom shall have such authority and shall perform such duties as the board of directors may determine. One person may hold two or more board offices, but no board officer may act in more than one capacity where action of two or more officers is required. More detailed explanation for each position on the NASA board is provided below:

Board President will serve as the chief volunteer officer of the corporation. The board president will lead the board of directors in performing its duties and responsibilities, including, if present, presiding at all meetings of the board of directors, and will perform all other duties incident to the office or properly required by the board of directors.

Vice President: In the absence or disability of the board president, the ranking vice-president or vice-president designated by the board of directors will perform the duties of the board president. When so acting, the vice-president will have all the powers of and be subject to all the

restrictions upon the board president. The vice-president will have such other powers and perform such other duties prescribed for them by the board of directors or the board president. The vice-president will normally accede to the office of board president upon the completion of the board president's term of office.

Secretary: The secretary will keep or cause to be kept a book of minutes of all meetings and actions of directors and committees of directors. The minutes of each meeting will state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with the law and these Bylaws. The secretary will cause notice to be given of all meetings of directors and committees as required by the Bylaws. The secretary will have such other powers and perform such other duties as may be prescribed by the board of directors or the board president. The secretary may appoint, with approval of the board, a director to assist in performance of all or part of the duties of the secretary.

Treasurer will be the lead director for oversight of the financial condition and affairs of the Corporation. The treasurer will oversee and keep the board informed of the financial condition of the corporation and of audit or financial review results. In conjunction with other directors or officers, the treasurer will oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis or as may be required by the board of directors. The treasurer will perform all duties properly required by the board of directors or the board president. The treasurer may appoint, with approval of the board a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the treasurer.

The NASA board established the following;

(a) All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential.

(b) All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential.

(c) All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

(3) Please submit board member information in the provided Board Member Template (provide as Attachment 7). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2016-2017 must be identified by the capacity interview (September/October 2015) to ensure a thorough evaluation of the capacity of the founding board.

Please see attachment 9.

(4) Provide, as Attachment 8, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical

summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see attachment 8.

(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

N/A

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

The board shall adopt the following policy and periodically review it to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers.

All Directors, Officers, key employees, or Committee members having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be - construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring: (1) Regular annual statements from Directors, Officers and key employees to disclose existing and potential conflicts of interest; and, (2) corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

(7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

None.

(8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

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

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

(11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

The board of directors may remove an officer at any time, with or without cause. Any officer may resign at any time by giving written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

The Board may remove a Director in accordance with the provisions of the applicable laws. A director may be removed by two-thirds vote of the board of directors then in office, if:

(a) the director is absent and unexcused from three or more meetings of the board of directors in a twelve month period. The board president is empowered to excuse directors from attendance for a reason deemed adequate by the Board president. The president will not have the power to

excuse him/herself from the board meeting attendance and in that case, the board vice president will excuse the president. Or:

(b) for cause or no cause, if before any meeting of the board at which a vote on removal will be made the director in question is given electronic or written notification of the board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the board.

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2016-2015) to ensure that the school is ready for a successful launch in fall 2017. Feel free to add rows as needed.

2016-2017 Planning Year Milestones (SMART Goals) by Work Stream	**Activity**	**Key Personnel**	**Milestone Date(s)**
INSTRUCTION	1. Create student and teacher schedule 2. Create Lesson and Unit Plan Template 3. Create Interim Assessment and Data Analysis Yearlong Calendar 4. Create Yearlong Teacher PD schedule 5. Organize School RtI processes 6. Purchase curriculum and instruction materials	1. Principal 2. Principal 3. Principal 4. Principal 5. Principal 6. Principal and Admin Asst.	1. January 2017 2. January 2017 3. January 2017 4. January 2017 5. January 2017 6. June 2017
TALENT	1. Advertise position openings 2. Attend Teacher Job Fairs 3. Visit Colleges and Universities to recruit teachers 4. Recruit teachers from outside Nevada and outside United States 5. Conduct Interviews 6. Observe prospective teachers teach	1. Board Members 2. Principal, Board Members 3. Principal, Board Members 4. Principal 5. Principal, Board Members 6. Principal	1. May 2016 2. Ongoing 3. Ongoing 4. Ongoing 5. June 2017 6. Ongoing
OPERATIONS	1. Register Business 2. Secure Building 3. Secure Maintenance Contract 4. Procure FFE 5. Building renovations	1. Board Members 2. Principal, Board Members 3. Principal, Board President 4. Principal 5. Principal, Board Members	1. February 2016 2. September 2016 3. September 2016 4. March 2017 5. June 2017
TECHNOLOGY	1. Create Technology Plan 2. Secure Contract to Install Technology Software, Hardware, and Infrastructure	1. Principal 2. Principal	1. October 2016 2. January 2017

FINANCE	1. Finalize 2017-2018 Budget 2. Review Finance and Accounting Policies 3. Secure necessary loans 4. Apply for Grants	1. Principal, School Board 2. Principal, School Board 3. Principal, School Board 4. Principal School Board	1. September 2016 2. August 2016 3. May 2016 4. June 2016
PARENT & COMMUNITY ENGAGEMENT	1. Send out Informational Flyers 2. Conduct Monthly Parent and Community Informational Meetings 3. Conduct School Tour at the School Site 4. Attend Community Events	1. Admin Asst. 2. Principal, School Board 3. Admin Asst., Principal 4. Principal, School Board, Admin Asst.	1. March 2016 2. March 2016-June 2017 3. April 2017 4. March 2016-June 2017
SCHOOL SYSTEMS & CULTURE	1. Finalize Staff Handbook 2. Finalize Parent and Student Handbook 3. Finalize School Policies and Procedures 4. Conduct Staff Professional Development on Culture 5. Conduct Parent Seminars on School Culture	1. Principal, School Board, Admin Asst. 2. Principal, School Board, Admin Asst. 3. Principal, School Board, Admin Asst. 4. Outside Consultant 5. Outside Consultant	1. May 2017 2. May 2017 3. May 2017 4. July 2017 5. July 2017
OTHER			

(1) Provide, as Attachment 12, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

The leadership team at NASA will use the following metrics to ensure smooth operation of the school. NASA has created specific goals and metrics for various areas that are directly related successful operation of the school. NASA Leadership team will hold periodic data-analysis meetings to monitor the operational goals and determine necessary action steps to ensure that annual goals are achieved. The results of these meetings will be shared with NASA learning community during the monthly Board Meetings.

Provisional funding for the stated operational goals are embedded in the school's budget. For example, man power cost is covered by the employees' annual salary. Marketing and advertising costs are already included in the school's operation budget.

Operational Goals							
Goal	**Metric**	**Area**	**2017**	**2018**	**2019**	**2020**	**2021**
Variance to budget	Monthly financial reports	Finance	<5%	<5%	<5%	<5%	<5%
Development target**	Financial statements	Finance	$25K	$25K	$50K	$75K	$75K
% of teachers retained	Staffing information	Staffing	90%	90%	90%	90%	90%
Student retention	Enrollment Data	Enrollment	85%	90%	90%	90%	90%
Teacher satisfaction	Survey	Staffing	90%	90%	90%	90%	90%
Student demand	# of applicants per seat	Community	1.1	1.5	2	3	3
Parent satisfaction (%)	Survey	Community	85%	90%	90%	90%	90%
Community partnerships	Meaningful partnerships that benefit students	Community	2	2	3	4	5
Student attendance rate	Attendance data	Culture	>95%	>95%	>95%	>95%	>95%
Home visits	Concept Student Information System	Culture	>20%	>30%	>40%	>40%	>40%
Attendance of student-led parent conferences	Concept Student Information System	Parent communication	>80%	>80%	>80%	>80%	>80%
Participation in after-school programs	Concept Student Information System	Culture	>60%	>60%	>60%	>60%	>60%

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

Unless it is mandated by students IEP, NASA will not provide transportation services due to budgetary constraints. NASA will secure a school building in a densely populated residential area where the overwhelming majority of the potential students are expected to live within a close proximity of the school. However, if we are unable to fill our enrollment with neighborhood students, we will recruit outside the 2 mile radius in adherence to SB208, which may necessitate providing transportation service. Our budget projection has room for this contingency after the first year of operation.

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

NASA will contract with an authorized food service provider to serve breakfast and lunch on a daily basis.

c. Facilities maintenance (including janitorial and landscape maintenance)

NASA will hire a full time custodian who will attend to any janitorial and maintenance issues during the school hours. In addition, NASA will also employ a part time janitors to clean the building during after school hours. Any facility maintenance concerns that are beyond the expertise of our staff, outside vendors will be hired.

d. School health and nursing services

NASA's partner Visiting Nurses of Nevada will provide health and nursing services at no cost to the school and students. NASA will strictly adhere to the procedures and guidelines of the Nevada Board of Education.

e. Purchasing processes

All purchase requests will be reviewed and approved by the school's principal. If a purchase request is not included in the school's budget, it must be approved by the NASA School Board before the purchase request can be executed. The Concept Schools SIS has systems to monitor the purchase requests and approvals electronically. NASA requires written quotes for purchases exceeding $10,000 and these may be mailed, faxed, e-mailed, and/or delivered to the Principal, depending on the specifications in the quote request. Vendors are required to provide firm pricing, delivery times and terms, etc. on all bids and quotes. A Purchase Order will be issued to all successful vendors.

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

NASA building will feature surveillance system in all public areas of the building to ensure students and staff safety. This surveillance system will be linked to a security firm that will monitor the school building before and after school hours. In addition, NASA will employ a full time security to maintain a safe learning and working environment.

We will also coordinate with local law enforcement agencies so that we are aware of any potential security threats toward students and staff. Our emergency plan will be shared with local authorities, staff, parents, and students. We will conduct periodic drills to prepare our students and staff for various emergencies.

List of Insurances:

Worker's compensation

Liability insurance for staff and students

Indemnity,

Liability insurance for directors and officers,

Errors and Omissions

Medical Insurance (HMO/PPO)

Dental insurance

Vision Insurance - voluntary

Short Term Disability Insurance- voluntary

Long Term Disability Insurance- voluntary

Basic Life and AD&D Insurance- Employer paid

Voluntary Life and AD&D Insurance

and others required by Nevada law or regulations.

BUDGET NARRATIVE

Introduction:

The operational budget projection has been designed to show NASA' finances for the following five years. This is a balanced budget based on what is known at this time and what can be assumed. Our assumptions are based on our administrative experience at schools with size and characteristics similar to NASA.

Pre-Operational Expenses:

NASA assumes the following expenses prior to start of its operations:

Principal – 4 months (from February to June): $17,000. NASA Principal will be hired in February 2017. The principal's salary during the start-up period and regular school year is included in the school's operational budget.

Admin Assistance – 3 months (April, May, and June): $8,000
Teacher recruitment – Advertisements, travel, and dues for job fairs

Advertisement – NASA allocated $40,000 to print and mass-mail brochures to the community for recruitment. NASA also allocated $15,000 for luncheons and events for the community and advertisement in appropriate literature, on billboards, and other media outlets.

The total pre-operational expenses are $80,000, which is included under the operational expenses for 2017-2018 in the cash flow. The budget template did not let us enter partial employees, therefore we included these expenses under the first month of the first year.

Per-Pupil Funding:

On its first year, NASA will accept enrollments for grades K-3. Each grade level will have three sections with 20 students in each classroom. We anticipate a total of 240 students. Since NASA will be located in the Clark County, we assume that most, if not all of the students will be from the Clark County. We purposefully retained this assumption because Clark County provides the lowest per pupil funding. If we receive students from other Counties, it will positively impact our budget. We assume that NASA will receive $1,561,440 DSA funding based on 240 students. We will enroll 25 students for each section to allow for five "no-shows" and strive to have a waiting list for each grade level through our aggressive advertisement and community outreach efforts.

Salaries:

Upon review of other Nevada Charter schools' salary scales, we have determined that our average teacher salary will be $35,000 and average teacher aid salary will be $23,000. The school will offer medical, dental, and vision insurance. NASA will cover up to $400 of the single employees health insurance cost and up to $1,000 for family insurance costs. The vision insurance will be 100% employee paid, so there is no cost to the school. NASA will also contribute to the state retirement plan, which we assume to be equivalent to 14% of the total salaries. NASA will also pay approximately $300 unemployment insurance per employee.

Start-up Loan

NASA's Board of Directors will secure a personal loan of $250,000 for the first year. We anticipate this loan to be secured at an APR of 5.49%. However, to be conservative, we designed our budget for 10% APR. If for whatever reason this loan cannot be secured, NASA's Board of Directors and proposed Principal will use their personal credit cards with 0% APR to make the necessary purchases during the pre-operational period. This loan amount has been entered at the Private Fundraising line. NASA Board of Directors will also seek donations to help NASA sustain its smooth operations during the start-up period. NASA will start making loan payments in June 2017 for the following 24 months.

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

expenditures during a five year time period. The workbook is designed to serve as a simplified guideline for recording your projected revenues and expenditures through both the 'School Inputs' and 'Technology & Equipment Inputs' tabs in this Microsoft Excel workbook. Please note that this is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize the usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

The 'School Inputs' tab will be utilized as a place for data entry regarding your charter school's revenue assumptions along with any compensation, benefits and general expense assumptions. Data entry will begin in the revenue assumptions section. Note that FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time please contact the State Public Charter School Authority to adjust formulas in this budget tool.

Revenue Assumptions

1. Please enter a Base Year into 'F9'. Additionally, please enter the appropriate school years in cells H13 through N13 as well as H14 through N14.

2. Next, be sure to enter your projected student enrollment in the enrollment section. This section caputres the number of students by grade level (Rows 15-29) and by school year (Columns H-N).

3. In cells I32 through N32, please enter your school's percentage of Title 1 students. Similarly, in cells I33 through N33, enter your institution's percentage of special education students.

county where the school is located (Cell F45). If the school will be multi-district (e.g. a virtual school), the applicant must enter an estimated number of students per county in the County DSA tab to generate an appropriate figure. A conservative assumption would be to assume 100 percent of students are from the county with the lowest DSA.

5. The Inflation Adjuster in 'F36' is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for

6. Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.

7. Any remaining revenue entries can be manually accounted for in the following subgroups:

Charter Start-Up Funds (H53-N53)
Other Start-Up Grant Funds (H54-N54)
Student Fees (H56-N56)
Investment Income (H57-N57)
Private Fundraising (H59-N59)

Staffing and Compensation Assumptions

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

1. Enter the average medical benefits for employees with both single and family coverage into cells 'F72' and 'F73'

2. Second, enter the school's percentage of coverage in 'F75'.

3. In 'F75', enter the assumed percentage of employees choosing single for their health benefits.

4. In cells F77 through F80, enter the percentage of your employee's salaries that will be allocated to FICA, State Retirement for Certified Employees, State Retirement for Non-Certified Employees and Life Insurance.

5. Next, enter any per-employee expenses associated with GASB 45 and Unemployment Insurance in 'F81' and 'F8
6. Payroll services are accounted for as a dollar value on a per employee/per month basis in 'F84'.
7. Any bonuses should be accounted for in 'F85', which is calculated as a percentage of salaried employees.
8. The information requested in cells F92 through F96 serve as drivers for some of your charter school's general expenses. Therefore, be sure to enter your school's instructional days per year (required) as well as the Saturday schools per year, contractors required for Saturday school and price per contractor (if necessary).
administrators such as the School Director should be entered into the Administrator section. The positions, salaries and staffing levels in this section are marked for input, so feel free to adjust the position levels, salaries and staffing levels as your charter school finds necessary. Please note that each line represents one position,
10. Part-Time employees are considered in a less cumbersome fashion. Simply enter the average salary for each respective position and enter the number of employees per year.
11. Lastly, the salaries and staffing levels work in unison with the inputs you entered to get to the total salary and benefits for your charter school. Feel free to adjust any of the staffing and compensation inputs to either decrease or increase your school's total compensation.

General Operating Expense Assumptions

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

1. This section is extremely user-friendly in terms of data entry. Each general operating expense line item is tied to a driver, i.e. per year or per student. The driver is then multiplied by the dollar value that was entered, which results in the amount of that expense line item for the given year.
2. The Contracted Services section should be completed in the same manner. Here the driver is per year, therefore any annual audits or legal services need to be calculated on an annual basis.

Technology and Equipment Inputs

The technology and equipment assumptions section is used to record any expenses related to technology and equipment usage at your charter school.

1. Similar to the general operating expense assumptions, these expense line items are tied to a driver. Simply enter a value into the input cell and the driver is then multiplied by the dollar value that was entered, which results in the amount of that technology/equipment expense line item for the given year.

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2', respectively.

CHARTER SCHOOL BUDGET

Name of School Nevada Academy of Sciences and Arts (NASA)

Base Year 2016

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
REVENUE			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ASSUMPTIONS			2016	2017	2018	2019	2020	2021
Number of grade levels				4	5	6	6	6
Number of classrooms				15	18	22	23	25
K				60	90	90	90	90
1st				60	80	90	90	90
2nd				60	80	80	90	90
3rd				60	80	80	80	90
4th					80	80	80	80
5th						80	80	80
6th								
7th								
8th								
9th								
10th								
11th								
12th								
Total Student Enrollment			0	240	410	500	510	520
Title I (% of student body)			0%	90%	90%	90%	90%	90%
Special Education (% of student body)			0%	10%	10%	10%	10%	10%
Total Distributive School Account (funding per student)	$6,506	Base year						
Inflation adjustor	1.03							
Special Education Weighted Funding	$533	Per student						
Title I	$0	Per student						
IDEA	$0	Per SPED student						
Breakfast Program -- Federal Reimbursement	yes	"yes" or "no"						
Breakfast Program	$2	Per student per day						
Lunch Program	$3	Per student per day						
School level fundraising	$50	Per student						
County where school is located	Clark							
DSA Funding			$0	$1,561,440	$2,747,484	$3,451,108	$3,625,734	$3,807,731
DSA Sponsorship Fee			$0	$23,422	$41,212	$51,767	$54,386	$57,116
Title I			$0	$0	$0	$0	$0	$0
Federal Breakfast Program			$0	$66,334	$113,320	$138,195	$140,959	$143,723
Federal Lunch Program			$0	$122,677	$209,574	$255,578	$260,689	$265,801
IDEA			$0	$0	$0	$0	$0	$0
State Special Education Funding			$0	$12,792	$21,853	$26,650	$27,183	$27,716
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)								
Other start-up grant funds								
School level fundraising			$0	$12,000	$20,500	$25,000	$25,500	$26,000
Student fees				$18,000	$30,750	$37,500	$38,250	$39,000
Investment Income								
Private fundraising (foundations, corporate)								
Private fundraising			$80,000	$170,000				
TOTAL REVENUE			**$80,000**	**$1,939,821**	**$3,102,268**	**$3,882,264**	**$4,063,929**	**$4,252,855**

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
EXPENSES				2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
STAFFING COSTS				2016	2017	2018	2019	2020	2021
ASSUMPTIONS									
Payroll Tax and Benefits									
Medical									
Single Coverage	$400	Per year							
Family Coverage	$1,000	Per year							
School's percentage of coverage	60%								
Assumed percentage of employees choosing single coverage	60%								
Weighted avg. cost for medical	$640	Per year							
FICA	7.65%	of Salary							
State Retirement - Certified	14.00%	of Salary							
State Retirement - Non-certified	14.00%	of Salary							
Life Insurance	0.00%	of Salary							
GASB 45	$0	Per employee							
Unemployment Insurance	$300	Per employee							
Payroll Services	$10	Per employee per month							
Bonus Pool	0.50%	Based on % of salary							
FTE - Total				1.0	28.0	44.0	44.0	44.0	44.0
FTE - Administrators				1.0	2.0	5.0	5.0	5.0	5.0
FTE - Office				0.0	2.0	2.0	2.0	2.0	2.0
FTE - Special Education/ELL Teachers				0.0	3.0	5.0	5.0	5.0	5.0
FTE - Grade Level Teachers				0.0	21.0	32.0	32.0	32.0	32.0
Instructional days per year	185								
Saturday schools per year	1								
Contractors required for Saturday School	1								
Price per contractor	$0								
	Start Year	**Base Salary**		**FTE Count**					
	(Input year or "NA")								
Administrators									
Principal	2017	$80,000.00		0.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	2018	$60,000.00		0.00	0.00	1.00	1.00	1.00	1.00
Instructional Coach	2018	$60,000.00		0.00	0.00	1.00	1.00	1.00	1.00
PR Associate	2018	$60,000.00		0.00	0.00	1.00	1.00	1.00	1.00
				1.00	1.00	1.00	1.00	1.00	1.00
Total Administrators				**1.00**	**2.00**	**5.00**	**5.00**	**5.00**	**5.00**
Office Staff									
Adminstrative Assistance	2017	$25,000.00		0.00	1.00	1.00	1.00	1.00	1.00
Security	2017	$23,000.00		0.00	1.00	1.00	1.00	1.00	1.00
	N/A			0.00	0.00	0.00	0.00	0.00	0.00
Total Administrators and Office Staff				**0.00**	**2.00**	**2.00**	**2.00**	**2.00**	**2.00**
Special Education and ELL Teachers									
SPED Teacher	2017	$40,000.00		0.00	1.00	1.00	1.00	1.00	1.00
ELL Teacher	2017	$35,000.00		0.00	1.00	1.00	1.00	1.00	1.00
SPED Teacher	2017	$40,000.00		0.00	1.00	1.00	1.00	1.00	1.00
SPED Teacher	2018	$50,000.00		0.00	0.00	1.00	1.00	1.00	1.00
Reading Specialist	2018	$55,000.00		0.00	0.00	1.00	1.00	1.00	1.00
	N/A			0.00	0.00	0.00	0.00	0.00	0.00
	N/A			0.00	0.00	0.00	0.00	0.00	0.00
	N/A			0.00	0.00	0.00	0.00	0.00	0.00
	N/A			0.00	0.00	0.00	0.00	0.00	0.00

[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
	N/A		0.00	0.00	0.00	0.00	0.00	0.00
Total Special Education/ELL Teachers			**0.00**	**3.00**	**5.00**	**5.00**	**5.00**	**5.00**

Grade Level	Subject	Teacher	Start Year	Base Salary	FTE Count					
			(Input year or "NA")							
K	K	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K	K	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K	K	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K	K	Grade Level Assistant	2017	$23,000.00	0.00	1.00	1.00	1.00	1.00	1.00
1	1	Grade Level Assistant	2017	$23,000.00	0.00	1.00	1.00	1.00	1.00	1.00
1	2	Grade Level Assistant	2017	$23,000.00	0.00	1.00	1.00	1.00	1.00	1.00
1	3	Grade Level Assistant	2017	$23,000.00	0.00	1.00	1.00	1.00	1.00	1.00
1	4	Grade Level Assistant	2017	$23,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	1	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	1	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	1	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	2	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
2	2	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	2	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
3	3	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
3	3	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
3	3	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
3	4	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	4	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
4	4	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
4	5	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
4	5	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
4	5	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00

					PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Math	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
5	Reading	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
5	Language Arts	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
5	Science	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
5	Social Studies	Grade Level Teacher	2018	$35,000.00	0.00	0.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K-5	Physical Education	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K-5	Physical Education	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K-5	ART	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
K-5	ART	Grade Level Teacher	2017	$35,000.00	0.00	1.00	1.00	1.00	1.00	1.00
6	Social Studies	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Math	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Reading	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Language Arts	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Science	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Social Studies	`	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Math	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Reading	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Language Arts	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Science	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Social Studies	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	$0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Total Grade Level Teachers			**0.00**	**21.00**	**32.00**	**32.00**	**32.00**	**32.00**

SALARIES

Administrators						
Principal	$0	$80,000	$82,400	$84,872	$87,418	$90,041
Assistant Principal	$0	$0	$61,800	$63,654	$65,564	$67,531
Assistant Principal	$0	$0	$61,800	$63,654	$65,564	$67,531
Instructional Coach	$0	$0	$61,800	$63,654	$65,564	$67,531
PR Associate	$0	$0	$0	$0	$0	$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
		Office Staff						
		Adminstrative Assistance	$0	$25,000	$25,750	$26,523	$27,318	$28,138
		Security	$0	$23,000	$23,690	$24,401	$25,133	$25,887
	0		$0	$0	$0	$0	$0	$0
		Total Administrators and Office Staff	**$0**	**$128,000**	**$317,240**	**$326,757**	**$336,560**	**$346,657**
		Special Education and ELL Teachers						
		SPED Teacher	$0	$40,000	$41,200	$42,436	$43,709	$45,020
		ELL Teacher	$0	$35,000	$36,050	$37,132	$38,245	$39,393
		SPED Teacher	$0	$40,000	$41,200	$42,436	$43,709	$45,020
		SPED Teacher	$0	$0	$51,500	$53,045	$54,636	$56,275
		Reading Specialist	$0	$0	$56,650	$58,350	$60,100	$61,903
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
		Total Special Education/ELL Teachers	**$0**	**$115,000**	**$226,600**	**$233,398**	**$240,400**	**$247,612**
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0
		Total Grade Level Teacher Salaries	**$0**	**$675,000**	**$1,091,800**	**$1,124,554**	**$1,158,291**	**$1,193,039**
		TOTAL SALARIES	**$0**	**$918,000**	**$1,635,640**	**$1,684,709**	**$1,735,250**	**$1,787,308**

BENEFITS

Medical								
Medical		**Administrators**						
Medical		Principal	$0	$396	$407	$420	$432	$445
Medical		Assistant Principal	$0	$0	$407	$420	$432	$445
Medical		Instructional Coach	$0	$0	$407	$420	$432	$445
Medical		PR Associate	$0	$0	$407	$420	$432	$445
Medical	0		$384	$396	$407	$420	$432	$445
Medical								
Medical								
Medical		**Office Staff**						
Medical		Adminstrative Assistance	$0	$396	$407	$420	$432	$445
Medical		Security	$0	$396	$407	$420	$432	$445
Medical	0		$0	$0	$0	$0	$0	$0
Medical								
Medical								
Medical		**Total Administrators and Office Staff**	**$384**	**$1,582**	**$2,852**	**$2,937**	**$3,025**	**$3,116**
Medical								

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	**Special Education and ELL Teachers**							
Medical	SPED Teacher		$0	$396	$407	$420	$432	$445
Medical	ELL Teacher		$0	$396	$407	$420	$432	$445
Medical	SPED Teacher		$0	$396	$407	$420	$432	$445
Medical	SPED Teacher		$0	$0	$407	$420	$432	$445
Medical	Reading Specialist		$0	$0	$407	$420	$432	$445
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical								
Medical	**Total Special Education/ELL Teachers**		**$0**	**$1,187**	**$2,037**	**$2,098**	**$2,161**	**$2,226**
Medical								
Medical								
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical								
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical								
Medical		0	$0	$0	$0	$0	$0	$0
Medical		0	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical								
Medical	Grade Level Assistant		$0	$396	$407	$420	$432	$445
Medical	Grade Level Assistant		$0	$396	$407	$420	$432	$445
Medical	Grade Level Assistant		$0	$396	$407	$420	$432	$445
Medical	Grade Level Assistant		$0	$396	$407	$420	$432	$445
Medical	Grade Level Assistant		$0	$396	$407	$420	$432	$445
Medical								
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical								
Medical	Grade Level Assistant		$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant		$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant		$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant		$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant		$0	$0	$0	$0	$0	$0
Medical								
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher		$0	$396	$407	$420	$432	$445

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	Grade Level Teacher	$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical							
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical							
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical	Grade Level Assistant	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$396	$407	$420	$432	$445
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	`	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical							
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher	$0	$0	$0	$0	$0	$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	Grade Level Teacher		$0	$0	$0	$0	$0	$0
Medical								
Medical	Grade Level Teacher		$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher		$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher		$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher		$0	$0	$0	$0	$0	$0
Medical	Grade Level Teacher		$0	$0	$0	$0	$0	$0
	Total Grade Level Teacher Medical Costs		**$0**	**$8,306**	**$13,036**	**$13,427**	**$13,830**	**$14,245**
	Total Medical Benefits		**$384**	**$11,075**	**$17,925**	**$18,463**	**$19,017**	**$19,587**
	Total FICA		**$0**	**$70,227**	**$125,126**	**$128,880**	**$132,747**	**$136,729**
	Total State Retirement Costs		**$0**	**$128,520**	**$228,990**	**$235,859**	**$242,935**	**$250,223**
	Total Life Insurance		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
	Total GASB 45		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
	Total Unemployment Insurance		**$300**	**$8,400**	**$13,200**	**$13,200**	**$13,200**	**$13,200**
	TOTAL BENEFITS		**$684**	**$218,222**	**$385,241**	**$396,402**	**$407,898**	**$419,739**
	% of Salaries		*#DIV/0!*	*23.8%*	*23.6%*	*23.5%*	*23.5%*	*23.5%*
	PART-TIME EMPLOYEES							
	Input part-time employee							
	Percentage of full-time FTE							
	Annualized salary		$0	$0	$0	$0	$0	$0
	Input part-time employee							
	Percentage of full-time FTE							
	Annualized salary		$0	$0	$0	$0	$0	$0
	Input part-time employee							
	Percentage of full-time FTE							
	Annualized salary		$0	$0	$0	$0	$0	$0
	Input part-time employee							
	Percentage of full-time FTE							
	Annualized salary		$0	$0	$0	$0	$0	$0
	Input part-time employee							
	Percentage of full-time FTE							
	Annualized salary		$0	$0	$0	$0	$0	$0
	PART TIME SALARIES		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
PERFORMANCE BONUSES	**$0**	**$4,590**	**$8,178**	**$8,424**	**$8,676**	**$8,937**

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
PAYROLL SERVICES	**$120**	**$3,360**	**$5,280**	**$5,280**	**$5,280**	**$5,280**

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
GENERAL OPERATING EXPENSES			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
			2016	**2017**	**2018**	**2019**	**2020**	**2021**
Instruction	**Assumptions**							
Professional development	$1,000	Per FTE		$28,000	$44,000	$44,000	$44,000	$44,000
Staff recruitment	$2,000	Per Year		$2,000	$2,000	$2,000	$2,000	$2,000
Student recruitment and marketing	$2,000	Annual expense		$2,000	$2,000	$2,000	$2,000	$2,000
Special Ed/Psychology Consultant	$0	Annual Expense		$0	$0	$0	$0	$0
CMO Fee	$0	Per Student		$0	$0	$0	$0	$0
Textbooks - initial costs	$100	Per student		$24,000	$17,000	$9,000	$1,000	$1,000
Textbooks - repurchase of new books	5	Number of years use				$0	$0	$0
Library books		Per student		$0	$0	$0	$0	$0
Food services		Per student		$0	$0	$0	$0	$0
Music program		Per Student		$0	$0	$0	$0	$0
Management fees		% of S&L Revenues		$0	$0	$0	$0	$0
Licensing fees		% of S&L Revenues		$0	$0	$0	$0	$0
Charter application								
Office Supplies	$10	Per student		$2,400	$4,100	$5,000	$5,100	$5,200
Assessment costs	$5	Per student		$1,200	$2,050	$2,500	$2,550	$2,600
Supplies for students	$200	Per student		$48,000	$82,000	$100,000	$102,000	$104,000
Yearbook	$12	Per student		$2,880	$4,920	$6,000	$6,120	$6,240
School store		Per student		$0	$0	$0	$0	$0
Contracted SPED		Per SPED student		$0	$0	$0	$0	$0
Instuctional supplies - Teachers (just teaching faculty)	$50	Per Instructional FTE		$1,200	$1,850	$1,850	$1,850	$1,850
General office supplies	$300	Per month		$3,600	$3,600	$3,600	$3,600	$3,600
School uniforms	$15	Per new student		$0	$0	$1,200	$1,200	$1,200
School uniforms - returning students	$15	Per returning student			$6,150	$6,300	$6,450	$6,600
General building decorum	$10,000	Annual Exp		$10,000	$10,000	$10,000	$10,000	$10,000
Health supplies	$3	Per student per year		$720	$1,230	$1,500	$1,530	$1,560
Bank fees		Annual Exp		$0	$0	$0	$0	$0
Athletic expenditures	$50	Per Student		$12,000	$20,500	$25,000	$25,500	$26,000
Postage and shipping	$5	Per student		$1,200	$2,050	$2,500	$2,550	$2,600
Gifts & awards - students	$5	Per student		$1,200	$2,050	$2,500	$2,550	$2,600
Gifts & awards - faculty and staff	$10	Per FTE		$280	$440	$440	$440	$440
Dues and memberships		Per FTE		$0	$0	$0	$0	$0
Travel and Meetings	$50	Per FTE		$1,400	$2,200	$2,200	$2,200	$2,200
Background checks	$20	Per new FTE		$560	$320	$0	$0	$0
Accounting services	$30,000	Annual Exp		$30,000	$30,000	$30,000	$30,000	$30,000
Field trips	$1,000	Per grade level		$4,000	$5,000	$6,000	$6,000	$6,000
Field trips - out of state	$1,000	Per grade level		$4,000	$5,000	$6,000	$6,000	$6,000
Parent & staff meetings	$5,000	Annual Exp		$5,000	$5,000	$5,000	$5,000	$5,000
Saturday School (contractors for instruction)	yes	Input "yes" or "no"		$0	$0	$0	$0	$0
Total Instructional Supplies			$0	$185,640	$253,460	$274,590	$269,640	$272,690
Per student				*$774*	*$618*	*$549*	*$529*	*$524*
Contracted Services								
Annual audit	$10,000	Per year		$10,000	$10,000	$10,000	$10,000	$10,000
Legal funds	$2,000	Per year	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000
Total Contract Services			$2,000	$12,000	$12,000	$12,000	$12,000	$12,000

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Food Program	**School Pays?**								
Breakfast	no	$0.00	Per student		$0	$0	$0	$0	$0
			Per student (not covered		$0	$0	$0	$0	$0
Lunch program	no	$0.00	by Title I)						
Snacks	no	$0.00	Per student		$0	$0	$0	$0	$0
Saturday food program	no	$0.00	Input "yes or "no"		$0	$0	$0	$0	$0
Total Food Costs				$0	$0	$0	$0	$0	$0
TOTAL GENERAL OPERATING EXPENSES				**$2,000**	**$197,640**	**$265,460**	**$286,590**	**$281,640**	**$284,690**

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TRANSPORTATION COSTS			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ASSUMPTIONS			**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Percentage of students transported								
Students per bus								
Bus purchase price (used bus)								
Miles driven per bus per day								
Miles driven per bus per year	0							
Miles per gallon								
Gallons purchased per year	0.00							
Price per gallon								
Annual fuel costs per bus	$0.00							
Maintenance costs per bus		per mile						
Annual maintenance costs per bus	$0							
Bus Contracting Costs		annual						
Number of students participating			0	0	0	0	0	0
Number of buses required			0	0	0	0	0	0
Bus purchasing costs			$0	$0	$0	$0	$0	$0
Fuel costs			$0	$0	$0	$0	$0	$0
Maintenance costs			$0	$0	$0	$0	$0	$0
Bus Contracting Costs			$0	$0	$0	$0	$0	$0
TOTAL TRANSPORTATION COSTS			**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Per student				*NA*	*NA*	*NA*	*NA*	*NA*
TOTAL EXPENSES			**$2,804**	**$1,341,812**	**$2,299,799**	**$2,381,405**	**$2,438,745**	**$2,505,954**

EQUIPMENT & TECHNOLOGY

FACILITIES				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
INPUT "Purchase" or "Lease"	Lease			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
				2016	2017	2018	2019	2020	2021	2022
LEASE OPTION										
Square feet leased				0	48,000	48,000	48,000	48,000	48,000	48,000
Lease rate	$6.00	Per sq ft	Annual lease cost	$0	$288,000	$288,000	$288,000	$288,000	$288,000	$288,000
Custodial	$1.00	Per sq ft		$0	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000
Utilities	$1.50	Per sq ft		$0	$72,000	$72,000	$72,000	$72,000	$72,000	$72,000
Capital Outlay (building renovations)	$0	One-time cost	Capital Outlay	$0.00						
Total cost to lease				**$0**	**$408,000**	**$408,000**	**$408,000**	**$408,000**	**$408,000**	**$408,000**
PURCHASE OPTION										
Square feet purchased										
Purchase price per sq ft		Per sq ft								
Purchase price	$0									
Renovation cost per sq ft		Per sq ft								
Total renovation costs	$0									
Purchase price and renovation costs	**$0**									
Equity		% of purchase price								
Amount Financed	**$0.00**									
Loan Term (years)	25									
Interest Rate										
Monthly Debt Service	**$0**									
Annual Debt Service	**$0**				$0	$0	$0	$0	$0	$0
Custodial Services		Per sq ft			$0	$0	$0	$0	$0	$0
Utilities		Per sq ft			$0	$0	$0	$0	$0	$0
Equity (down payment)				$0						
Financing costs (6 months during planning year)				$0						
Total costs to purchase				**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
General liability insurance	$18,000.00	Annual cost		$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000
TOTAL FACILITIES COSTS				**$18,000**	**$426,000**	**$426,000**	**$426,000**	**$426,000**	**$426,000**	**$426,000**

TECHNOLOGY & EQUIPMENT COSTS			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
			2016	2017	2018	2019	2020	2021	2022
ASSUMPTIONS									
Copier (monthly lease rate)	$200	Per month							
	200	Students per copier							
Desktop computer costs (faculty and computers for carts)	$350	Per laptop							
Desktop computers	10	Per grade level							
Cart costs	$2,000	Per cart							

Student enrollment			0	240	410	500	510	520	530	
Number of copiers needed				2	3	3	3	3	3	
Monthly copier lease				$4,800	$7,200	$7,200	$7,200	$7,200	$7,200	
Copier - usage fee	$20	Per student		$4,800	$8,200	$10,000	$10,200	$10,400	$10,600	
New Laptops - faculty	$200	Per laptop	$200	$5,400	$3,200	$0	$0	$0	$0	
Laptop replacement costs	4	Number of years use			$0	$0	$200	$5,400	FALSE	
Mobile lap top cart - students	0.5	Per grade level		$15,000	$3,750	$3,750	$0	$0	$0	
Mobile Laptop cart replacement costs	5	Number of years use			$0	$0	$0	$0	FALSE	
FTE cell phone handset	$0	Per handset	$0	$0	$0	$0	$0	$0	$0	
FTE Cell phones (monthly coverage)	$0	Per month	$0	$0	$0	$0	$0	$0	$0	
Internet setup	$150	Setup fee		$150						
Server	$15,000	Per server		$15,000						
Classroom technology	$1,000	Per classroom		$0	$15,000	$18,000	$22,000	$23,000	$25,000	
Educational software	$20	Per student		$4,800	$8,200	$10,000	$10,200	$10,400	$10,600	
Technology Support Services	$2,500	Per month		$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	
Internet and phone monthly service	$150	Per month		$1,800	$1,800	$1,800	$1,800	$1,800	$1,800	
Other Equipment (security system)	$5,000	Setup cost		$5,000						Hardware costs, setupfees
Monthly equipment cost	$0	Per month		$0	$0	$0	$0	$0	$0	
Computer Hardware	$0	Per FTE		$0	$0	$0	$0	$0	$0	
Computer Software	$0	Per FTE		$0	$0	$0	$0	$0	$0	
Faculty furniture	$1,000	Per FTE	$1,000	$27,000	$16,000	$0	$0	$0	$0	
Student furniture	$130	Per new student		$31,200	$22,100	$11,700	$1,300	$1,300	$1,300	
TOTAL TECHNOLOGY & EQUIPMENT COSTS			**$1,200**	**$144,950**	**$115,450**	**$92,450**	**$82,900**	**$89,500**	**$86,500**	

BUDGET SUMMARY
Name of School emy of Sciences and Arts (NASA)

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Students	0	240	410	500	510	520
Number of Employees	1	28	44	44	44	44
REVENUE						
DSA Funding	$0	$1,561,440	$2,747,484	$3,451,108	$3,625,734	$3,807,731
DSA Sponsorship Fee	$0	$23,422	$41,212	$51,767	$54,386	$57,116
State Special Education Funding	$0	$12,792	$21,853	$26,650	$27,183	$27,716
Title I	$0	$0	$0	$0	$0	$0
Federal Breakfast Program	$0	$66,334	$113,320	$138,195	$140,959	$143,723
Federal Lunch Program	$0	$122,677	$209,574	$255,578	$260,689	$265,801
IDEA	$0	$0	$0	$0	$0	$0
R&E start-up funds	$0	$0	$0	$0	$0	$0
Other start-up funds	$0	$0	$0	$0	$0	$0
Student fees	$0	$18,000	$30,750	$37,500	$38,250	$39,000
Investment Income	$0	$0	$0	$0	$0	$0
School level fundraising	$0	$12,000	$20,500	$25,000	$25,500	$26,000
Private fundraising (foundations, corporate)	$0	$0	$0	$0	$0	$0
Private fundraising (individuals)	$80,000	$170,000	$0	$0	$0	$0
TOTAL REVENUE	**$80,000**	**$1,939,821**	**$3,102,268**	**$3,882,264**	**$4,063,929**	**$4,252,855**
EXPENSES						
Personnel	$804	$1,144,172	$2,034,339	$2,094,815	$2,157,105	$2,221,264
General Operating Expenses	$2,000	$197,640	$265,460	$286,590	$281,640	$284,690
Transportation	$0	$0	$0	$0	$0	$0
Facilities		$426,000	$426,000	$426,000	$426,000	$426,000
Technology & Equipment	$1,200	$144,950	$115,450	$92,450	$82,900	$89,500
TOTAL EXPENSES	**$4,004**	**$1,912,762**	**$2,841,249**	**$2,899,855**	**$2,947,645**	**$3,021,454**
SURPLUS/(DEFICIT)	**$75,996**	**$27,060**	**$261,019**	**$982,409**	**$1,116,284**	**$1,231,401**
Per student		*$113*	*$637*	*$1,965*	*$2,189*	*$2,368*
Ending Fund Balance	$75,996	$103,056	$364,074	$1,346,483	$2,462,767	$3,694,168

School Name: **Nevada Academy of Sciences and Arts (NASA)**

2017-18	PROJECTED July	PROJECTED August	PROJECTED September
REVENUES			
Type:			
Distributive School Acct	$ 132,071.80	$ 132,071.80	$ 132,071.80
Donations	$ 1,000.00	$ 1,000.00	$ 1,000.00
State Special Ed	$ 1,066.00	$ 1,066.00	$ 1,066.00
IDEA	$ 3,700.00	$ 3,700.00	$ 3,700.00
Title-I	$ 14,000.00	$ 14,000.00	$ 14,000.00
Title-II	$ 400.00	$ 400.00	$ 400.00
Student Fees	$ 18,000.00		
Private Loan (10% Interest)	$ 250,000.00		
Total Revenues	$ 420,237.80	$ 152,237.80	$ 152,237.80
Total Revenues Y-T-D	$ 420,237.80	$ 572,475.60	$ 724,713.40
EXPENDITURES			
Salaries & Benefits			
Salaries	$ 76,463.75	$ 76,463.75	$ 76,463.75
Benefits	$ 18,307.00	$ 18,307.00	$ 18,307.00
Total Salaries & Ben	$ 94,770.75	$ 94,770.75	$ 94,770.75
Operating			
Supplies	$ 3,000.00	$ 3,000.00	$ 3,000.00
Rent	$ 24,000.00	$ 24,000.00	$ 24,000.00
Utilities	$ 6,000.00	$ 6,000.00	$ 6,000.00
Contracts	$ 1,000.00	$ 1,000.00	$ 1,000.00
Textbooks	$ 72,000.00	$ 28,000.00	
Equipment	$ 50,000.00	$ 50,000.00	$ 20,000.00
Insurance	$ 1,500.00	$ 1,500.00	$ 1,500.00
Loan Payment			
Pre-Operational	$ 80,000.00		
Total Expenses	**$ 332,270.75**	**$ 208,270.75**	**$ 150,270.75**
Total Expenses Y-T-D	$ 332,270.75	$ 540,541.50	$ 690,812.25

Percent of Budget	38.48%	62.60%	80.01%

Net change in Cash (F/B)	$ 87,967.05	$ (56,032.95)	$ 1,967.05
Begin Cash Balance(F/B)	$ -	$ 87,967.05	$ 31,934.10
End Cash Balance (F/B)	**$ 87,967.05**	**$ 31,934.10**	**$ 33,901.15**

School Name: **Nevada Academy of Sciences and Arts (NASA)**

Cash Flow Statement

PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January
$ 132,071.80	$ 132,071.80	$ 132,071.80	$ 132,071.80
$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
$ 1,066.00	$ 1,066.00	$ 1,066.00	$ 1,066.00
$ 3,700.00	$ 3,700.00	$ 3,700.00	$ 3,700.00
$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,000.00
$ 400.00	$ 400.00	$ 400.00	$ 400.00
$ 152,237.80	$ 152,237.80	$ 152,237.80	$ 152,237.80
$ 876,951.20	$ 1,029,189.00	$ 1,181,426.80	$ 1,333,664.60
$ 76,463.75	$ 76,463.75	$ 76,463.75	$ 76,463.75
$ 18,307.00	$ 18,307.00	$ 18,307.00	$ 18,307.00
$ 94,770.75	$ 94,770.75	$ 94,770.75	$ 94,770.75
$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00
$ 6,000.00	$ 6,000.00	$ 6,000.00	$ 6,000.00
$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
$ 20,000.00	$ 4,950.00		
$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00
$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00
$ 162,770.75	**$ 147,720.75**	**$ 142,770.75**	**$ 142,770.75**
$ 853,583.00	$ 1,001,303.75	$ 1,144,074.50	$ 1,286,845.25

98.86%	115.97%	132.50%	149.04%

Projected Cash B

$ (10,532.95)	$ 4,517.05	$ 9,467.05	$ 9,467.05
$ 33,901.15	$ 23,368.20	$ 27,885.25	$ 37,352.30
$ 23,368.20	**$ 27,885.25**	**$ 37,352.30**	**$ 46,819.35**

PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May
$ 132,071.80	$ 132,071.80	$ 132,071.80	$ 132,071.80
$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
$ 1,066.00	$ 1,066.00	$ 1,066.00	$ 1,066.00
$ 3,700.00	$ 3,700.00	$ 3,700.00	$ 3,700.00
$ 14,000.00	$ 14,000.00	$ 14,000.00	$ 14,000.00
$ 400.00	$ 400.00	$ 400.00	$ 400.00
$ 152,237.80	$ 152,237.80	$ 152,237.80	$ 152,237.80
$ 1,485,902.40	$ 1,638,140.20	$ 1,790,378.00	$ 1,942,615.80
$ 76,463.75	$ 76,463.75	$ 76,463.75	$ 76,463.75
$ 18,307.00	$ 18,307.00	$ 18,307.00	$ 18,307.00
$ 94,770.75	$ 94,770.75	$ 94,770.75	$ 94,770.75
$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00
$ 6,000.00	$ 6,000.00	$ 6,000.00	$ 6,000.00
$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00
$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00
$ 142,770.75	**$ 142,770.75**	**$ 142,770.75**	**$ 142,770.75**
$ 1,429,616.00	$ 1,572,386.75	$ 1,715,157.50	$ 1,857,928.25

165.57%	182.11%	198.64%	215.17%

alance Statement

$ 9,467.05	$ 9,467.05	$ 9,467.05	$ 9,467.05
$ 46,819.35	$ 56,286.40	$ 65,753.45	$ 75,220.50
$ 56,286.40	**$ 65,753.45**	**$ 75,220.50**	**$ 84,687.55**

PROJECTED June	Total Projected	Final Approved Budget	Variance
$ 132,071.80	$ 1,584,861.60	$ 1,584,861.60	$ -
$ 1,000.00	$ 12,000.00	$ 12,000.00	$ -
$ 1,066.00	$ 12,792.00	$ 12,792.00	$ -
$ 3,700.00	$ 44,400.00	$ 44,400.00	$ -
$ 14,000.00	$ 168,000.00	$ 168,000.00	$ -
$ 400.00	$ 4,800.00	$ 4,800.00	$ -
	$ 18,000.00	$ 18,000.00	$ -
	$ 250,000.00	$ 250,000.00	$ -
$ 152,237.80	$ 17,185,402.00	$ 2,094,853.60	$ 15,090,548.40
$ 2,094,853.60			
$ 76,463.75	$ 917,565.00	$ 917,565.00	$ -
$ 18,307.00	$ 219,684.00	$ 219,684.00	$ -
$ 94,770.75	$ 1,137,249.00	$ 1,137,249.00	$ -
$ 3,000.00	$ 36,000.00	$ 36,000.00	$ -
$ 24,000.00	$ 288,000.00	$ 288,000.00	$ -
$ 6,000.00	$ 72,000.00	$ 72,000.00	$ -
$ 1,000.00	$ 12,000.00	$ 12,000.00	$ -
	$ 100,000.00	$ 100,000.00	$ -
	$ 144,950.00	$ 144,950.00	$ -
$ 1,500.00	$ 18,000.00	$ 18,000.00	$ -
$ 12,500.00	$ 112,500.00	$ 112,500.00	$ -
	$ 80,000.00	$ 80,000.00	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
	$ -	$ -	$ -
$ 142,770.75	**$ 2,000,699.00**	**$ 863,450.00**	**$ 1,137,249.00**
$ 2,000,699.00	$ 863,450.00	$ 863,450.00	$ -

231.71%			

$ 9,467.05	$ 15,184,703.00	$ 1,231,403.60	$ 13,953,299.40
$ 84,687.55			$ -
$ 94,154.60	**$ 15,184,703.00**	**$ 1,231,403.60**	**$ 13,953,299.40**

2016-17

WEIGHTED

2015 Count Day

County District	DSA	Outside Revenue	Total	Enrollment	Subtotal
Carson City	$ 6,637	$ 1,002	$ 7,639		$0.00
Churchill	$ 6,621	$ 1,100	$ 7,721		$0.00
Clark	$ 5,527	$ 979	$ 6,506	240	$1,561,440.00
Douglas	$ 5,941	$ 2,466	$ 8,407		$0.00
Elko	$ 6,707	$ 1,302	$ 8,009		$0.00
Esmeralda	$ 15,590	$ 7,867	$ 23,457		$0.00
Eureka	$ 5,653	$ 26,220	$ 31,873		$0.00
Humboldt	$ 5,738	$ 2,269	$ 8,007		$0.00
Lander	$ 3,955	$ 6,063	$ 10,018		$0.00
Lincoln	$ 10,369	$ 1,469	$ 11,838		$0.00
Lyon	$ 7,150	$ 928	$ 8,078		$0.00
Mineral	$ 9,561	$ 1,644	$ 11,205		$0.00
Nye	$ 7,104	$ 1,458	$ 8,562		$0.00
Pershing	$ 8,964	$ 2,662	$ 11,626		$0.00
Storey	$ 8,309	$ 5,783	$ 14,092		$0.00
Washoe	$ 5,582	$ 1,152	$ 6,734		$0.00
White Pine	$ 7,376	$ 1,677	$ 9,053		$0.00
Multi-District	$ 6,506			240.0	1,561,440.0