

4. 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 GALS Las Vegas mission is to provide high quality education as measured by 4 and 5 stars. This will occur in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community.

GALS implements an academic and student supports environment based on comprehensive student development in a learning environment that reaches the whole child. All students – regardless of their income, native language, racial and ethnic heritage, or developmental challenges – deserve the opportunity to choose college, but we understand this path may have its opportunities and challenges. Educating the whole child will provide each student with the self-efficacy, emotional capacity, and academic achievement to gain access to college. At GALS Las Vegas, students are asked to discover how they learn, choose opportunities for challenge, and foster a desire to develop and improve in an effort to create their own futures.

Over 3 years, a GALS Las Vegas student will engage in project-based learning in core classes. Participate in a social-emotional course to gain confidence, understand their bodies, boundaries, self-identity and practice relationship building. Lastly, will be exposed to multiple learning modalities that leverage brain science through movement in the classroom to enhance focus, engagement and retention of academic content. Lastly, students are welcomed into a joyful community that responds to the unique needs of girls so they succeed academically, lead confidently, live boldly, and thrive physically.

(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 GALS Network envisions an equitable world where all people are celebrated for their identity and lead with their whole selves - their bodies, hearts and intellects.

GALS Las Vegas envisions a world where all young women, regardless of their background, have the opportunity to access the skills, knowledge, and self-determination to succeed in secondary school, college, and in their communities and the world.

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

The guiding priorities for GALS Las Vegas include:

1. Diversity: GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identity, sexual orientation and diverse learning needs. Diversity improves students' communication skills, creativity and reasoning and prepares them for the world.
2. Movement: Research demonstrates that daily exercise improves memory, attention and cognition. Athletics boost self-esteem and civic engagement. Movement prepares our students for long, fulfilled lives.
3. Relational Learning: GALS invests in developing social, emotional and relational literacy as a core component of student development.
4. Gender education: GALS creates a safe space for young women to receive programming that is tailored to their needs at this stage of adolescence have a strong sense of self- knowledge, personal responsibility and knowledge of what is important to them.
5. Competition: Competition teaches collaboration, grit and confidence in GALS students. Competition makes GALS students agents of change.

Specific school metrics are provided in Question 1 of Section Driving for Results.

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS386.520. 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:

- (a) Improving the academic achievement of pupils;**
- (b) Encouraging the use of effective and innovative methods of teaching;**
- (c) Providing an accurate measurement of the educational achievement of pupils;**
- (d) Establishing accountability and transparency of public schools;**
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and**
- (f) Creating new professional opportunities for teachers.**

GALS Las Vegas has a mission and vision (as stated above in response 1 and 2) that embodies – through movement and social emotional learning - the statutory purpose of encouraging the use of effective and innovative methods of teaching (b). Through the target demographics of the school, GALS Las Vegas will improve the academic achievement of pupils (a). As a network provider, GALS encourages and coaches the development of leadership and staff to run a school that establishes accountability and transparency of public schools (d) and creates new professional opportunities for teachers to fully express themselves alongside students (f) in implementing the unique whole-body, wellness-based model.

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.

Cohort management of students based on assessments from NWEA Map, exit tickets, other academic assessments thru standing academic team meetings to discuss progress and customized interventions for students who are not demonstrating proficiency. This will include building a robust academic data dashboard on student performance, implementing an academic team structure to quickly assess students who fall into deep, borderline and high proficiency categories. These three categories will allow teachers and the Head of School to realize growth at all student levels.

In addition see the response to question (2) below for the features of the education model.

(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.)**
- **Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)**
- **Structures (e.g., blended learning, small learning communities, small class sizes, etc.)**

The foundation of the GALS program is defined by three core features (described in detail below):

1. Single-gender education
2. Knowing students well
3. Active pedagogy

(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.

Single-gender Environment:

The school design at GALS Las Vegas is predicated on the belief that a single-gender environment can realize powerful outcomes for adolescent girls. In 2006, Congress amended Title IX to specifically allow for single-gender instructional environments in public schools. Extensive research has documented the success of these programs. The National Coalition of Girls Schools finds that girls thrive in environments where their learning preferences take the forefront.¹ A study by Valerie Lee and Anthony Byrk found that girls' schools are beneficial in a variety of ways: whether considering academic achievement, future educational plans, affective measures of locus of control or self-image, sex role stereotyping, or attitudes and behaviors related to academics, single-gender schools appear to deliver specific advantages to their students; the results are

¹ The National Coalition of Girls Schools. www.ncgs.org 2008.

particularly strong for girls' schools.² Dr. Cornelius Riordan, an educational researcher and professor of sociology at Providence College, found that the performance of minority students in single-gender schools is stronger on all tests, on average, almost one academic year above that of their peers in coeducational settings.³ Further research indicates the unique ability of all-girls settings to identify how girls learn and succeed and, as a result, provide "a certain comfort level that helps them develop greater self-confidence and broader interests, especially as they approach adolescence."⁴

The success of the Young Women's Leadership Network (YWLN), a network of 14 single gender charter schools operating in seven states, demonstrates the ability of single-gender schools to provide high-quality education options and pathways to post-secondary opportunities for underserved, urban populations. In their single-gender environment, students produce test scores, attendance rates, graduation rates, and college acceptance rates well above district averages.



Similar research has proven true at GALS in Colorado. Students at GALS completed a thirty-five item survey about how they feel about school, how they feel about themselves and their environment. The questions are written to gauge each participant's level of academic self-efficacy. Self-efficacy is a term that describes how people feel about themselves, think about their surroundings, make decisions and act based on those thoughts and beliefs. Individuals with low self-efficacy tend to have low self-esteem, do not believe in their own ability to succeed, are more easily discouraged by challenges, and have pessimistic thoughts about their own personal development. By contrast, individuals with high self-efficacy have a strong sense of confidence in their ability to take on and complete challenging tasks, are committed to goals despite setbacks, more readily explore new or

² Valerie E. Lee and Anthony S. Bryk, "Effects of Single-gender Secondary Schools on Student Achievement and Attitudes". *Journal of Educational Psychology*. October 1986. p. 381-395

³ Cornelius Riordan, *Girls and Boys in School: Together of Separate* (New York: Teachers College Press, 1990). See, also, Cornelius Riordan, "Single-gender Schools: Outcomes for African and Hispanic Americans," *Research in Sociology of Education and Socialization* (Vol. 18, 1994), 177-205.

⁴ Dr. Rosemary Salomone. *Same, Different, Equal: Rethinking Single-gender Schooling*. 2005.

creative environments. In terms of cognitive process, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking, which pays off in performance accomplishments.

The survey is administered to all of the girls at the school each year. School administrators use the information to evaluate if the program is working with regards to building confidence among their students.

Results from the survey demonstrate that girls see themselves in a supportive environment. Students report that teachers like them regardless of how well or how poorly they perform in school. Additionally, they report that adults care if they do well. Students are optimistic about their future:

- 87% Think they are smart
- 87% Agree that morning movement at GALS improves their ability to focus and learn
- 95% Believe they will graduate from high school
- 99% Believe they will go to college

The flagship campus, GALS Denver, is in its 10th year. With 49% of its students on Free and Reduced Lunch and 50% of the students are students of color, GALS Denver places 2nd of all Denver Public Schools for Language Arts growth. The school outperformed the district in Math growth as well. The school consistently meets or exceeds district expectations, terms used by the Denver community to evaluate all district and charter schools. In its past four years, GALS has demonstrated strong growth and proficiency scores that outperform Denver Public School averages.

Knowing Students Well:

The second core feature we have at GALS is that in order for students and the school to be successful, we must know each and every one of our students well. This starts with a small school environment. Students have the opportunity to participate in inclusive classrooms and have access to both the academic and physical curriculum to the extent that best serves their learning needs. They are known well in this environment that addresses their academic as well as developmental needs. Multi-layered intervention and support services, challenging expectations, and research-based instructional practices ensure that all students have the opportunity to achieve. All learning is personalized, with each student having an individual learning plan.

Students in every grade are part of a student advisory (called “Wellness Team”) that explores the issues directly relevant to female adolescent development and ensures that every student is known well by an adult (called a “Wellness Coach”) and a group of peers in the school. Wellness teams meet twice a week; wellness coaches keep track of student academic and social progress and serve as powerful mentors and resources for their students.

Wellness teams are then paired across grades 6, 7, 8 and form “Houses” based on GALS’ Habits of Hearts and Mind: Power, Focus, Flexibility and Balance. These houses meet twice a month and allow for girls to draw on different levels of experience and perspective. Students and teachers loop together over multiple years. This design emphasizes our explicit goal of fostering leadership as cross-grade groupings provide a natural environment to work with one another and for leaders to develop.

Active Pedagogy:

Our third foundational feature in designing our program is a focus on the health and wellness and daily movement needs of our students. In Nevada, as in the rest of the country, teenaged girls are less physically active than teenaged boys. Not only does physical activity have positive, cognitive effects on academic achievement, but becoming active is also an essential part of the self-development process and a particularly salient issue for adolescent girls. Some of the distinct benefits of engaging in physical activity for women include an enhanced body image, self-esteem, and a sense of confidence. In addition, female athletes and girls who exercise regularly are less likely to be sexually active and to become pregnant. Notably, middle school is the most common time for the introduction of healthy behaviors for most adolescent girls. In addition, leadership skills that are instilled during early adolescence in girls evolve throughout adolescence and into adulthood.

Our school honors the youthful expression of athletic spirit found in today's young women, ties it to intellectual analysis and moral decision-making based on the rules of competition and fair play, and builds on this vitality as an organic pathway towards leadership. The applied lessons and skills of the physical realm instilled during early adolescence in girls evolve throughout adolescence and into adulthood. In fact, most women executives grew up playing organized team sports. Of women surveyed, 82% reported playing organized sports after grammar school, including school teams, intramurals or recreational leagues. They attribute their ability to compete in the world-at-large to a skill set that was first introduced and nurtured in their youth through sport and physical activity. Due to this philosophical foundation, students have the opportunity to explore the same ten skills articulated in our physical education curriculum in terms of their relationship to character development and academic mastery as they align with 21st century work readiness skills. These attributes will serve to support curriculum development as well as measures of achievement through student reflection in core subjects and structures such as student-led conferences and portfolio presentations.

At GALS, all students and teachers engage in physical activity as their first period of the day in order to optimize the effects that it has on the brain. As illustrated by the successful model at GALS Denver and GALS Los Angeles, students find drastic improvements in their academic achievement when they participate in physical education before their most difficult classes. Because of the positive impact of movement at GALS campuses, GALS teachers implement active pedagogy throughout the instructional day. Teachers use brain breaks, breathing techniques, and other action-based instructional tools and pedagogies to help students focus and optimize their learning potential.

GALS Las Vegas breaks down active pedagogy into three primary strategies:

1. **Brain Boosts:** Short 3-4 minute activities that spark the brain. Brain breaks can be small motor-skill activities or larger more dynamic activities involving full body movement. The purpose is to bring energy up or down in the room and assist with smooth classroom transitions.
Examples include: Classroom-wide game of Rock-Paper-Scissors, 1-song workouts (different cardio activities such as jumping jacks, burpees, plank, stretches completed for the length of one song played on classroom speakers), sprints through the hallway, or a quick series of stretches.
2. **Reviewing Content through Movement:** These are classroom activities that involve movement as an instructional strategy to review or to transition to a purposeful location in the classroom.

Examples include: Classroom centers, gallery walks, chalk talks, or having groupings of students move to a whiteboard to solve problems.

3. **Teaching Content through Movement:** These are instructional strategies where content is primarily delivered through full-body investment in an activity.

Examples include: Laying a number line or coordinate graph on the floor and representing points or algebraic transformations through moving your body from one coordinate to another. In 7th grade social studies, students reading poetry about African slave while lying down next to each other, simulating sleeping positions on a trade ship.

4. **Morning Movement:** The first 40 minutes of the day, four days per week. Movement modules are scheduled throughout the year. Teachers coach, lead, and participate in morning movement. Nonparticipation is not an option. Morning Movement impacts the learner within the first two hours of her day and this builds off of Dr. Ratey's research that movement boosts cognitive performance.

Examples include: Module 1 is implemented within the first month of school, whereby students are charged with running one mile. Over that month they practice the run and will realize an improvement on their time and pace. The year ends with a games Module, called Galympics, where Wellness Teams compete and all grade levels compete amongst each other.

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

See response to Q3 above and Q1 below under Curriculum and instructional Design.

(5) Provide, as Attachment 18, academic performance data for the CMO and contact information for each campus, school, and charter school authorizer in the appropriate tabs of the spreadsheet.

Please see Attachment 18.

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 NRS386.550 and NRS 389.018.

The academic program designed by GALS Las Vegas, as described in this response will comply with the days-of-school requirements of NRS 386.550 and subject-area requirements of NRS 389.018.

English/Language Arts

Proficiency in reading and writing is essential to academic mastery. In general, GALS graduates are born of a school culture of literacy that is defined by actively engaging in common practices; reading and writing are integrated into all subject areas as a means to both teach content and to develop literacy skills. Teachers in each subject area expose students to reading and writing through the lens of their particular academic field. As a result, students get the opportunity to become versed in a wide variety of genres, perspectives, formats, and sources. In addition to this

integrated approach, students in every grade attend literacy class five days a week in order to reinforce explicit skills and strategies. Middle school literacy classes focus on skill building in areas like grammar and mechanics, organization, comprehension, and analysis. Additional literacy classes are available for students performing below grade level through our intensive structure and extended day opportunities.

The integrated curriculum at GALS will provide daily occasion for teachers to take every opportunity to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas. The framework will also be used as a reference guide during the selection of instructional materials and for professional development activities.

Based on the acclaimed Readers' and Writers' Workshop Programs from Lucy Calkins and Teachers College in New York, GALS's English Language Arts program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively. These programs will be supplemented with leveled readers and books from the CDE---recommended reading lists.

Reading

Reading instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi---level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice.

As students progress, reading instruction will focus on "reading to learn" rather than "learning to read," though GALS recognizes that many students will struggle with the demands of grade level text. Differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers, intervention specialists, and the Head of School all work to move struggling students towards grade-level reading proficiency.

Writing

Hand in hand with the school's reading program is a structured daily writing program, which is directly aligned to the CA CCSS emphasis on writing. The chief component of the writing program will be the acclaimed Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer's Workshop design consists of three components that occur daily. The Mini--- lesson or direct instruction, independent writing time and share time. Mini---lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school---

wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process.

They apply learning from mini--lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers' notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component occurs at the end of the workshop and provides another opportunity for teaching and reinforcing the content of the mini---lesson. Sharing takes a variety of forms, including Author's Chair, pair---share, or popcorn around the room. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher's role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child's strengths and motivates the child to push himself/herself by applying new learning.

Teachers keep detailed conference notes in order to evaluate students' progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

Comprehensively, our Language Arts program builds a strong foundation in the five components of strong reading as outlined by the Federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In sixth grade, reading focuses on fluency and comprehension of both fiction and non-fiction texts. Students practice their fluency through guided group and individual reading of a variety of texts and genres. Reading progress is closely monitored to ensure success in these critical skills. Regular teacher/student conferences help teachers to assess students' reading progress. Writing includes explicit instruction in grammatical foundations, all steps of the writing process, writing essays in a variety of genres, and all elements of the research and research writing process. Both the reading and writing include a strong focus on vocabulary development.

In 6th grade, reading focuses on fluency and comprehension of both fiction and non-fiction texts. Students practice their fluency through guided group and individual reading of a variety of texts and genres. Reading progress is closely monitored to ensure success in these critical skills. Regular teacher/student conferences help teachers to assess students' reading progress. Writing includes

explicit instruction in grammatical foundations, all steps of the writing process, writing essays in a variety of genres, and all elements of the research and research writing process. Both the reading and writing include a strong focus on vocabulary development.

In 7th Grade, students continue to build vocabularies and both nonfiction and fiction comprehension skills and integrate writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing. Students identify analogies, idioms, metaphors, and similes. They use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They clarify the meaning of new words using definition, restatement, example, and contrast. Seventh graders analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They trace an author's point of view, argument, or perspective and assess the quality of evidence to support a claim. Students use technical directions to explain the use of simple mechanical devices.

Seventh Grade English includes the correct use of modifiers and active voice. Students correctly use infinitives, participles, pronouns and antecedents. They identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling reflect standards for grade-level proficiency. Students use the writing process and grade-level appropriate revising and editing strategies to compose:

- fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors' techniques
- responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
- research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader's concerns and counterarguments
- summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade English students continue to experience both self-selection of topics and responding to assigned prompts. They also develop word processing skills, with programs such as Microsoft Word and PowerPoint.

In 8th grade, students integrate reading and writing skills to prepare for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. The class also incorporates non-fiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas. Eighth Grade English include a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students begin a study of the history of the English language and the influence of common word origins.

Students analyze nonfiction texts using compare and contrast and proposition and support patterns. They find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students evaluate the unity, coherence, internal consistency, and structural patterns of a text. Eighth grade students study different forms of poetry—elegy, ode, sonnet, ballad, couplet, epic, and lyric. They use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the

degrees to which conflicts are resolved. Students analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works. Most of the assigned texts in Eighth Grade English have historical significance, and many will tie in with the United States history standards.

Students in Eighth Grade English continue to write clear, coherent, and focused essays that also reflect the author's personal style. Greater emphasis is placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class also integrates technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students in 8th grade write:

- Biographies
- Autobiographies
- short stories
- narratives
- responses to literature
- research reports
- persuasive compositions
- documents related to career development, including applications and business letters
- technical documents
- high school application essays

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.

Mathematics

Mathematical skills are essential to empowering students to be prepared for a wide range of college and career paths. At GALS math is taught in an inquiry---based manner as emphasized by the National Council of Teachers of Mathematics (NCTM) standards. Teachers at GALS cultivate mathematical habits of mind: curiosity, risk---taking, perseverance, craftsmanship, and tolerance for ambiguity.

Students attend math class daily all three years at GALS, but in an effort to stress the authentic application of skills, content and skills are also integrated throughout investigations within other disciplines such as science and humanities when applicable. This approach encourages students to find patterns and relationships, to become flexible problem---solvers, to articulate their reasoning, and to become meta---cognitive about their strategies; essentially, it promotes the ability to think and act like mathematicians.

To achieve these goals, students in grades 6--8 utilize the Connected Mathematics Project (CMP), a standards-based curriculum that helps students and teachers develop important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics. The curriculum teaches students to reason and communicate proficiently in mathematics through a unit---based approach.

The curriculum provides entry points for students with varying learning needs, and data shows that it positively impacts student achievement across diverse populations. The CMP program was chosen for GALS because its design aligns with the philosophical foundations of an inquiry, project-based curriculum, and we recognize that when GALS graduates enter college and the workforce of the 21st century, demands will be placed on them that rely on problem-solving skills and both oral and written communication.

However, we also recognize the need to ensure that students develop discrete skills in the subject. GALS provides this balance by using an assessment cycle that evaluates students' transfer of knowledge within the conceptual inquiry of the CMP curriculum to more traditional math tasks so that teachers can be instructionally responsive in skill-based blocks.

Sixth grade math reinforces basic skills, procedural computation, and conceptual understanding. Students master strategies needed for learning facts, working computation problems, and solving story problems. Math concepts are not taught in isolation but are constantly reinforced. Sixth grade math reinforces the skills learned in the previous year, with an emphasis on application and problem solving.

Seventh Grade Pre-Algebra prepares students for Algebra in eighth grade. By the end of seventh grade, students are skilled at manipulating numbers (constants and variables) and solving equations. They are able to factor numerators and denominators and use exponents. They are able to use the Pythagorean Theorem to solve problems, computing the length of an unknown side of a triangle. Students are able to convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students are able to convert between fractions, decimals, and percentages. They continue to practice with ratio and proportions, compute percentage of increase and decrease, and compound interest. Students graph linear functions and understand the concept of slope.

Eighth Grade Algebra is a one year, college preparatory algebra course. Students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

Social Studies

GALS social studies curriculum will incorporate the acclaimed *History Alive!* (6-8) program. Additional primary and secondary resources will be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social

science, teachers will use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English language learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Because social sciences are taught in an integrated project-based instructional block, students will also read fictional texts related to social science content, further increasing their motivation and understanding. Additional integration of social science curriculum will occur in the math and science block, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social science standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

Grade 6 – Ancient Civilizations:

In alignment with Nevada State Standards, the sixth grade social studies curriculum includes the study of major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations. Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures. Students examine reasons behind the rise and fall of civilizations and will analyze the ways in which ideas from these civilizations transformed the world in which we live. Students access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs. In this way, students constantly reinforce and utilize skills learned in other content areas.

Grade 7—Medieval and Early Modern Times

Seventh Grade Social Studies teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course begins with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso---American and Andean civilizations. They analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

Grade 8—U.S. History

Eighth Grade Social Studies covers American history from the framing of the Constitution up to World War I. Students study the foundations of our Judeo---Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students make connections to contemporary social, political, and economic conditions.

Science

Our rigorous science curriculum offers deep content knowledge and teaches authentic inquiry skills in order to spark student interest and adequately prepare them for higher levels of study. As they are implemented, GALS will incorporate NextGen Science Standards into our science program.

Our science program will be informed by Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP) is distributed nationally by LAB-AIDS, Inc. and supported by grants from the National Science Foundation. SEPUP is fully aligned with Nevada state standards and National Science Foundation education standards, and provides hands--on investigations, student resources, laboratory experiences, and projects. The school will utilize standards-based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students' own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science
- Issues and Physical Science
- Issues and Earth Science
- Issues, Evidence and You
- Science and Sustainability
- Science and Life Issues

Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another to cover all of the state and national content standards in science. In addition to the science standards, SEPUP reinforces many mathematics, language arts and social studies standards. For example, when studying life and earth sciences, students will also study our relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore our inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare and technology. In this way, students will see connections between the physical sciences and their present reality, history and economics.

This program provides hands--on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

GALS Series (Social Emotional Wellness, Identity Development, Relational Learning): 101, 201, and 301

The GALS series class is a core class taken by GALS students throughout their entire time in middle school. The class helps with the habits of the school environment and develops social-emotional and relational growth. These classes are built off of research-based studies and programs that demonstrate that girls are more successful academically and socially with positive gender identity and their ability to use their voice.

The GALS series courses are built off the pledge that GALS uses, “I know who I am. I know that I matter. I know what matters to me...” The GALS scope and sequence that pushes girls towards self-development where girls own and manifest an assertive decision-making process in all areas of their lives. GALS designs classes for each grade that teach girls practices in the areas of healthy relationships, positive self-image, and critical life skills used in both school and in the world.

The intention of the GALS 101 series is to introduce girls to their GALS community. Students examine what it means to be a student at GALS as well as what it means to be a girl in the world. GALS 101 focuses on examining the following essential questions:

- Why does GALS focus on movement and health?
- How do you define yourself? How can definitions of who you are change over time? What doesn't change?
- How can we show our identities through art?
- How can we be powerful advocates for our self and our environment?
- How does the media represent women and girls? How do those representations affect us individually? How do those representations affect women's access to power?

In GALS 201, students learn about broader topics that are needed in order to be successful in the 21st century. These modules include:

- What is important to me?
- What does it mean to be nutritious? Why does GALS have a food policy? What makes food healthy or unhealthy?
- What is financial literacy? Why is it important? How do I create a budget for myself?
- How can I continue to express my identity through art? How do others see me vs. how do I portray myself?
- In yoga, we practice focus and flexibility - how do these concepts apply to my academics and my lifestyle?

In GALS 301, 8th grade students continue their exploration with a deep dive into the following areas:

- Anatomy and Physiology - Why does my body move the way it does? What is the relationship between my muscles and the way they feel during morning movement?
- Social Action Project - How can I design, implement, and evaluate a social action project that impacts my school and/or broader community?
- Women in Leadership - What are traits and characteristics of strong leaders? How can I be a strong leader for my community?

Integrating the Arts

GALS recognizes the role of creativity and innovation skills as essential to college preparation and 21st century work readiness. In all cases, the arts serve as a vehicle to support curriculum through: 1) the design of projects and products that require students to learn the techniques of an artistic or technological medium to represent their understanding of content, 2) response to fieldwork, exhibitions, performances and literature using various art forms, 3) the integration of visual arts, movement and drama to make sense of concepts in various disciplines, 4) building habits of critique and revision to support critical thinking and problem solving skills.

- (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.

The instructional strategies implemented to support the education plan for GALS Las Vegas are modeled off the successful work done at GALS Denver, the flagship campus. The demographics, as described in Meeting the Need section of this application, for the GALS Las Vegas school reflect the needs of the Denver area campus which indicates the model of these strategies will show success among a similar learner population. Based on the success of GALS Denver, GALS will incorporate the following structures:

Rotating Schedule: Each day of the week, students and teachers follow a rotating schedule. A rotating schedule changes the order of classes each day. The benefits of a rotating schedule are two-fold. Many studies have shown that exercising and energizing the body then stimulates the brain. A recent study examined two groups of volunteers, one group who exercised immediately prior to testing and one group who did not. The study found that those who exercised had a higher level of protein that links to memory and recall. Reynolds, Gretchen. "How Exercise Benefits the Brain" *WELL, New York Times*. Blog Post, November 30, 2011. The rotating schedule allows for different classes to occur after morning movement as well as recess, which allows for the different courses to benefit from morning movement.

Additionally, GALS teachers and students report that they find a rotating schedule beneficial because both students and teachers say they perform differently at different times of the day.

Dress Code: GALS students and teachers follow a movement---based dress code. All students at GALS wear black or grey athletic pants, a GALS Las Vegas t-shirt or sweatshirt as well as running shoes. The dress code was created to allow for freedom of movement and to allow physical flexibility. Students will be expected to purchase their GALS Las Vegas shirts or sweatshirts at a cost that will support the dress code program. Any needs for families who are not able to purchase a GALS Las Vegas shirt will be handled on a case-by-case basis with the Head of School and GALS Network to provide clothing for the student at a reduced, or no, cost.

Food Policy: GALS students are allowed to eat in class when hungry, provided they are not disruptive to other students. However, GALS food policy centers around nutritious foods. Students are allowed to bring fruits, vegetables, water, crackers and other healthy items to school. Foods that are not permitted include: candy, cookies, soda and heavily sugared drinks, and most nuts (due to nut allergies).

Community Meeting and Wellness Teams (Advisory): All GALS students pause their academic classes for 45 minutes each Wednesday and take part in a weekly tradition of Community Meeting. Twice a month, GALS girls come together for speakers, special events, and student performances. Other times, GALS students meet with their Wellness Teams and have dedicated time with their Wellness Coach (advisor). Wellness coaches meet with students and discuss academic, social, and behavioral goals as well as work extensively with 8th grade students on high school planning.

Students at GALS will acquire knowledge by *doing* and *experiencing* learning through hands---on, personalized inquiries and expressions of learning through a highly engaging project---based learning model that emphasizes critical thinking and problem---solving abilities crucial for success in secondary school, college and the global workforce. A visitor to our school will notice how incredibly active our students are – these are not students sitting quietly in rows as teachers lecture, but rather students are seen debating ideas energetically, collaboratively creating machines

and models, and expressing their interpretations of literature through art. Student work will be continuously showcased and celebrated in culmination exhibitions of project work in which families and community members come see student presentations of their learning. Our students will be engaged, inspired and motivated to learn.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to meet the needs of students. We believe that all students can and will meet and/or exceed state standards mastery, regardless of their background or circumstances. The challenges as educators is to discover the means to help each individual child achieve his or her full potential. By using these active learning strategies, a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all sub-groups and individual students will succeed.

Our school's professional learning community supports best-practice, instructional methodologies that respond to girls' specific learning styles including cooperative, multi-sensory, and experience-based learning, which align with the priorities of the education model. Included in these are the following:

Project-Based Learning: Through project-based learning, our students will engage in complex and challenging tasks and problem--solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill--specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, through online curriculum, in small groups, and as a whole class.

Through projects however, our faculty is able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement (Willis, 1995; Csikszentmihályi, 2009). Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem---solving and decision-making skills.
- *Integrate reading, writing, listening, speaking, and thinking across the curriculum.* Effective science programs use standards---based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self---contained classrooms, teachers incorporate science content in reading, writing, and mathematics. Narrative and expository literature and high interest trade books will serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from

interesting and worthwhile topics and ideas” (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994).

- *Learn to take personal responsibility and awareness of community and world.* GALS teaches practices in the areas of healthy relationships, positive self-image, making healthy choices, and critical life skills. The girls will understand the traits and characteristics of strong leaders and how to be a strong leader for their community.
- *Make choices, interact, collaborate, and cooperate.* Students will explore topics individually, in small groups, and together as a whole class. Reading and writing tasks will be authentic, motivating, relevant, and contextualized. Students will make appropriate choices based on their interests, abilities, and needs.
- *Participate and learn, regardless of ability, level of language development, or background.* One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students’ needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

Project-based learning has significant benefits for English Learners (ELs) as well. Karen Carrier, in *Key Issues for Teaching English Language Learners in Academic Classrooms*, (Middle School Journal, November 2005) identifies three key challenges English Learners face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELLs – learning content and learning the language
- The need for multiple modes of input and output

At GALS Las Vegas, specific time is devoted to projects in our daily schedule, during the Science/Social Science extended block. While the projects will stem from themes in science and social science, literacy skills, writing, math and the arts will all be integrated. Teachers in the project--based learning block will be able to frontload key vocabulary and concepts and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Project--based learning also naturally allows for multiple modes of input and output, providing students with real--world applications and built--in visuals and realia to contextualize new learning.

There are a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education (bie.org), Edutopia, pbl-online.org, and dozens of others. In addition, we hope to partner with established schools in the area as well as non-profit partners that already have been implementing successful projects to learn from their experience.

Active Pedagogy: where teaching and learning are engaging each minute, every day, in all classrooms. Effective instructional practices promote equity and high expectations. They make content come alive, ensure that all students think and participate, and allow the teacher to know all students well. Action---based learning further involves the students’ minds and bodies. Teachers are fully trained in brain-based methods of learning, exerlearning, brain breaks, and other practices grounded in real-world learning known to engage a student’s mind and body.

Data-Driven Instruction: Essential to the school's success and student success, GALS has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) play an enormous role in designing curriculum and ensuring that GALS is preparing all young women to see college as a path they can choose. GALS uses Stiggins' (2004) distinction between assessment *for* learning and assessment *of* learning in its educational design. Assessment *for* learning involves "teachers providing descriptive rather than evaluative feedback to students. It also includes students - from clarifying targets to self-assessing to communicating with others about their own progress" (pp. 36-37). This distinction is pivotal to using assessment effectively at GALS in order to leverage the right kind of support to ensure student success and to be strategic about the best intervention needed for *all* students.

Learning targets are central to giving descriptive feedback to students and central to the way we determine grades and report on progress. Recent research found that teaching students to assess their own progress was as effective as after-school tutoring. In schools where these practices are pervasive, *both* high performing and low achieving students gain. Thus, this is an important tool in closing the achievement gap. Learning targets are student friendly statements of the intended learning. They align with standards and are contextualized to the current study. Learning targets help students see where they are expected to go, thereby supporting our mission around leadership that the young women of GALS are empowered to chart their own course. Assessment *for* learning explicitly supports students in assessing their own progress, builds genuine self-esteem, and is one of ELS and GALS' unique design features.

A variety of formative and summative assessment tools (end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations) will enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

At least monthly, the Head of School will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS. These formalized diagnostic assessments will provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre- and re-teaching needs.

Formative diagnostics will be part of our daily teaching practice. Teachers and students will collaborate to set measurable goals that personalize individual achievements for students of varying abilities. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance).

Departments and grade levels will be provided with common planning time that they will use to examine data at least monthly. The Head of School will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be

able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students and close any gaps that may exist.

Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill---specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

To ensure high level of implementation for all GALS programming and instructional strategies, teachers and staff will be trained by the network and third-party experts as a part of on-boarding and continued professional development. As a result of this professional support, GALS teachers will:

- Model and make use of comprehensive strategies to make sense of subject-specific texts
- Provide multiple opportunities to engage students in complex, problem-based activities, labs, and investigations, and to represent and analyze data
- Ask students to articulate their theories, explanations, and understandings
- Ask students to represent and reflect on their thinking by creating analogies, making graphs, building models, etc.
- Encourage students to apply knowledge in diverse and authentic contexts, explain ideas, interpret texts, predict phenomena, and construct arguments based on evidence rather than just focusing exclusively on getting “the right answer”
- Teach students to take and defend positions and consider multiple perspectives
- Look for misconceptions and create experiences for students that challenge them

Furthermore, teachers and staff will be skilled in differentiating for all learners in the following ways:

- Content - different reading sources of the content areas during expeditions and literacy based on student reading proficiency
- Process - using active pedagogy, flexible grouping strategies, and providing students with choices during process
- Products - students will have choices to exhibit knowledge to a certain extent, but all products must have developed rubrics, focused goal setting, and meet the learning targets
- Learning Style - teachers will use learning style inventories to assist with planning and use different “input” strategies during expeditions to allow for students to access information in multiple ways.

(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. What student

academic support resources should your school expect from the EMO or CMO (if applicable)? 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?

Students who exhibit academic underperformance will go through the Response to Intervention (RTI) process (described in question (2) of At-Risk section). Identification strategies include regularly paced interim formative and summative assessment screeners such as Measures of Academic Progress (MAP). Intervention and remediation strategies escalate depending on the student's RTI tier. Students may be assigned to work in flexible small groups as a means to remediate underperformance. Teachers and staff will continue monitoring students to ensure they are showing academic growth.

By year five and beyond, the goal is that the number of students referred for remediation will go down while the percentage of students meeting goals goes up due to a strong culture of teaching all students at GALS Las Vegas. There are three kinds of courses regularly offered during intensives: GALS series classes, electives, specific academic support, and enrichment courses. While some students will be enrolled in the GALS series and enrichment intensives to provide depth to programming, others will be enrolled in interventions targeted on building reading or mathematical skills.

GALS network has created reading and math intervention classes that have shown success at the Denver and Los Angeles campuses. These small courses are skill driven. When not working individually or in small groups with a teacher, students often work on computer programs such as Khan Academy or IxL in order to develop concrete math skills. These interventions resulted in increased math proficiency and growth on both math and literacy assessments and will be implemented for support at the Las Vegas campus.

Please refer to the response in question (5) below for details about supporting gifted students.

(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.

All interventions are both data-driven and flexible. Interim and classroom assessments provide intervention teachers with valuable information on each student's level of standard mastery. Intervention teachers then use this information to guide the student's instruction. The data also promotes flexibility within classes. If a student in an intervention course demonstrates increased standards mastery, they then may move out of an intervention class.

(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?

For students that are identified as gifted, GALS Las Vegas will utilize the Gifted Cluster Grouping model which places gifted students with their peers in a classroom that is led by a teacher who has experience with gifted students or has (or is pursuing) their gifted endorsement. The role of the

Gifted Cluster grouping is to differentiate each lesson and enrich to the extent necessary based on the needs of the students in the class. The Gifted Cluster Grouping model has been proven to dramatically increase the academic performance of all students in the class because of the teacher's ability to differentiate instruction based on each student's instructional level.

(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.

GALS Las Vegas has an inclusion model that includes differentiated approaches to learning where all students participate in enrichment programming. This will help students performing at or above grade level in ways including acceleration, increased complexity, additional content, increased multi-disciplinary connections, and additional projects.

Enrichment programming includes:

- GALS Inc. Professionals in residency programming: poets, scientists, leaders visit all 3 GALS regions and provide special programming
- Voice Night: similar to a talent show
- Field trip(s): Field trips within walking distance of the school can be scheduled. Given the close proximity to UNLV the school will plan for at least 1 field trip for a campus college preparatory tour will occur.
- GALympics: a field day whereby all grades compete in physical activity and unique games
- Classroom clusters: special in class clustering or project-based learning assignments that provide accelerated learning and more advancement concepts. This may include the use of technology like MATLAB accelerated learning tools.
- Room Ambassadors: every GALS school requires all students to be able to greet visitors that come into the classroom and do two things: 1) introduce themselves and explain what they are currently learning and 2) answer questions from the visitor. Based on the current unit being delivered by the teacher, the teacher can opt to use student who are performing at or above grade level as to hone their relational skills without disrupting learning of students who are experiencing gaps in learning.

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

At the end of each year, GALS Las Vegas will determine a student's readiness to advance to the next grade and this will be evaluated through several measures: benchmark and other standardized assessments, grades, transcripts, and teacher evaluations. Teachers and leaders will also account both academic and social-emotional factors that may contribute to a student being promoted or retained.

If retention is considered for a student, the teacher and Head of School will meet and confer with the family at least four months prior to the end of the school year. All parties will have access to the research about grade retention and acceleration so as to make informed decisions. A plan for intervention to support the student will be developed. At the end of the year, a summary of the student's progress, the interventions implemented, and a rationale for an acceleration or retention decision will be shared with family. If the family does not agree, the student will not be accelerated or retained, and a copy of the year-end summary will be put into the student's files.

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.

- (1) Describe the system of course credits that the school will use.**
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.**
- (3) Describe how the school will ensure students participate in assessments and submit coursework.**
- (4) Describe how the school will conduct parent-teacher conferences.**
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.**

A response to this section is not applicable.

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. 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 are encouraged to 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 pre- kindergarten expansion grant criteria.

A response to this section is not applicable.

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

A response to this section is not applicable.

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.

Goal 1: GALS Las Vegas will obtain full enrollment by the end of the first school year. This goal will be measured by the enrollment numbers recorded in the Infinite Campus Student Information System and verifiable by the Authority. The target enrollment for the first year at GALS Las Vegas will be 135 sixth grade students.

Goal 2: GALS Las Vegas will maintain an average daily attendance rate of 90% or greater. School personnel will closely monitor attendance rates and students that are excessively absent will be referred to administration for review and remediation efforts. Positive incentive programs will be employed to entice students to attend school regularly.

Excessive absenteeism impedes the academic progress of the student who is absent and may present a disruption to the class upon the student's return. Therefore, all attempts will be made to encourage the student and the family to ensure consistent attendance. Attendance rates will be recorded in Infinite Campus and independently verifiable by the Authority or other authorized third-party auditor.

Goal 3: GALS Las Vegas will aim towards receiving a four or five star school rating under the Nevada School Performance Framework. GALS Las Vegas is committed to academic excellence and will always seek to obtain the highest state rating possible as an outward embodiment of this commitment. The school's NSPF rating will be publicly available and independently verifiable on the Nevada Department of Education website as well as the school's own website. Based on GALS Network experience with 80+% FRL, 80+% students of color, and 15+% SPED student groups, it is clear that growth can be achieved. GALS Las Vegas wants to achieve 10% growth or higher year over year to support the goal of having a four to five-star school rating by year six of operation.

Goal 4: GALS Las Vegas will work diligently to instill a comprehensive student development approach to education. This will include movement throughout the day as well as GALS series classes that will focus on identity, personal responsibility, leadership, and personal growth. GALS Las Vegas aims at molding the students into successful, confident young women who will be able to utilize their strengths and contribute to society in a wholesome and productive manner. This will be measured using the GALS thirty-five question survey provided to students. The progress will be compared and contrasted with other GALS schools so as to discern if GALS Las Vegas is achieving the network goals of continued year over year positive trends in growth for students.

Goal 5: GALS Las Vegas will retain 90% of teachers year over year. Teacher turnover disrupts the learning environment and drains school resources. Teacher turnover rates will be recorded in Infinite Campus.

Goal 5: GALS Las Vegas will improve student outcomes and demonstrate student growth. This will be measured through assessments using the state and authority mandated processes to measure student performance, establish comparability, and report on

student outcomes. GALS Las Vegas will publish state assessments to provide clarity and transparency to its stakeholders.

(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.

The baseline data was set using the data reported for achievement in surrounding area schools serving a similar population. The baseline was determined by using district-wide proficiency averaged for tested grades and comparing to other near area schools. Because GALS Las Vegas is proposed to be located in Clark County School District (CCSD) the schools nearest to the proposed campus provide the best set of data to predict the baseline and growth needs of the population being served.

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

GALS Las Vegas will measure and evaluate academic progress during the first three years of operation of individual students, student cohorts, and sub-groups through the use of internal and external assessments. Internal assessments will be used to monitor student progress throughout the course of the school year while external assessments will be utilized to provide end-of-year feedback on student learning.

Internal assessment data will be reviewed weekly the staff and the administration. Results from the internal and external assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction. Adjustments to both curriculum and instruction will be made according to the trends that may be present.

GALS Las Vegas will be transparent with parents and students regarding its assessment plan and performance on all internal and state-mandated assessments. Parents and students will be made aware of performance on the state assessment through the school website as well as marketing materials. The performance of individual students on internal assessments will be shared during parent teacher conferences as well as through the Infinite Campus Parent Portal. The GALS Las Vegas assessment plan will be shared with parents and students at the start of the year during Meet the Teacher as well as during enrollment events and school tours.

| Goal | Evaluation Tool and Frequency | Baseline | 2019-20 | 2020-21 | 2021-22 |
|--|---|---|---|---|---|
| Students will meet high achievement goals in academics | Students will achieve proficiency of 10% gains or higher in reading and math on SBAC. | Clark County School District averages are at 37% for math and 47% for Reading | Students will achieve 37% in math and 47% in reading. | Students will achieve a 10% gain to reach 47% in math and 57% in reading. | Students will achieve a 10% gain to reach 57% in math and 67% in reading. |

| | | | | | |
|--|---|--|--|--|--|
| | Student data associated with interim MAP testing will be used to inform proactive needs to reach the SBAC goals annually. | | | | |
| Students will meet goals in physical and emotional wellness | <p>GALS curriculum and integration of personalized learning plans will be utilized throughout the year.</p> <p>DAP assessment will also be administered three times per year.</p> | <p>School achieves the following:</p> <p>Total Assets above 35</p> <p>Internal Assets: Above 20</p> <p>External Assets: Above 17</p> <p>Sub-data: 45% of students rated “adequate” or “thriving”</p> | <p>Total Assets above 35</p> <p>Internal Assets: Above 20</p> <p>External Assets: Above 17</p> <p>Sub-data: 45% of students rated “adequate” or “thriving”</p> | <p>Total Assets above 45</p> <p>Internal Assets: Above 23</p> <p>External Assets: Above 23</p> <p>Sub-data: 55% of students rated “adequate” or “thriving”</p> | <p>Total Assets above 50</p> <p>Internal Assets: Above 27</p> <p>External Assets: Above 23</p> <p>Sub-data: 70% of students rated “adequate” or “thriving”</p> |
| Students who have an individualized education plan (IEP) will have academic goals set and receive support to achieve proficiency goals | Students will be monitored weekly and will receive intervention outside of the regular curricula. | | | | |
| Students who are English Language Learners will achieve proficiency in math and reading | Students will be monitored weekly and receive appropriate intervention in reading, math, and daily oral language. Students will use the ACCESS WIDA | The average of surrounding area school proficiency data for ELL is 32% | Students will achieve the average of 32% within the district. | Students will achieve a 10% gain of to reach 42% proficiency. | Students will achieve a 10% gain to reach 52% proficiency. |

| | | | | | |
|----------|--|---|---|---|--|
| | assessments to benchmark their growth. | | | | |
| Movement | Students will be able to show personal growth year-over-year by continued participation in movement. | 85% participation from all students in movement programming | 90% participation from all students in movement programming | 95% participation from all students in movement programming | 100% participation from all students in movement programming |

(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.

It is crucial to the success of GALS Las Vegas for us to be able to see all relevant data on a student in order to help determine the best path for her success.

This data includes background demographic data, contact information for parents/guardians, attendance and behavior records, and also academic data. Academic data not only includes summative and formal and normed assessments, such as MAP, but also informal assessments such as exit tickets, observations, conferences, and classroom assignments that drill down to standards of mastery.

GALS Las Vegas will use Measure of Academic Progress (MAP) as a formative computer adaptive interim assessment. MAP is aligned with the Common Core State Standards (CCSS) and is a valid assessment in use by other Nevada schools as well as nationwide. MAP measures growth, informs instruction, evaluates school programs, and identifies staff professional development needs.

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

Teachers at GALS Las Vegas will be given the curriculum which is based on Nevada Common Core Standards with college and career readiness anchor standards and will have some autonomy to add to the curriculum and customize it based on student needs. The Head of School will meet with each teacher to monitor class progress. The Head of School will conduct a formal written quarterly review during their first year in the GALS Las Vegas classroom to determine that the instruction is meeting the needs of students. Once a teacher has demonstrated full competency, these reviews will become bi-annual.

If the school falls short in any academic standards, the Head of School will work closely with the teachers to determine the areas of concern and work together to implement lasting and concrete change. The Head of School will review all the data that has been implemented by the teachers so as to determine where test scores would have dipped to the point of failing state standards.

(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.

The identified interim assessments are aligned with the school's curriculum which is based on Common Core State Standards and requirements set forth by the Nevada Department of Education. The assessments align with the school's performance goal to improve student outcomes and demonstrate student growth.

The Head of School leads the data gathering and analysis to develop school-wide professional development plans. Additional data teams (including classroom teachers and the special education teacher) monitor student performance on at least a bimonthly basis to create a classroom RTI flowchart (see flowchart below under the "At Risk" section). GALS Las Vegas is fully committed to supporting the individual learning needs of every student that walks through the school's doors and utilizes the RTI model to effectively identify and address these needs. It will be built into our instructional practices and school culture to define, analyze, implement, and evaluate student achievement.

(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.

Teachers and administrators will meet during scheduled professional development sessions to discuss student progress. Metrics used include academic performance including course grades and standards mastery as well as behavior and habit targets. Teachers triangulate classroom data with MAPS tests and interim assessments to look at performance. If students aren't growing at a satisfactory rate, the grade-level teachers work with the RTI team on a plan of action. These plans are revisited throughout the year on a constant basis.

Progress Reports on Infinite Campus are available at any time for parents to view at home online. Reports will also be sent home once a week, highlighting any missing work a child might have. This way parents are constantly informed as to how their child is doing in school, both academically and behaviorally and can reach out to teachers at any time during the year with questions or concerns, rather than simply waiting for conferences to roll around to be informed. Parent-student-teacher conferences are held twice a year.

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

Interim assessments will be used to monitor progress for a sample of classroom and school-wide populations. Subject-level assessments will be given in the fall, winter, and spring to assess whether students are achieving growth.

Leadership at the school will oversee the interim assessment process. They will be responsible for training teachers. GALS Network will work with and train the GALS Las Vegas leadership team on best practices and will work with the school leaders to analyze the data. GALS Las Vegas, with the support of the GALS Network, will provide professional development training for teachers and school leaders specifically on interim assessments. Teachers will be taught to step back from individuals' results and look for patterns within interim assessments.

- (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.**

The following assessment matrix includes mandatory assessments that serve as checkpoints both within the school and for the Authority. It is written in a general manner leaving ample room for teachers to write their own assessments, aligning them each to their own lessons and overall curriculum.

| Assessment Name | Grade levels | Content Areas (ex: Math, Early Literacy) | Purpose (Provide a rationale for the selection of this assessment, including alignment with curriculum and instruction.) | Type (Diagnostic, Interim, Summative) | Frequency (ex: Annual, 2/year) | Admin. Calendar (ex: Jan-Feb) |
|-------------------------|---------------------|--|--|---|--|--------------------------------------|
| Pre-Unit Assessments | 6-8 | All | Gather background knowledge; reach each child where she is; informs instruction; provides info. for differentiation | Diagnostic | Beginning of each unit | Aug.-May |
| Ongoing Assessments | 6-8 | All | Constant insight into student growth and achievement; daily feedback to students; informs instruction daily in preparation for next lesson | Formative – informal and formal | Daily | Aug.-May |
| End of Unit Assessments | 6-8 | All | Measures mastery of content and skills learned in a unit; informs instruction moving forward into next unit | Summative – often in the form of a project | End of each unit | Aug.-May |
| Interim Assessments | 6-8 | All | Provides information on student progress. Informs instruction moving forward into either the second semester or into the next year. | Interim, Summative | 2/year- end of semesters | Dec. & May |

| | | | | | | |
|---------------|------|--------------------|---|-------------------------------------|--------|-----------------|
| MAP | 6-8 | Math, ELA, Science | Checkpoint to measure if students are on grade level; informs instruction moving forward in order to meet students' needs | Diagnostic, Summative | 3/year | Aug., Jan., May |
| MAP | 7, 8 | SS, Science | Standardized test to measure student achievement and growth | Standardized, Summative | 1/year | April |
| ACCESS - WIDA | 6-8 | ELL | Standardized test to measure ELL student achievement and growth | Standardized, Diagnostic, Summative | 1/year | Jan. |

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

GALS Las Vegas will use Infinite Campus as its Student Information System to collect and store data such as student contact information, demographics, grades, and attendance. In addition, we will use Infinite Campus to allow us to enter grades, design assessments, link standards to progress reports, and closely track academic achievement and growth; this system will allow for quick student analysis using multiple indicators and can aid in creating individual learning plans to support the Response to Intervention (RTI) process. In addition, GALS intends to work with a technology provider for additional student systems including enrollment and lottery management and the food program. Google Sheets and Google Drive are currently used by GALS to store data and the same practices will be done at GALS Las Vegas.

(5) Describe the process for collecting and reporting data across the network of schools.

Data is collected three times per year as a status report on the general portion of the GALS Dashboard. Annual reporting occurs with the dashboard tool and is used for the Board of Directors to have real-time data throughout the year. Infinite Campus will house school data and student information. School leadership will be responsible for this data and annual reporting of achievement data to the GALS Network as a part of their model provider evaluation. The assessment process of the GALS Las Vegas campus occurs on an iterative basis with GALS Network support.

The fiscal year performance monitoring cycle is laid out as follows:

Summer (in order)

- School completes Academic Plan for the Academic Year
- GALS Network schedules two site visits in Fall and Spring
- New Hires GALS Network Onboarding Training

Fall (in order)

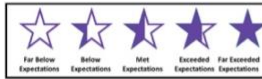
- School completes and submits Fall School Stat Report (enrollment, demographics, key school calendar milestones, etc.)
- Reflection & Self-assessment to the Network
- Site visit team (for the year) is assembled and provided with GALS Las Vegas academic plan, reflection and self-assessment prior to visit
- GALS Network site visit team conducts Fall School Assessment (based on the three areas of model efficacy)
- The network provides site visit findings in a formal report detailing school model efficacy performance with recommendations
- School is responsible for addressing performance areas and, if necessary, the impact on its academic plan
- School determines whether they require any additional supports (on-site or virtual)

Spring (in order)

- School completes and submits Spring School Stat Report, Reflection & Self-assessment to the Network
- Site visit team reviews GALS Las Vegas academic plan, reflection and self-assessment prior to visit
- GALS Network site visit team conducts School Assessment (based on the three areas of model efficacy)

The network provides site visit findings for the year which includes the following: GALS Las Vegas Scorecard (example below) detailing performance benchmarked against other schools and a formal report detailing school model efficacy performance with recommendations. The GALS Las Vegas school is responsible for addressing performance areas and, if necessary, the impact on its academic plan. GALS Las Vegas then determines whether they require any additional supports (on-site or virtual) that they can ask to add in the Summer and/or in the upcoming school year.

*See next page for Scorecard sample.



GALS LAS VEGAS SCORECARD

| Key Performance Indicators | | | Historical | | Actual | Annual Targets | | | Actual | Actual |
|--|------------------|--|------------|---------|---------|----------------|---------|---------|--------------------------|----------------------|
| | | | 2017-18 | 2018-19 | 2019-20 | 2019-20 | 2020-21 | 2021-22 | GALS Denver 2018-2019 | GALS LA 2018-2019 |
| MODEL EFFICACY | | | | | | | | | | |
| School Review | Frequency | Definition | | | | | | | | |
| a. Model Efficacy School Review Overall Rating | Annual | Overall rating of region based on school review process | | | | | | | | |
| b. Governance | Annual | TBD | | | | | | | | |
| c. Operations | Annual | TBD | | | | | | | | |
| d. Network Participation | Annual | TBD | | | | | | | | |
| e. Academic programs | Annual | TBD | | | | | | | | |
| f. Student supports | Annual | TBD | | | | | | | | |
| GENERAL ACCOUNTABILITY | | | | | | | | | | |
| Academic Achievement | Frequency | Definition | | | | | | | | |
| a. English Language Arts proficiency | Annual | Percentage of students that meet or exceed standards based on the Colorado Measure of Academic Success (CMAS) assessment | | | | | | | | |
| b. Math proficiency | Annual | Percentage of students that meet or exceed standards based on the Colorado Measure of Academic Success (CMAS) assessment | | | | | | | | |
| c. Science proficiency | Annual | Percentage of students that meet or exceed standards based on the Colorado Measure of Academic Success (CMAS) assessment | | | | | | | | |
| d. English Language Learner proficiency | Annual | Percentage of students that meet or exceed standards based on the Access for ELLS assessment | | | | | | | | |
| e. College Readiness | Annual | Percentage of students that meet or exceed standards based on Colorado SAT assessment | | | | | | | | |
| e. NWEA MAP Growth results outperform results from those in the MAP Similar Schools Report | Annual | A MAP Growth score provides an estimate of a students instructional level to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing users to track a child's progress throughout the school year and across multiple years. | | | | | | | | |
| School Climate | Frequency | Definition | | | | | | | | |
| a. Drop out rate | Annual | Identifies students no longer enrolled and with no record of reenrolling at another school | | | | | | | | |
| b. School suspension | Quarterly | Percentage of out of school suspensions for any number of days | | | | | | | | |
| Student and Parent Satisfaction & Engagement | Frequency | Definition | | | | | | | | |
| a. Student Development Assessment Profile | Annual | Student emotional wellness survey | | | | | | | | |
| b. Student satisfaction | Annual | Students will rate the school, on average, at least 4 out of a 5 point scale on a student satisfaction survey | | | | | | | | |
| c. Parent satisfaction | Annual | Parents will rate the school, on average, at least 4 out of a 5 point scale on a parent satisfaction survey | | | | | | | | |
| Operations | Frequency | Definition | | | | | | | | |
| a. Enrollment | Monthly | Actual versus budgeted enrollment target | | | | | | | | |
| b. Facilities plan | Annual | Identifies facility risk due to short term leases or lack of a permanent facility | | | | | | | | |
| Risk Management | Frequency | Definition | | | | | | | | |
| a. Compliance reports | Annual | Compliance deliverables includes a list of items required by outside agencies (charter authorizer, local, state and federal government etc.) | | | | | | | | |
| b. Insurance audit | Annual | Typically conducted in conjunction with insurance broker or agent and used to identify areas of risk and exposure | | | | | | | | |
| c. Legal risk | Monthly | Estimates level of legal risk due to anticipated or existing legal claims | | | | | | | | |
| Staff Satisfaction and Engagement | Frequency | Definition | | | | | | | | |
| a. Staff satisfaction | Annual | Staff will rate the school, on average, at least 4 out of a 5 point scale on a staff satisfaction survey | | | | | | | | |
| b. Teacher letters of intent offered | Annual | Percentage of teachers still living in the area AND are invited back | | | | | | | | |
| c. Teacher retention | Annual | Percentage of teachers still living in the area AND are invited back who return to the school/organization annually. Teachers on school staff during the first week of school. | | | | | | | | |
| c. Admin retention | Annual | Percentage of admin still living in the area AND are invited back who return to the school/organization annually | | | | | | | | |
| Human Capital | Frequency | Definition | | | | | | | | |
| a. Teacher ethnic diversity | Annual | Percentage of teachers who reflect student body and community diversity | | | | | | | | |
| b. Teacher gender diversity | Annual | Percentage of teachers whose gender identity reflect gender identity of student body | | | | | | | | |
| c. Teacher years of experience | Annual | Teacher average years of qualified teaching experience | | | | | | | | |
| Board Development | Frequency | Definition | | | | | | | | |
| a. Seats filled | Annual | Percentage of board seats filled | | | | | | | | |
| b. Diversity | Annual | Boards reflection of student and community diversity | | | | | | | | |
| c. Onboarding and training | Annual | Percentage of board members who have undergone required training | | | | | | | | |
| d. Regional leader review | Annual | Regional leader performance review completed annually | | | | | | | | |
| Budgeting and Finance | Frequency | Definition | | | | | | | | |
| a. Balanced budget (schools) | Annual | Budget revenue matches expenditures | | | | | | | | |
| b. Actual performance versus budget (schools) | Monthly | Actual net income versus budgeted net income. Net income should be no worse than 5% off from income target | | | | | | | | |
| c. Actual performance versus budget (region) | Monthly | Actual net income versus budgeted net income. Net income should be no worse than 5% off from income target | | | | | | | | |
| d. Fundraising | Semi Annual | Regional fundraising commitments versus targets | | | | | | | | |
| e. Completed financial audit report with no findings | Annual | Financial audit is conducted by an outside agency | | | | | | | | |
| f. Cash on hand | Monthly | A low number of months of cash may indicate an inability to cover bills, payroll and other liabilities | | | | | | | | |

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:

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

- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 2. SPCSA schools develop programs to support the needs of their students.*
- 3. SPCSA schools do not counsel or kick any students out.*
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 5. 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.*
- 6. 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?

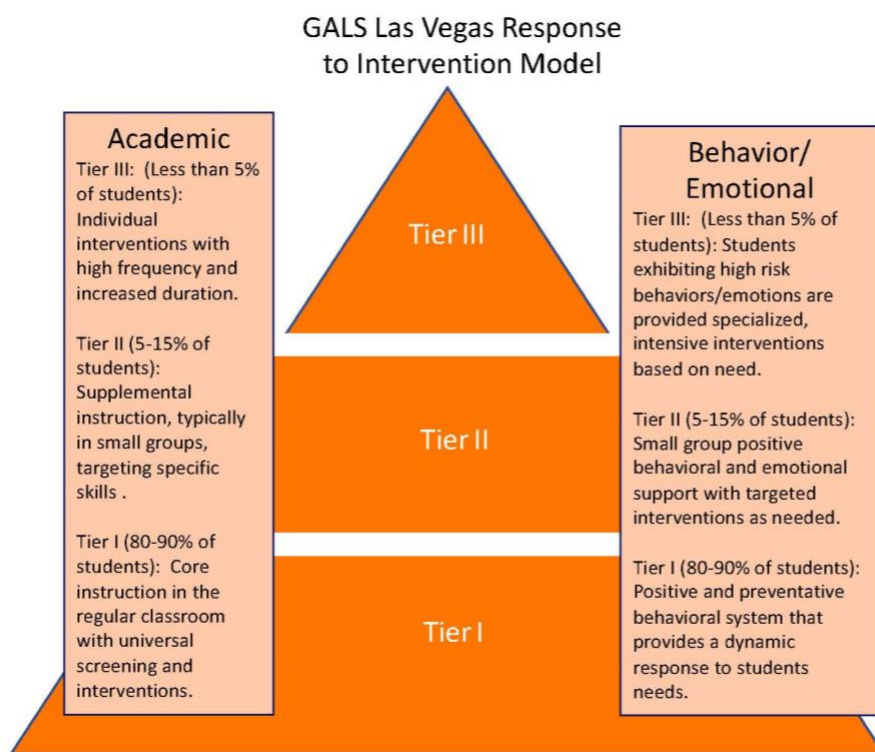
GALS Las Vegas will follow the definition of “at risk” in Nevada 388A.045. Leadership will measure discipline referrals and attendance records at least monthly to help identify students who are at-risk. The use of Response to Intervention (RTI) will support identification of students with a diverse scope of needs. Reviews of formative and summative academic assessments will help determine if students are at risk academically. Reviews of Free and Reduced Lunch (FRL) and demographic data (such as Home Language Surveys) completed during family onboarding will be used to support identification of students with at risk economic status and language learning needs. Our review of at-risk students will assist with reducing any achievement gaps that could potentially occur in the year by developing tactical plans to address it.

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

Response to Intervention (RTI) begins in the classroom with clear differentiation, assessment, and progress monitoring for all students. Teachers will be responsible for clearly tracking the

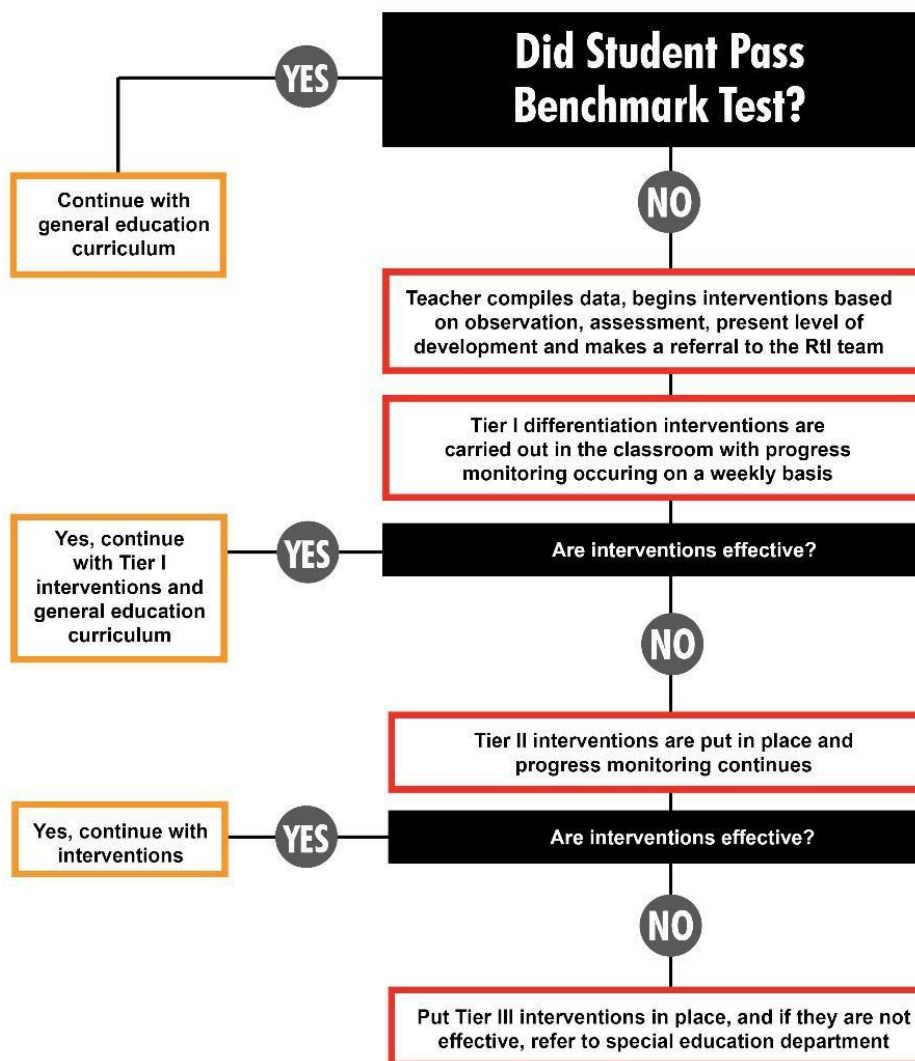
achievement of each student and instructionally responding to class needs. The Head of School ensures teachers receive the time, support, and professional development needed to have clearly articulated assessment plans in advance of each unit for students. Teachers are expected to employ structures that support differentiation, such as small group instruction, conferencing, and scaffolded support, and provide multiple opportunities to learn and demonstrate growth toward learning targets. Once a student is identified beyond the green level through the review of classroom-based assessment and a review of standardized achievement data, teachers target and document specific accommodations, modifications, and interventions to support the student, including additional curriculum support.

Using a system such as *Infinite Campus* allows for access to more student data and provides teachers and parents a complete picture of a student including standards mastery, course and assignment grades, behavior, attendance, homework, standardized tests results, and GALS LV School specific information such as Movement data. All teachers and administrators will be able to look at a classes and grades to determine which standards students have met and which are targeted for improvement. Teachers can look at students individually, by class period, or by grade. The data management system will also allow school leaders and teachers to look at data broken down by demographic, gender, grade, or cohort.



Universal screening for benchmarking will occur three times per year to determine appropriate tiering for all students. The model for behavioral and emotional intervention for GALS Las Vegas is to eliminate behavioral stigmas for students who are experiencing emotional dysregulation. If the student obtains the most appropriate supports, they can return to the classroom and maximize their learning time. This approach is more dynamic than the RTI model allows for and provides a

more robust opportunity to meet the individual needs of students that are potential catalyst of outward behavior. For example, behavioral issues such as acting out throughout the day are often related to other issues in the student's life. Perhaps through counseling time and the use of the reset room the student is able to express that they are not receiving adequate food throughout the day and are experiencing hunger. As a result, the role of GALS Las Vegas is to provide a solution to the hunger which will in-turn improve the behavioral issues. The role, in this example, of the school is not to punish or provide interventions for the student based on the behavior only and not the root cause. Behavior issues that go beyond meeting the needs of students to maximize their ability to participate in their own learning may be addressed with the RTI model. The following chart describes the model by which tiering is determined based on benchmark outcomes:



The RTI process will begin when the teacher contacts a member of the Student Success Team (SST) and the Head of School. This action starts the first step of scheduling an appointment for an initial meeting. This initial meeting will allow the referring teacher to present relevant data that supports the recommendation for the student to be screened. Collaboratively with the SST and Head of School, the team will examine all data and possible contributions to the noted issue including contributions that may relate to the quality of previous learning instruction, attendance, home life, and/or the absence of limitation of basic skills. The team will then work together to determine

possible research-based interventions. Once the appropriate intervention is determined, the referring teacher will implement it in the classroom and collect ongoing data. The SST, Head of School, and referring teacher will then meet again to evaluate the effectiveness of the intervention plan.

(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?

Despite the many strengths of the school's programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success Team (SST) will open a new pathway of support to students. The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources and a request for assistance from the SST can be made by the teacher, administrator, parent, or guardian. The SST process will be coordinated by the Head of School, who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process.

The SST process begins by reviewing the student's progress and clarifying the student's strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of the school, along with a timeline for successfully implementing these interventions. Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed.

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.

Barbara Wiggins, one of the founding board members, has extensive experience working with students with disabilities. Barbara is a retired public school teacher who provided state-of-the-art education and assessment of students with severe/profound mental and physical challenges. She has developed district curriculum for this student population and has designed and implemented trainings on a state and national level to teachers, administrators, and other stakeholders. She has also supervised and managed over 25 classroom teacher professionals specifically focusing on inclusion and supporting students with severe/profound mental and physical challenges.

In addition to Barbara's expertise, GALS Las Vegas will hire an experienced special education teacher under contract in Year 1 to have on-site expertise. GALS Las Vegas will hire an individual with a Master's in Special Education who is trained on Ortin-Gillingham.

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

GALS Las Vegas is inclusive and will comply with all state and federal laws governing special education. This includes best practices in serving students identified under the law as having disabilities, as well as Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA) of 2004, and section 504 of the Rehabilitation Act of 1974. Since admission will be determined by a blind lottery, we will not discriminate based on student need. GALS Las Vegas will offer a continuum of services to support a diverse learning community. Any student whose needs are met outside of a mild/moderate setting will have an enrollment meeting led by our designated Special Education teacher in order to determine whether GALS Las Vegas provides the least restrictive environment (LRE) for that student given her needs in compliance with a Free and Appropriate Education (FAPE) in the LRE with their classmates without documented disabilities as deemed appropriate and allowed by each student's Individualized Education Plan (IEP) or 504 plan.

When students are admitted to the school, part of the intake survey will ask whether students have been identified currently or in the past as qualifying for special education services. The existing IEP will be reviewed to determine the appropriate supports, and if deemed necessary, communication with previous school(s) will be initiated. GALS Las Vegas will access, through GALS Network and contracted service providers, a variety of experts when identifying students with disabilities. Collaboration between school personnel, including specialists and classroom teachers, is crucial to the success of interventions for students with disabilities. This rigorous process avoids the misidentification of students and ensures that appropriate interventions and progress monitoring strategies are in place to support significant gains in achievement for all students.

(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?

A response to this question is not applicable.

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

GALS Las Vegas accesses guidance from NDE in accordance with IDEA to determine identification of a student with a disability. The process to identify students follows RTI processes as outlined by NDE. All grade level teachers are part of the RTI team and implement support strategies as determined in weekly grade level meetings. Teachers track student progress with these interventions in place. The culmination of this process may lead to a Special Education initial evaluation to determine if an educational disability exists. GALS Las Vegas will utilize the RTI process in order to identify, intervene, and track progress for struggling students. Weekly student talk at teacher meetings will ensure teachers are implementing and tracking necessary interventions. After 6-8 weeks of data collection, the level of intervention will be re-assessed. Staff will determine whether to increase the intensity of the intervention, change the intervention, or continue as is. If multiple interventions are unsuccessful and sufficient data has been collected, a student may be referred to the special education team for a recommended initial evaluation. Creation of an IEP, ongoing tracking, and regular communication with families is led by the SPED teacher.

Students with disabilities will be monitored according to their needs. All students will be progress monitored toward their IEP goals every other week. Unless otherwise stated in their IEP, all students will be responsible for grade level standards, and teachers will provide necessary accommodations in order to ensure students have access to those standards. The special education teacher is responsible for communicating with families throughout the school year to ensure a strong partnership with the IEP team. Parents are informed of progress on the IEP goals on the same timeline as the school's reporting calendar.

In order to monitor and evaluate the effectiveness of the school's special education program overall, GALS Las Vegas teachers and staff will closely follow the progress of students, as per their IEPs as well as grade level data. We will also evaluate special educators using an internal evaluation system. Above all else, we will monitor the success of students in the least restrictive environment, constantly pushing forward to find what the least restrictive environment is for each individual student.

(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?

The Student Support Team (SST) will work with each parent/guardian during initial and transfer meetings as historical student files are reviewed during the summer transition process. GALS Las Vegas will hold a meeting to transfer comparable services for students with an IEP and inform parents that within 30 days an IEP team will meet to either adopt a previous IEP or develop a new IEP. For students who are enrolling from out-of-state, GALS Las Vegas will follow the procedures required for out-of-state students. The SST will involve parents/guardians of students with disabilities in meetings by attempting to schedule them at convenient times for parents/guardians and offering means of participating phone or video, if needed. Initially, at the beginning of the year, the classroom teacher will collect information on each student identified as having a disability and work in conjunction with observations by special education staff and general education staff to determine if students are in fact needing special education services or if the student requires a reevaluation to gather current data for the IEP committee to determine transition from special education can transition out of being identified. GALS Las Vegas leaders understand the importance of ensuring that every student is placed in the most successful learning environment for academic success, and therefore the SST will collectively decide what is best for the identified student in conjunction with parents/guardians in an IEP meeting. Key findings of observations and/or evaluations from educators and special education staff throughout the first few weeks of school will be communicated to parents/guardians during initial and transfer meetings in the fall, and or even throughout the school year.

(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.

GALS Las Vegas will provide an inclusive model where students have access to their grade level classes. Progress monitoring of IEP goals and targeted skill deficits are consistent to ensure that a student is making progress and targeted instruction and support are adjusted accordingly. During the intervention period, students will receive specialized instruction in reading and/or writing.

Specialized instruction for math will occur within the grade level math class where the special education teacher pulls out groups of students that need targeted intervention for essential skills. As a standards-based environment, GALS Las Vegas will provide a unique opportunity for staff to easily provide accommodations and access to the essential learning in a standard.

(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?

GALS Las Vegas allows time in the schedule for each grade level cohort of teachers to have collaborative time at least weekly. The special education employee (contracted for year one of operation) will work with teachers weekly to support general education teachers working successfully with special education students.

As a part of the GALS professional development, all teachers will be trained in how to read and understand IEP and how to implement services for all students with varying needs. General education staff will provide self-reflective feedback through online surveys regarding specific areas of professional growth to better serve students with disabilities. This will help inform targeted trainings for teachers throughout the year – outside of regularly scheduled professional development – to support the quality of instruction for all students especially those who are most at-risk.

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

GALS Las Vegas will be guided by GALS Counseling and Special Education staff experts to develop access to a robust set of experts to meet the needs of students with disabilities. This will initially be done through contracted service providers and University of Nevada Las Vegas interns looking for hands-on experience. As the school grows, full-time staff will be added based on student needs.

During the first year of operation, GALS Las Vegas will monitor enrollment and access the mandated return for Title funding that may add support to student populations including those At-Risk.

(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?

GALS Las Vegas teachers and school leaders will receive training at the beginning of each year on identifying students who may have special education needs. The Head of School will be supported by the GALS Network experts in counseling and special education as well. In addition, teachers will be provided additional training through staff meetings or written communication as needed throughout the year.

(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.

GALS Las Vegas recognizes the legal responsibility to ensure that no student who is in need of accommodations, services, or support be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any school program based on those needs. All children will receive an equal educational opportunity, have access to the school and no student shall be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for other student support services such as IDEA, 504 accommodations or modifications and support for English Language Learners.

(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?

Please see response describing RTI in prompt (2) of this section. All special education programming is in compliance with Nevada state laws as well as federal laws.

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

All programming at GALS Las Vegas will be accessible to all students and families, including students with disabilities and their parents. Families and community members will be welcomed into a range of appropriate activities (parent teacher meetings, Parent Committees, etc.).

Parents of students with disabilities will also be informed of and involved with their children's progress in academic, social, and emotional skills.

(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.

A response to this prompt is not applicable.

English Language Learners

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

Parents are an integral part of Gals Las Vegas and this partnership begins with the Home Language Questionnaire and a conversation with families to review the services and settings provided to support the student's ELL needs. The Home Language Questionnaires (HLQ) will be provided in the school's registration paperwork for students. The information will be collected and overseen by the Head of School.

It is important that our ELLs and families receive excellent support and communication related to their child's learning plan and English Language proficiency levels. We are committed to ensure that all English Language learners achieve federal, state, and district compliance requirements. Once a student is identified as an English Language Learner, The Head of School meets with the student and family to review the services and settings provided to support the student's ELL needs and creates the student's ELL plan. The Head also ensures that all paperwork is compliant and entered into the school system, Infinite Campus, in a timely manner.

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

Information on the HLQs will trigger testing from CCSD, within a required amount of days. The W-APT (WIDA ACCESS Placement Test) will be administered to any student who is flagged for testing. The W-APT test will determine if a student is "proficient upon entry" or if ELA services are needed. At that point, parents will be notified and given a choice of ELL services. Upon identification, our goal is to have ELL services commence no later than 30 days after the student's arrival at GALS Las Vegas.

The W-APT is a district mandated test to determine English proficiency. Students will be assessed annually with the WIDA ACCESS test. Based on these results, students will be placed in a grade level or ACCESS level ELL class. Parents will be notified of a student's placement by the Head of School. They will be asked to complete a district PPF (Parent Permission Form), choosing to go into ELL. They may also decline ELL services, which requires a PPF3 form, opting them out of ELL services.

Reports about student assessments and monitoring are provided to all parents as a part of the student progress reports. Parents who are not proficient in English are provided with appropriate support in a language that they can understand in order to maintain an ongoing and productive relationship. Parents will receive verbal and written notification of their child's ELL programming options.

(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.

ELL will be administered through a certified teacher during this time, 30 minutes a day/four days a week for a total of 120 minutes. ELL classes will focus on English language in the four domains (reading, writing, speaking, listening). Instruction will be based off of the WIDA standards as well as the grade level Common Core literacy standards. GALS Las Vegas will also use WIDA standards and rubrics to measure English language proficiency in all language domains. GALS Las Vegas will contract for these services initially and hire permanent staff based on student needs.

Language development will be explicitly taught during the ELL block. Students will receive explicit language instruction with language functions/forms, vocabulary, language usage, grammar, idioms, cross language connections, and transformations. GALS Las Vegas will be standards based and the ELL programming will reflect the Common Core standards. The WIDA standards will be used to target language development in the four language domains. ELL teachers across the grades will plan units that reflect these standards and provide cultural and inclusive practices and themes. The

ELL department will use the Common Core literacy standards and the WIDA standards to monitor progress. Anecdotal recording will happen quarterly to progress monitor these students.

ELL instruction also lives in content teachers' classrooms. This provides students the language support to gain access in each content area. Content teachers will provide opportunities to access academic language through the SIOP (Sheltered Instruction Observation Protocol) model for sheltering, physical response, pictures, context, and direct instruction. Teachers' content standards reflect Common Core and language forms and functions.

(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?

GALS Las Vegas will seek out high quality professional learning opportunities for all its educators to ensure that every ELL has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required for student success. Professional development will provide teachers with a vast toolkit to support ELL students.

(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?

All teachers will use a variety of sheltering, literacy, and academic strategies such as using translated materials (if applicable), total physical response, language targets and sentence stems. Teachers will be grounded in a pedagogical commitment to meeting the needs of diverse learners. Teachers will receive professional development on culturally responsive pedagogy. While working with ELLs, teachers modify instruction to take into account the dual challenge of learning academic content and skills while learning English. Teachers ensure that ELL students engage in grade-level, cognitively demanding content instruction in English with sufficient supportive measures to facilitate successful content learning for students.

Students are encouraged to use their native language to discuss and break down content with their peers. Dual language dictionaries will be available. Accommodations will be provided based on language needs.

(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?

Students will be monitored each semester after exit/redesignation. Report cards and MAPS data will be used to determine if redesignation is appropriate and if the student can be successful in mainstream educational programming. Progress monitoring of grades and test scores will be used to determine if ELL programming should be considered. The ISA team will meet to discuss students' progress. All forms will be submitted to the CCSD English Language Acquisition Department. Exited ELL students are monitored for two years from the date of redesignation to ensure students continue to participate meaningfully and equally in the mainstream classroom.

Ultimately, eligibility for redesignation is determined by the district. Forms are sent in the Spring and Fall. The ELL administrator and the ISA team at GALS Las Vegas will determine if a student should be redesignated. To exit, the team considers a body of evidence to determine if the student can meaningfully and equally participate in the mainstream classroom. Students must have an

ACCESS overall composite score of 4.5. ACCESS test scores and WIDA standards will be used to measure English proficiency in each of the four language domains. The parent will be involved throughout the process to ensure there is collaboration and understanding.

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

All programming at GALS Las Vegas will be accessible to all students and families, including students with disabilities and their parents. Families and community members will be welcomed into a range of appropriate activities.

Parents of students identified as ELL will also be informed of and involved with their children's progress in academic, social, and emotional skills. For more on family involvement, see (insert final sections here to reference).

(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.*

A response to this question is not applicable.

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?

Based on the diverse socio-economic population of where GALS Las Vegas will be situated, GALS Las Vegas anticipates the possibility of enrolling students who meet the definition of homeless. GALS Las Vegas will comply with all requirements for education rights and protections within the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

GALS Las Vegas will identify students and families in need of homeless/migrant services for new students by including a space for identifying homeless/migrant student status in the initial enrollment of a student. Additionally, because students can become children in transition at any point, GALS Las Vegas will identify existing students in need of homeless/migrant student services through counselor/teacher referrals and proactive communications with parents and families about available supports. To assist in identification and avoid misidentification, GALS Las Vegas will follow the broadly defined definition of homeless as set forth in the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009 (P.L 111-22, Section 1003), remaining cognizant of the evolving and complex nature of defining homelessness:

The term "homeless" or "homeless individual" means:

- An individual who lacks a fixed, regular, and adequate nighttime residence;
- An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;
- An individual or family living in a supervised publicly or privately-operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing);

- An individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;
- An individual or family who will imminently lose their housing [as evidenced by a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days, having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days, or credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause]; has no subsequent residence identified; and lacks the resources or support networks needed to obtain other permanent housing; and
- Unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who have experienced a long-term period without living independently in permanent housing, have experienced persistent instability as measured by frequent moves over such period, and can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

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

GALS Las Vegas will ensure the needs of identified families receive service by doing the following:

- Within one day of admitting a homeless student, a school counselor or another employee designated by the administration as the homeless liaison shall be notified, and contact shall be made with the appropriate officials.
- If there is a dispute concerning residence or the status of an emancipated minor or homeless child, the issue may be referred to the Nevada Department of Education for resolution.
- Homeless students will be eligible for programs for gifted and talented students and school nutrition programs as well as any other educational services for which the student meets eligibility criteria.
- Homeless and migrant children are entitled to receive transportation and other services available to non-homeless students. Upon request of a parent/guardian(s) and evaluation of the best interest of the child, transportation may be provided to and from school in accordance with state law and what is reasonable.
- Homeless students are permitted to continue attending GALS Las Vegas, to the extent reasonable, unless it is against the wishes of their parent/guardian(s) and be permitted to remain at the school for the duration of the homelessness until the students move into permanent housing.
- GALS Las Vegas will continue efforts to assist homeless students in completing necessary and important records, including immunization records.
- GALS Las Vegas dress code and uniform policy (see page 90) will not delay enrollment for homeless or migrant students.

(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.*

A response to this question is not applicable.

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.

Far from disheartening your pupils' youthful courage, spare nothing to liven up their soul; make them your equals in order that they may become your equals. This quote from Jean Jacques Rousseau encompasses what we at GALS Las Vegas will strive for in relation to behavior management and discipline. We believe that students need to be given space to develop their independence. Children will develop greater feelings of autonomy and self-worth if they are given opportunities to exercise influence over their own lives and if they have greater input in decision making. We want our students to believe they have a real influence on their environment. This does not mean we will be giving our students complete control and freedom. On the contrary, we will provide our students with a solid structure, much guidance, and clear and consistent expectations. By creating this safe environment, we give space to the students to develop independence while maintaining high expectations for student behavior.

GALS Las Vegas' first approach to discipline is taking preventative measures. We believe that all students, at their core, are good. We will bring out each student's inner goodness to prevent misbehavior. In order to build intrinsic motivation for our students and be proactive in our approach to discipline, teachers will implement teaching strategies such as the following:

- Naming positive behavior
- Planning engaging, hands-on lessons so students do not have the chance to misbehave
- Establishing trusting relationships with all students
- Having a schedule and structure that students can depend on
- Nonverbal cues
- Holding class meetings to have students reflect on class issues

GALS LV creates the space for restorative, rather than punitive, justice. We believe that student discipline should be a learning process where healing is experienced for all parties involved. We want our students to learn social responsibility and self-control, which is why we will incorporate a discipline process as opposed to a punishment process. Discipline: (1) is proactive and focuses on prevention, (2) creates natural consequences that are discussed with the student, (3) teaches social respect and social responsibility, (4) is never controlled by external rule enforcement, and (5) does not use psychological or physical punishment.

We want our students to learn from natural or logical consequences, rather than handing out disconnected punishments. The focus is to have our students learn from their mistakes. We want them to advance up the ladder of Lawrence Kohlberg's Six Stages of Moral Development. We want our students to make the right choice because they have an internal moral code of behavior that they follow (level 6), rather than making the right decisions because they want to avoid getting into trouble or because they want a reward (level 1 and 2 respectively). Our behavior model and response to intervention puts a lot of the responsibility on the individual teachers, which is why we

will hire the most qualified teachers and develop them intentionally. GALS LV teachers will know their students better than anyone else in the school, which is why they are given the bulk of the responsibility for handling behavior issues and disciplining students.

Students who do not adhere to stated expectations for behavior and who violate the school's rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Warning – verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the head of school or other leadership staff
- Notices to parents by telephone or letter
- Parent conference – at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the school's behavioral expectations which cannot be dealt with through counseling and other strategies will be required to attend a meeting with appropriate school staff and the student's parent/mentor. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

GALS Las Vegas's Head of School will have oversight responsibilities for discipline and is the main support for students with behavior issues and concerns. The Head of School will work with students to establish work-plans and behavior trackers to support their learning in the classroom. Teachers will be aware of these plans and monitor students during class and fill out a tracker at the end of class. The Head of School is responsible for entering disciplinary records into Infinite Campus in a timely manner.

Other behaviors that impact student learning include issues such as attendance, tardiness, and behavior in hallways/common spaces. To build school culture, and to help target some of these issues, GALS Las Vegas will have a Positive Behavior House system. All students at GALS Las Vegas will be in a Wellness team. Each "House" will consist of a Wellness Team from each grade. These teams compete against each other to win points for positive impacts to school culture – e.g. fewest number of tardies, fewest absences, etc. The winning teams are celebrated during weekly Community Meeting and publicly recognized. Girls who lose points for their Houses for various reasons are held accountable by their Wellness Teams and Wellness Coaches. During the first year, the 6th grade will be divided into Wellness teams and then will progress to grades, once the next grade is introduced in year two.

Since GALS Las Vegas will teach and uphold values of mutual respect across all grade levels and in all classrooms, creating both horizontal and vertical alignment through consistent expectations, students will not be disciplined disproportionately. All students and staff will be fully aware of our school's expectations, which means all students will be held to the same level of accountability. Every week during the weekly staff meeting, teachers will look at data regarding behavior (referrals, lunch detentions, etc.) to ensure that we are not falling victim to any sub-population of students being treated unfairly to remedy any disproportionality.

GALS Las Vegas discipline policy adheres to recent changes in the state statute regarding expellable offenses and out-of-school suspension by including habitually disruptive behavior that can be used to expel a student but is not a “mandatory” expulsion. The only references to mandatory expulsion are for students who bring a firearm to school who must be expelled unless that consequence is modified by the Superintendent. Our staff will cultivate genuine and supportive relations with students and families and is committed to restorative justice. The discipline ladder will be utilized to ensure that disciplinary action begins and is resolved at the lowest level possible, consistent with the nature of the violation.

(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.

Suspension Procedures

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the Head of School, with the student and the student’s parents or guardian. The conference may be omitted if the Head of School determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents/guardians will be notified of the suspension and a conference will be conducted with the Head of School as soon as practicable.

Step 2: Notice to Parents

Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, the Head of School shall make a reasonable effort to contact the parents/guardians by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by the Head of School based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the

suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office.

Expulsion Procedures

If the Head of School recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Head of School upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others.
- Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Head of School finds that at least one of the following findings may be substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5: Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing will be held within 30 days, from the date of the request for hearing, after the Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the governing Board or an administrative panel (of other local school charter leaders) appointed by the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

The Head of School will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.

After the Administrative Panel conducts the hearing, the Panel makes a recommendation to the Board of Directors within 24 hours of the hearing. The Board of Directors will review the

recommendation, take a formal vote, and provide a written response to the Head of School and the family indicating their final decision within 24 hours of the board vote.

Parents/guardians will be notified by the Head of School through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Head of School or his/her designee. A suspension appeal may be made to the GALS Board of Directors within the term of the suspension. Following due consideration, a decision by the Board of Directors regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Head of School. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by a fair and impartial panel, selected by the GALS Board. For a student who is not reinstated upon appeal, the family will be sent written notification by the Head of School, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the GALS Las Vegas Board of Directors will be final.

(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?

The Head of School is responsible for implementing the school's discipline policy. Creation and maintenance of disciplinary records will be carried out by the Head of School with staff support. The Executive Director will report discipline data to the SPCSA. The Board of Directors and School leaders will analyze discipline data for any trending behaviors to identify the possibility for other factors to be causing behavior problems.

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

Like other high performing charter schools, GALS maintains high expectations for its students with regard to behavior. All of our policies stem from a culture of integrity, respect, and equity where every student has the right to fully access her education. GALS upholds a strong policy of student rights and responsibilities. In cases where disciplinary action is necessary, GALS Las Vegas will explore a restorative justice model of discipline that focuses on managing conflict and resolving issues. This model relies on the offender taking responsibility for the harm done and making things as right as possible for all those impacted – an approach that teaches skills for problem solving, conflict resolution, self-discipline, and personal and communal responsibility. This direct approach on repairing relationships can be particularly effective for the relational aggression most often expressed between girls.

The GALS Network model is designed to ensure that there is no disproportionate penalization of already vulnerable populations. The counseling and wellness model and somatic approach are examples of how the model will best support students – even those with the most vulnerable needs

– in meeting and/or exceeding their expectations of self and learning. These areas of support are described below.

Counseling and Wellness

In utilizing the GALS Network partnership, their expertise in executing a successful counseling program to support students throughout their GALS Las Vegas experience. Comprehensive student development at a GALS campus is designed to collaboratively support students through Inclusion Team (IT) and Counseling and Wellness (C&W). The individuals responsible for implementing and supporting these programs are the Head of School, the Dean (hired after year two), the Inclusion Team (focused on SPED), and the Counseling and Wellness team (contracted through GALS Network support as a Clinical Team of a counselor and psychologist). The counselor is embedded at the Las Vegas campus and will focus on supporting students and staff in their growth and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. The goal of a supporting a successful counseling and wellness program is to ensure that all information about the student and their needs are holistically considered by adult mentors in the learning environment. As a result, the needs of the student will be met in an individualized way that maximizes the success and learning time of the student.

Somatic Approach

In tandem with the counseling and wellness provided for all students at GALS Las Vegas, the Somatic approach is also an important component of wellness and addressing student needs. Understanding the body's role in your own experiences through communication, senses, and movement enhance your ability to cope and properly identify concerns. By supporting students in building their Somatic toolkit, they will be well equipped to be proactive about their own needs to act and not react in a time of need. The purpose of this approach is to help students understand their reactive part of their brain (the lizard brain that triggers what we refer to as “flight or fight”) and into the use of their neocortex (the human brain) where they can practice rationalized reactions with reason and logic. At a GALS campus, this practice is seen through Brain Boosts (movement in the classroom for support integration of information, alertness, and regulation to reduce stress), Reset Room (low stimulation space which provides interactions with mental health staff to teach and support students with coping and regulating skills through mindfulness, movement, art, tactile, aromatherapy, and quiet), Safe Spaces (self-identified spaces where students feel safe and connected with staff throughout the building), and classroom regulating tools (bins with therapeutic tools supplied in the reset room space within each classroom).

Despite the model and supports described above, some actions will require immediate attention, including suspension or expulsion. Additionally, RTI creates a more dynamic process to target the needs of individual students.

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

The formal grievance procedure is intended to provide an opportunity for grievances that are either not resolved via the informal process or are significant enough in the mind of the grievant to require a formal investigative and resolution process that is documented in writing.

1. To initiate the formal grievance process, a grievant should submit a signed and dated grievance to the administrative team. The written grievance should detail the allegations of dispute, breach of policy, or discrimination and should cite the contract, policy or procedure that has been violated.

2. The resolution team will provide acknowledgement of receipt of the written grievance within 5 work days. In addition, within 5 work days, the resolution team will provide a copy of the written grievance to the individual(s) named in the grievances as well as to the Head of School. If the Head of School is the named party in the grievance, a copy of the grievance will be provided to the Chair of the Board.

3. Within 30 work days, the resolution team will conduct its own internal investigation, including conducting interviews with all relevant parties, reviewing pertinent documents, reviewing policy, etc.

4. Within 45 work days of the submission of the written grievance, the resolution team will issue a written resolution plan that might include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.

5. Should a grievant not be satisfied with the manner in which the school's resolution team handles the grievance, he or she should bring the matter to the attention of the board by contacting the Board Chair or Vice Chair.

It is important to the integrity of our school that grievances be handled in an informed, direct, fair, and equitable manner. The administration and board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this grievance policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors.

The objectives of GALS Las Vegas grievance policy are threefold: 1) to help members of our community resolve conflicts in an open and direct manner; 2) to provide a safe avenue for members of our community to express grievances or report alleged or actual wrong-doing, including behaviors considered discriminatory; 3) to prompt, when necessary, further investigation and outside resolution.

1. If a student has a concern with a teacher or administrator, we strongly encourage the student to set a meeting with the teacher/administrator first. Students are encouraged to advocate for themselves in a respectful, thoughtful manner.
2. Parent/guardians should first speak directly to the person with whom he or she has a concern.
3. If, after the initial meeting, the conflict is not resolved, the parents/guardians should contact the administrative team and Head of School to set up a meeting. A plan will be put into place to resolve the issued,
4. If time has passed and the conflict is still not resolved, parents/guardians should follow the formal grievance policy.

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

GALS students and teachers follow a movement--based dress code. All students at GALS wear athletic pants or shorts, a GALS Las Vegas t-shirt or sweatshirt as well as running shoes. The dress code was created to allow for freedom of movement and to allow physical flexibility. Students will be expected to purchase their GALS Las Vegas shirts or sweatshirts at a cost that will support the dress code program. Any needs for families who are not able to purchase a GALS Las Vegas shirt

will be handled on a case-by-case basis with the Head of School and GALS Network to provide clothing for the student at a reduced, or no cost.

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.**

The annual academic schedule for GALS Las Vegas will be reflective of the Clark County School District annual calendar. This will ensure accessibility and partnerships to be strong with families who have children in multiple schools within the district. There will be 180 days of instruction each school year. The school year will begin in August and terminate in June of the following year. The school will observe Labor Day, Nevada Day, Veteran's Day, Thanksgiving, Winter Break, Martin Luther King, Jr. Day, President's Day, Spring Break, and Memorial Day.

- (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.**

The academic school day will begin at 7:30 am each day and will end at 2:30pm each day during year one of operation while sharing space with the Boys and Girls Club. The grade level requirements outlined in NAC 387.131 will be exceeded in the instructional schedule for the school day of 5.5 hours (or 330 minutes) or instruction. For an idea of what the schedule will look like for year one of operation please see the sample schedule for 6th grade is shown below:

Sample 6th grade schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| 7:30 – 8:00 Breakfast | Optional: Breakfast/Wellness | Optional: Breakfast/Wellness | Optional: Breakfast/Wellness | Optional: Breakfast/Wellness | Optional: Breakfast/Wellness |
| 8:00 – 8:20 Homeroom | Wellness Team Homeroom | Wellness Team Homeroom | Wellness Team Homeroom | Wellness Team Homeroom | Wellness Team Homeroom |
| 8:24 – 8:44 Period A | Movement | Movement | Movement | Movement | Movement |
| 8:48 – 9:48 Period B | GALS 101 Media Literacy | GALS 101 Media Literacy | GALS 101 Media Literacy | GALS 101 Media Literacy | GALS 101 Media Literacy |

| | | | | | |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 9:52 – 10:32 Block 1 | Language Arts 6 | Science 6 | Math 6 | Social Studies 6 | Math 6 |
| 10:36 – 11:16 Block 2 | Math 6 | Language Arts 6 | Social Studies 6 | Science 6 | Social Studies 6 |
| 11:20 – 11:50 Period C | Math Intervention | Math Intervention | Math Intervention | Math Intervention | Math Intervention |
| 11:54 – 12:42 Period D | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:46 – 1:36 Block 3 | Social Studies 6 | Math 6 | Science 6 | Language Arts 6 | Science 6 |
| 1:40 – 2:30 Block 4 | Science 6 | Social Studies 6 | Community Meeting | Math 6 | Language Arts 6 |

(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?

The goals of the GALS Las Vegas attendance system are defined as follows:

- Students maximize academic potential by being in classes as much as possible
- Safety and well-being of other students is not compromised by a child attending school
- Students get daily movement and breakfast because we believe that those two components are key to their academic success
- Students get valuable time with their wellness coach for check-ins, coaching, and mentoring

To fully benefit from, be enriched by, and enjoy the GALS Las Vegas experience, it is imperative that students be present at all school functions. Attendance is taken in all classes and activities. Students must attend all required events at school. All students must be in school unless ill, with notes provided by a doctor, or due to a family emergency.

Our school goal is to hit 90% attendance. To achieve this goal, students can miss no more than nine school days in the course of the semester. An adult must sign in any student who comes in late, after 8am.

Parents/guardians can always monitor their students' attendance by using the parent portal online. GALS Las Vegas will initiate mandatory truancy court procedures if repeated absences from school are a problem for the child. The Attendance Committee under the supervision of the Head of School.

To reduce and address chronic absenteeism, GALS Las Vegas Head of School will work as part of a larger role in working with at-risk students to help them navigate road blocks to their success, reduce discipline issues, and improve attendance. In future years, a staff member dedicated to the counseling program with GALS Las Vegas will be hired to work closely with RTI teams, Student Success Team (SST), and the leadership team to ensure attendance and truancy are addressed promptly and that appropriate support is given to students and families. Home visits are very effective in increasing attendance rates and is a method the GALS Las Vegas leadership team intends to use for both family communication and support for getting students to school.

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.

Jessica, a middle school student arrives to school at 7:15 where she gets out of the car and is welcomed by the Head of School who is standing at the door. The principal likes to welcome all the students each morning.

Jessica places her backpack down near her first class and goes to the lunchroom to eat breakfast with her friends until 7:50 when the first song, Katy Perry, "Roar" substitutes as a bell signifying a transition. Jessica now makes her way to the main room to start morning assembly and get ready for the Movement class - that starts each day.

Once the Head of School finishes making any necessary announcements, students go outside to begin morning movement. This module includes a mile run - they will master this skill during these few weeks. Jessica's first attempt to run a mile took her 15 minutes of running and walking, and today she finished just under 13 running the entire time.

At 8:25 Jessica returns with her classmates to the school building boasting about her new personal one mile record, gets a drink of water and proceeds to class where her first lesson of the day begins. The Math teacher

welcomes everyone to class and jumps right into the daily math lesson. After the lecture, the teacher reviews a movement exercise to reinforce what was just taught about fractions. The teacher leads everyone into a song and hand gestures that represent elements of the math lesson. The teacher then divides the girls in varying fractional groups to reiterate the class lesson - this takes about 10 minutes.

Jessica then sits down in her Math group and her and 4 other classmates proceed to work on some of the questions on a worksheet that the teacher has provided. After 15 minutes, chatter begins to uptick and discussions group topics trail away from Math. The teacher notices students off tasks and losing focus, so she claps her hands and all the girls stand up and complete 10 jumping jacks to transition back into completing their worksheets. Students refocus, some humming and small gestures are being done as they work through the problem to help them remember core elements of fractions while they complete the rest of the worksheet. The girls are then alerted by the Teacher that class will transition in the next minute -- Jessica is still singing and doing the fraction dance on her way out of the class.

After math class, Jessica packs up her things and proceeds to her next class for the language arts block. They start with spelling words that they were practicing the day before and each student gets to read a sentence aloud that they made using one of the words. Then Jessica works with a partner to read a short story and her and her partner need to look for words in the story that they can exchange with the new words that they have learned. About 20 minutes into the class, the teacher asks the students to stand-up and directs them that they'll spend three 2-minute rounds, discuss the word they found and a little detail about what it meant in the short story. They practice communicating, move around the classroom and then re-engage with the words again.

The teacher then puts the lesson on the board and engages the class on a new lesson in grammar for the next 10 minutes. The students need to write the lesson down in their notebook to review tomorrow and now they can go choose a book from the bookshelf and go sit on the couch and read.

At 10:25, a song plays on the PA and it's time to transition again. Jessica proceeds to her Science class. Today the class is learning about the solar system. The teacher shows a short video reminding all the girls about the solar system and the other planets in relation to the earth and then to the sun. The students then go to the big table in the classroom and continue working on a joint model that they are making of the solar system. Students are divided into, creating the planets, while others are helping with the research so that they can answer questions, which will be pinned on each planet- for others to see. The teacher notices the model exercise has achieved full engagement of the entire class, except Jessica. She's distracted and gets some students off track. The teacher asks if Jessica feels like doing a quick lap in the hallway, as she seems a little disengaged. Jessica says yes and returns and jumps back into the assignment focused.

A song blares as the next period begins, after 50 minutes and Jessica puts away her supplies and cleans up the classroom with her fellow classmates. They need to work quickly as the next class begins in 5 min. The girls grab their backpacks and make their way to their next class.

At 11:25 the next period begins and Jessica walks into her Social Studies class - she loves this subject. The students are busy learning about Nevada and how a desert land could get water. Next week there is a school trip to Springs Preserve so the girls are all really excited. The girls sit in assigned groups and continue working on problem solving questions that they need to figure out as preparation for their trip. Each group is assigned to complete a chart board with their theories on how the Springs Preserve waters acres and acres of vegetation. Once completed, the group selects a presenter and the teams complete a gallery walk to learn about everyone's theories. The teacher continues the lesson, showing them different desert plants that she brought in - which need little water to grow. The students draw the plants in their workbook and write down the points that the teacher is saying. Class is over way to quickly, but Jessica is ready for lunch.

The students make their way to the lunchroom where a healthy lunch is served, and this gives them some time to eat and socialize with friends. After about 20 minutes the teacher notices a number of students who are done eating. She encourages those who are done to clean up and if they like can go play sports games in

the main hall, or right outside the front doors where there is shade. Jessica loves jump rope so her and her friends play until lunch ends at 1:00.

Jessica comes from Rwanda, her birth name is Gahiji (pronounced gah-HEE-jee), her mom suggested an American name to make things easier as she learns English. She thought Jessica was the closest to her name. As emerging English learner, she speaks pretty good English, but has gaps in learning around comprehension. Depending on the day, she may be pulled from Language Arts class or GALS Series to get extra support on learning English. Today she is being called out of her GALS Series class for RTI time. She's pretty bummed, because the girls were tasked with interpreting what the GALS Las Vegas pledge means to her. The ELL teacher is really nice and encourages Jessica to share with her in English what life was like in Africa. Then her and a couple of other girls work on reading short paragraphs one sentence at a time and understanding what they are reading. The ELL teacher uses all types of fun activities to help Jessica and her friends improve their English. The RTI class lasts ½ an hour and then Jessica comes back to her last class where everyone is working on what morals mean.

Jessica sits on the mat along with everyone else and the teacher fills her in as everyone is talking among themselves to answer a question that was proposed. The class is very interactive and before she knows it, the music plays over the PA system and class is over.

All the students clean up the classroom and then line up by the front door. The Head of School calls a community meeting with the school in the main hall. Today's discussion is about cleanliness of the school grounds and how many students are not being mindful to clean up after themselves throughout the day, adding to more work for our Front Desk staff and janitorial staff. We end the community meeting with the GALS LV Pledge, "I know who I am, I know that I matter..." Jessica knows the pledge by memory now and practices truly understanding what each word means. The girls scream and yell after the pledge and the school day ends at 2:15.

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

Mrs. Green arrives to school just before 7:15am and navigates herself to her classroom. As she makes her way into the main hall, she greets several of her peers and shoots a smile through the window in the door of another teacher's classroom. She sets her things down and writes the format of what will happen in her class today. From 7:35 to 7:50 she proceeds to the lunchroom where she meets dozens of students as they are eating breakfast. She loves this time because it gives her a chance to sit with groups of girls and get to know them more personally. She notices one girl sitting more to herself, and promptly sits beside her. She finds out that the student's father was arrested the day before and that the student is having a hard time. Mrs. Green makes a mental note of that and will submit a Counseling intake form for the School Counselor / GALS Series Teacher to reach out to her. This way the counselor can engage the student and discuss how this is impacting her on a day to day.

When the music plays over the PA system at 7:50am, Mrs. Green helps all the students meet in the main hall of the school. The Head of School greets all the students, makes an announcement and then the girls head out for Morning Movement. For the next few weeks, the girls are practicing their mile run. Mrs. Green runs along with her slower paced students to encourage them as they continue to master that skill.

When they return, everyone gets a drink of water and proceeds to their first class.

Mrs. Green heads back to her classroom and greets students as they come in. She reminds the students to take their seats in the group settings she assigned them to yesterday. After students enter the room, Mrs. Green takes attendance then provides her unit lesson on fractions. Upon completion, she states their next activity will help them remember key elements about fractions and proceeds to teach a song and fraction dance movements that will help when completing challenging math problems. The students sing and dance for a few times and it appears students are smiling and adding their own style to the activity. Then to illustrate a more

complex aspect of what they are learning, she separates the students into different groups to show the fraction lesson - encouraging them to see what she means. Class continues as everyone sits back down and works on some problems together in groups (according to their level). Mrs. Green walks around notices girls humming the song and motioning their arms as they complete the assignment. She assists some of the girls as needed, encouraging them to work out the problem with her instruction. All too soon, the class is over, and the girls pack up and move to their next class.

Mrs. Green is the math teacher at GALS Las Vegas, so she waits for the second class of sixth graders to come in and starts the lesson again. Each class has their own levels and this class coming in has a number of students who have a hard time with numbers. So, today the SPED teachers come into her class and works with two of her groups after the fraction dance is complete. She continues to walk around the room as she works with the other group.

Once the music plays over the PA system there is a short break and when she excuses all the students, Mrs. Green sits down and eats a snack as today she has a small open block. She reviews a datasheet provided to her by the HOS that demonstrates students in her Math class with a pretty big learning gap in fractions. She schedules time tomorrow to pull the student during lunch to go over the core areas where she is needs help.

Beyonce's "Who runs the world" plays signifying a transition to the next period. Her third class that comes in, she has 2 students that are very advanced, so she begins the class with the fraction dance. She pairs the two students together as to complete some more advanced Khan Academy activities. Mrs. Green continues working her way around the classroom and checks in on every group. She notices Sue is doodling on her paper and not completing the work. She asked if she wants a brain boosts to re-engage and the student snaps at her, disrupting the other students they are all turn and look at her. She gives Sue a pass to go to the Reset Room, as it seems like she's having a moment where she can't focus. The class is then redirected to the assignment and gets all students back on task.

The fourth class has a student population with a large number of ELL students, so once again the ELL teacher assists her in class. But this time, Mrs. Green takes out blocks and gives two of her groups blocks to utilize as they work on fractions. Since they can't speak English well, this helps them understand with basic words, but the meaning is clear. Mrs. Green moves around the groups and helps each group. While she is speaking at the board during general instruction, the ELL teacher is sitting with both ELL groups so that she can differentiate with the girls the content being taught.

Another song plays on the PA, it's 12:20 and the students pack up to go to lunch. Mrs. Green has lunch duty along with a few colleagues and while the girls are eating, she catches up with a few of them.

After lunch, 5 students come to her classroom that are on RTI for academic support to help with learning gaps in Math. These students have been working with her for some time and she plans to give an interim assessment so she can understand precisely where they are missing content. At 2:00 the class transitions and all the girls clean up the classroom and get ready to end their day. Mrs. Green accompanies the girls to the weekly community meeting on taking personal responsibility for the facilities. The Head of School explains that just a little bit of awareness from all students will have a major impact on the entire community. The school then recites the GALS Las Vegas Pledge and the Head of School dismisses us for the day.

- (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?**

Upon receipt of Ruby's application and IEP, the school's SPED teacher would initiate a thorough review of the IEP. The SPED teacher would work with school administration to secure additional resources and personnel,

if needed. However, during the first year GALS Las Vegas would need to rely on private fundraising to assist Ruby as the school would not be eligible for grants just yet.

The SPED teacher would also notify related service providers of Ruby and any additional services that may be required of them. The SPED teacher will also reach out to the parents to learn from them what Ruby's needs are and how they have been serviced at previous schools and at home.

To ensure minimal delay between enrollment and the start of services, the SPED teacher would work to reallocate and reschedule existing personnel and resources until additional ones can be acquired. GALS Las Vegas will follow the IEP, as written, as closely as possible.

Within the first thirty days of enrollment, the SPED teacher will schedule a Transfer meeting with the members of the IEP team. The purpose of this meeting will be to determine whether the school will continue Ruby's IEP, as written, or write a new IEP. If it is determined in that meeting that a new IEP would best serve Ruby's needs, the appropriate evaluations would be performed and the process of writing a new IEP would begin.

- (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 Alejandra's?**

GALS Las Vegas is committed to faithfully serving the needs of our ELL population. Based on Alexandra's test scores, she will need additional assistance in writing and reading. Utilizing the WIDA RtI2 Model, Alexandra would receive Tier I services in listening and speaking and Tier 2 services in Writing and Reading. Tier 2 services include targeted remediation during the imbedded RTI block in a small group or one-on-one setting. While all teachers at GALS Las Vegas will receive training in ELL services, there will be one ELL remediation specialist who will work more intensively with ELL students during the RTI blocks.

If Alexandra fails to demonstrate adequate improvement through Tier 2 services, she will be escalated to Tier 3 services and receive one-on-one tutoring (or within a small group of other ELL students) during the school day to help improve her English language proficiency.

As WIDA points out in their informative document, *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention for English Language Learners*, "if a culturally and linguistically responsive Tier 2 has been created for students, very few students would need to receive Tier 3 support."

GALS Las Vegas will seek to hire at least one bilingual member to the office staff team. Students whose parents do not speak English will be identified and important school communications will be translated prior to being sent home. GALS Las Vegas will also seek out bi-lingual core teachers as well.

- (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.**

| Data for All Tested Grades | | | Math | | | | RLA | | | |
|----------------------------|--------------------------------|-------------|---------------|---------|----------|---------|---------------|---------|----------|---------|
| Yr. | Subgroup | valid tests | pct_below_bsc | pct_bsc | pct_prof | pct_adv | pct_below_bsc | pct_bsc | pct_prof | pct_adv |
| 2012 | All Students | 131 | 30.6 | 51.1 | 14.5 | 3.8 | 29.8 | 49.6 | 16.8 | 3.8 |
| | Students with Disabilities | 23 | 26.2 | 47.8 | 13 | 13 | 34.9 | 30.4 | 13 | 21.7 |
| | Non-Students with Disabilities | 108 | 31.4 | 51.9 | 14.8 | 1.9 | 28.7 | 53.7 | 17.6 | 0 |
| 2013 | All Students | 116 | 26.7 | 40.5 | 25 | 7.8 | 46.5 | 41.4 | 11.2 | 0.9 |
| | Students with Disabilities | 20 | 50 | 50 | 0 | 0 | 75 | 25 | 0 | 0 |
| | Non-Students with Disabilities | 96 | 21.9 | 38.5 | 30.2 | 9.4 | 40.7 | 44.8 | 13.5 | 1 |
| 2014 | All Students | 113 | 30.1 | 38.9 | 24.8 | 6.2 | 44.2 | 43.4 | 12.4 | 0 |
| | Students with Disabilities | 14 | 57.2 | 28.6 | 7.1 | 7.1 | 57.2 | 35.7 | 7.1 | 0 |
| | Non-Students with Disabilities | 99 | 26.2 | 40.4 | 27.3 | 6.1 | 42.5 | 44.4 | 13.1 | 0 |

To properly interpret this data additional contextual information would be required. First, the overall school population is declining each year. What factors are leading to the decline in student population? Second, the percentage of students with disabilities in this school is extremely high but declined dramatically in 2014. What is leading to the high percentage of students with disabilities and why has the percentage declined in the most recent school year? How transient is the population? What is the re-enrollment rate? What is the school's success rate in increasing student performance over multiple years?

The other piece of information that would need to be investigated is, what happened during 2013? In 2012, 26% of SWD achieved proficient or advanced scores in math and 34.7% in reading. In 2013, however, not a single SWD achieved a score of proficient or advanced. That appears to be a horrible failure for the school. An additional question: what is the median growth percentile for the SWD?

In 2014, the scores for SWD improve over 2013, but anything is better than zero. Unfortunately, the percentage of SWD scoring below basic seems to be increasing every year in math; indicating that the students that are furthest behind are only falling further behind.

To properly diagnose and resolve the problem, GALS Las Vegas would start by collecting additional data. The ED, HOS, and Office Manager would work together to collect, analyze, and interpret the additional data. If necessary, the GALS Network would be contacted to consult with GALS Las Vegas in a solution.

The research process would take three different paths to explore all possibilities: student data, teacher data, and curriculum data. Student data would seek to provide context for the variation in student scores including student disability and service levels, student exit rates, student growth percentiles, enrollment date and time at the school, attendance rates, etc.

Teacher data would seek to provide information on the delivery of content and the quality of instruction. Essential questions would be: how long have the teachers been with the school, what is the teacher turnover ratio, has the school model not implemented with efficacy, what training has the teacher received on the curriculum, what services are being provided to the students, how many observations have been performed in the teacher's classroom, what were the results of formal and informal evaluations, what parent feedback has been provided on the teacher, etc..

Finally, the school would seek to understand the efficacy of the curriculum. The data shows that reading scores have declined for non-students with disabilities and that a very low percentage of students overall are scoring in the advanced category: Why? The essential questions related to an investigation of the curriculum are: is the curriculum aligned to the standards that are being assessed, when are given standards being taught, are teaching keeping pace with established curriculum maps, is the curriculum being taught with fidelity? Given the fact that nearly 87% of students without disabilities are failing to obtain proficiency in reading, there is likely a severe problem with the curriculum and/or its implementation.

When data from all three domains is analyzed and combined, Administration should be able to get a clear picture of what is happening and take the necessary steps to remediate the problem.

5. Operations Plan

BOARD GOVERNANCE

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

The governance philosophy upheld at GALS Las Vegas for participation and leadership at GALS has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves the school's mission and vision. The organizational structure of GALS Las Vegas, a proposed 501c3 in the state of Nevada, complies with all legal and district mandates.

All stakeholder groups will play a vital role in advancing the mission and vision of the school and its programs. GALS Las Vegas is committed to engaging in a collaborative decision-making process with staff, families, students, and community members when appropriate. This ensures that all stakeholder groups share a voice in matters critical to the school's success. Additional stakeholder groups involved in governance are the School Advisory Council, Parent Council (both described in number 12 of this section) and GALS Network. The Board Chair will serve on the Network Board Chair Committee and the Executive Director serves on the Network Leadership team. Lastly, GALS Inc. serves as an Advisor to the Board. This is ensuring strong and aligned communications between regions and national that may impact GALS Las Vegas governance decisions.

(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.

The board shall at all times have a minimum of five (and no more than eleven) directors. The school's executive director and head of school shall not serve on the board and shall not vote in board elections. The Board is responsible for the performance and accountable to the following (6 points of responsibility):

1. Local Charter Authority: Compliant meet contractual obligations of the Nevada State Public Charter School Authority for Las Vegas
2. GALS Las Vegas: Acting on the mission by ensuring region is Fiscally Sound, Operating Sustainably
3. District within which they operate: Compliant with Clark County School District
4. Community: Engaging and responsive to the needs of students, community and families
5. CMO or Educational Service Provider: Drives the Theory of Change by ensuring model fidelity with the GALS school design
6. Performance: Ensure that we are data driven to be a high-quality charter school, i.e a 4- or 5-star Nevada school

In addition to the general and specific powers of the board delineated in Nevada law and included in the GALS Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of GALS Las Vegas including - but not limited to - the following:

- Ensure GALS Las Vegas fosters its mission and vision
- Engage in strategic planning for the school and its future

- Monitor student achievement to ensure progress toward fulfillment of the mission and vision
- Hire, supervise, and evaluate the executive director
- Approve all contractual agreements in excess of \$10,000
- Approve and monitor GALS Las Vegas' annual budget, budget revisions, and monthly cash flow statements
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Recruit and appoint new board members and provide orientation training
- Participate in fundraising to support GALS
- Engage in ongoing strategic planning
- Approve the schedule and goals of board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve annual independent fiscal audit and performance report
- Appoint an administrative panel to take action on recommended student expulsions

The role of the executive director shall include, but not be limited to, the following:

- Engage in strategic planning for the school and its future
- Ensure ongoing academic excellence
- Hire, lead, coach, develop, and retain high performance team
- Ensure that people and resources are allocated appropriately to achieve the charter goals
- Ensures regular cycles of long-range strategic planning and annual goal setting that incorporates data on student performance and stakeholder feedback
- Ensures the development of shared vision for the school that incorporates the voices and perspectives of diverse stakeholders and opinions
- Works collaboratively with the board as stewards of the charter
- Guides all fundraising and marketing strategies
- Develops facilities and community partnerships to bring resources to the school
- Works to ensure that school operations are incorporating best practices with the utmost integrity
- Ensures robust parent and community engagement that supports the school community and the success of students

This governance structure and composition will help ensure the school will be an educational and operational success by developing goals and monitoring performance, developing policies and participating on site at the school. The board will evaluate the success of the school and school leader annually based on the goals of the school and performance and there will be active and effective representation of key stakeholders, including parents. See the board description in question (3) below. Parent representation is included and will continue to be a part of the board of directors for the school.

(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board 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 2018-19 must be identified by the

capacity interview to ensure a thorough evaluation of the capacity of the founding board.

| | |
|---------------------|---|
| Benda Boyd | Nonprofit executive management, restorative justice experience, legal background, court mediation experience, mentoring at risk youth, conducting school assessments. |
| Barbara Wiggins | Extensive board director experience, 20 years teaching experience for severely physical and mentally challenged kids, at risk youth mentor, school HR administrator |
| Tara Meierkord | CPA, Controller, VP of Operations – serves as Board Treasurer. Has Board Treasurer experience in nonprofit sector. |
| Sarah Perez | Attorney at law, experience providing services to at risk sectors and migrant families |
| Faith Kenyon | Fitness and wellness expert and serves as culture monitor regarding inclusiveness and anti-bullying |
| Karen Vaughn | 25 years of teaching experience in CCSD, taught at high risk schools in the target area |
| Lisa Windom | Board experience, parent of a 4th grade girl, attended an all women's college. She has expertise in fundraising, marketing and working to bring services to the target community. |
| Jules Schoolmeester | Nonprofit grant writing, marketing and fundraising experience. Executive Director at a nonprofit and board experience. |

Please see Attachment 7. Please see board member resumes in Attachment 8.

- (4) Provide, as Attachment 8, a completed, signed, and notarized 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.**

This section is not applicable.

- (6) If this application is being submitted by an existing Charter Management Organization, please respond to the following:**

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to SB509 (2015 session)? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents? Note: the Board of the**

State Public Charter School Authority strongly believes that governance is one of the key innovations of the charter school movement and it is interested in engaging in a thoughtful dialogue with best-in-class charter management organizations regarding unique and innovative governance models.

No waiver is needed pursuant to SB509.

GALS Inc. serves as the parent organization for all GALS Network schools and based on our experience over the past 12 years growing and supporting charter schools in the West, we've learned that governance and effective administrative structures are key contributors towards model efficacy. Our Theory of Change is: high model fidelity is directly correlated to high achievement. Therefore, for a CMO operating outside of the state of Nevada, the ideal governance structure is one of diversity and place-based experience and relationships. It includes local representation, parents, teachers, and Members that have relevant experience to govern the organization, as well as 1-2 seats to ensure the Region (i.e. GALS Las Vegas) is getting maximum support. The other reason is to be a champion of the 6 points of responsibility for the board and that's to ensure model efficacy (See Q2 of the Board Governance Section for more info). Our innovative model is one by which it needs time and training to ensure the Board understands model key features and how they fully integrate into all structures of the organization from governance and operations to academic programs and students support. And then, to assess model efficacy through our performance framework to make leadership decisions.

Given the statutes in Nevada, our structure would include 3 key features to support model efficacy that appropriate takes input and oversight from Nevada residents:

1. GALS Las Vegas voting Board members are required to be Nevada residents, we balance this with 1 to 2 non-voting seats designated for the GALS Network. Further, GALS has an advice and right of refusal. This indicates that the network will be consulted on hiring and firing of key leadership roles and further expansion within the state of Nevada.
2. "Right to Know" and "Right to Intervene" clause within the Master Service Agreement and Bylaws. This is a risk mitigation component in the occasion where communication is misaligned, and the school is not meeting minimum standards of performance or an action in the region has occurred that requires a national response or evaluation. In the incidents where actions of a region jeopardize the reputation of the network, GALS has a right to intervene and support the Board in addressing the issue.
3. As a GALS Network school, Regions (i.e. GALS Las Vegas) have a "Duty to the Network". This is implemented by all Regional Board Chairs having a dual appointment on the GALS Network Board Chair Committee. This is where larger governance discussions are held, specifically improvements to the model, alignment discussions on academic programming or shared back-office resources to take advantage of savings, among other topics that help to elevate the network and maintain our brand as a high achievement and innovative network. This Committee hosts bi-annual retreats for the Network Leadership Team to establish and discuss the progress of network-wide priorities. Executive Directors are part of the Network Leadership team. It's understood that network "duty" is roughly 2-5% of the effort in this role.

This three-prong structure ensures that the Network is highly knowledgeable about the operations of the GALS Las Vegas to ensure that we can properly assess its operations on a bi-annual basis (Fall and Spring) and support its ability to implement the GALS model with the highest fidelity. The GALS Network realizes that each state has a unique set of statutes and charter laws that requires us to think strategically around the governance structure that sets the region (i.e GALS Las Vegas) up for

efficiency and success, while at the same time maintaining a brand and charter network that meets a minimum performance standard to be a part of our network.

(b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?

The GALS Las Vegas school is planned to be a separate 501c3 with its own nonprofit board of directors. The school has developed organically at the local level with a board made up of area community members passionate about the GALS model and the area intending to be served.

(c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

A response to this prompt is not applicable.

(d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

Pursuant with best practices, and in support of a successful local school, GALS Las Vegas will establish its own 501c3 entity with its own governing board comprised of local community members. The GALS Las Vegas Board Chair will be appointed to the Regional Board Chair Committee, led by the GALS Inc. Board Chair. A more comprehensive description of the GALS Las Vegas relationship and "duty" to the GALS Network CMO is described in detail in the above section 6a.

(7) 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.

GALS Las Vegas Articles of Incorporation, Bylaws, Code of Ethics, and Conflict of Interest policies will be filed with the Nevada Secretary of State's Office. The GALS Las Vegas Conflict of Interest policy was developed to ensure the fidelity of the board members to hold the board accountable for the integrity of their service to the community. Upon recruitment for board membership, the Executive Director and Board Chair will include the discussion of potential conflicts of interest with the candidate. The ultimate goal will be to avoid conflicts of interest altogether. However, in the event there may be one the board member will withhold voting on any board action item related to their conflict of interest.

Other policies as relevant, such as the Anti-Discrimination Policy, Transgender Policy, and Sexual Health Policy are in development and others are being developed with the GALS Las Vegas Board of Directors. GALS Las Vegas will adhere to Nevada Open Meetings and Open Records laws. Notices of all board meetings will be posted prominently on the school's website. New board members will be trained in nonprofit governance in compliance with Nevada statute to understand that any meeting of three or more board members is considered a public meeting subject to public notice and reporting requirements. Board members must recognize that some records, e.g. student academic or personnel, require strict confidentiality.

Please see Attachment 9.

(8) 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.

There are currently no known conflicts among board members for the proposed school. If any conflicts arise, the Board will follow steps detailed in the Conflict of Interest policy (included in Attachment 9).

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

The Board currently has 8 members and the plan is to maintain that board make up through succession planning, asking board members to make recommendations on back filling their positions while doing active recruitment to keep a pipeline of talent full for future needs on the Board of Directors.

Pursuant to the Bylaws, the inaugural Board of Directors will each have a term limit of one year. Upon renewal of terms, the Board Chair position will be renewable in 2-year terms. Other subsequent roles will stagger between two and three years. This ensures that the Board is not placed in a position for constantly recruiting for new Board members and we reduce the risk of losing institutional history. Directors will serve until removed or replaced by the Board of Directors or the conclusion of the first annual meeting held after he or she assumes office and until a successor has been elected. Board terms are renewable upon mutual consent between the board and the executive director. The GALS Network has a right of refusal to renewals and new appointments. New members are selected in accordance with board policies and procedures.

Board member qualifications include:

- Believing in the values, mission, and vision of GALS Las Vegas
- Have an area of expertise that will move the organization forward. Examples include charter school, educational, financial, legal, facilities, or fitness programming experience.
- Be able to attend board and committee meetings
- Be able to maintain accountability
- Ability to build relationships
- Fundraising experience

Board member recruitment will be solicited on the school's website. A board application will be collected from anyone that is interested. Board members will also be asked as part of their responsibilities to recruit other board members and their replacement to ensure full board coverage and participation. The Board of Directors will evaluate prospective candidates to determine whether or not they fit the desired qualifications.

(10) 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.

The Board engages in rigorous professional development. It will do so according to the quality standards set forth by the State of Nevada and engage the services of additional consultants and hosts as recommended by CSAN and GALS network staff. We also have a relationship with Education Board Partners whereby we will leverage resources and other professional development opportunities that can offer.

Throughout the year, board members will receive training during monthly board meetings as a part of their regularly scheduled calendar. Themes and needs throughout the year for professional

development will be designed to be proactive with upcoming needs in governance of the school. The GALS network has already begun on-boarding of the Board of Directors through virtual trainings regarding the model, strategic planning and alignment as a governing body, nonprofit governance, and charter preparation and drafting.

The Board has an independent view that helps shape the organization's agenda rather than simply responding to the view of management. This is the quality of governance GALS Las Vegas strives to demonstrate. The Board will undergo comprehensive training led by GALS network and CSAN (or a consultancy or organization at the recommendation of national best practices). In addition to the conversations with prospective board members regarding GALS Las Vegas, specific forward-thinking training will include:

- GALS Las Vegas mission and vision and core values
- GALS Las Vegas integrated academic and health and wellness curriculum
- GALS Las Vegas governance – roles, responsibilities and expectations
- Financial and fiduciary responsibility
- Philanthropic board commitments

All members of the Board will sign an individual responsibilities contract to reflect the expansion of the board's responsibilities.

A sample annual calendar for the Board of Directors is included below:

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|--|--|
| August <ul style="list-style-type: none"> • Meet staff • Legislative update • Confirm annual board and committee calendars • State test score review for prior year data • Approve any necessary amendments to work plan goals • Review School Achievement plan | February <ul style="list-style-type: none"> • Approve marketing plan |
| September <ul style="list-style-type: none"> • Yearly policy review • Administrator goal-setting evaluation • GALS Model Efficacy Assessment Fall Site Visit | March <ul style="list-style-type: none"> • Review coming fiscal year budget • Finalize hiring needs for next year • Review stakeholder evaluations |
| October <ul style="list-style-type: none"> • Audited financial reports • Board assessment • Review GALS Network Performance Monitoring Report | April <ul style="list-style-type: none"> • Approve coming fiscal year budget • Board evaluation • Initial work plan • Coming year fiscal budget development • Review stakeholder evaluations |
| November <ul style="list-style-type: none"> • Marketing needs plan • Development/community partnerships plan update | May <ul style="list-style-type: none"> • Board committees assigned • Board member election if needed • Board officer election if needed • GALS Model Efficacy Assessment Spring Site Visit |

| | |
|---|---|
| | <ul style="list-style-type: none"> • (tentative depending upon state testing schedule) |
| December No meeting | June <ul style="list-style-type: none"> • Approve fiscal year budget • Review work plan goals • Vendor contract review • Administrator and GALS Network summative evaluation • GALS Network Leadership Board Chair Retreat & Release of Regional Network Performance Scorecards |
| January <ul style="list-style-type: none"> • Review marketing plan • Schedule for next year • Administer mid-year evaluation • GALS Network Leadership Board Chair Retreat | July No meeting |

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

The board's primary role and responsibility is as the decision maker for GALS Las Vegas. Board members will also be part of all board committees with the board chair and head of school serving on all such committees. These committees will do much of the needed governing work for the school with presentations to the full board for any votes on actionable items.

GALS network staff does not hold a voting role on the GALS Las Vegas board, but they do serve as advisors for governance support as well as reporting for all network responsibilities as outlined in the Master Service Agreement. Also see response to Question 6 in the Scale Strategy section for additional information about the roles of the school leaders, GALS Network and board. The table includes details such as curriculum, professional development, culture, staffing, etc.

Board meetings will be held monthly, and the school leadership delivers a school status report including key enrollment, financial and academic performance data. This dashboard report will help the Board of Directors understand if and how the school is doing with regards to strategic goals set for the school. At the beginning of the school year the Treasurer will be presented with a detailed budget for her review. The Treasurer will provide a summary budget presentation to her peers. This will be the basis for board approval for the budget. The Board of Directors will receive annual audit reports as well as assessment reports from the GALS network, SPCSA and summary reports for any other types of assessments and reviews that occur at the school. The school leadership are committed to full transparency with the community and the Board of Directors.

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

The School Advisory Council will help ensure that parents are involved in shared leadership at the school. The School Advisory Council will be comprised of parents and teacher elected representatives via procedures and policies set by the executive director. The School Advisory Council will meet monthly for a minimum of eight times each year when school is in session. The Council makes recommendations and participate in a shared decision-making process regarding special school wide events and activities as well as fundraising on the local school level. Other members of the school community will be invited to attend School Advisory Council meetings in a non-voting capacity. Although this council will strive to create a collaborative and transparent decision-making process that includes representatives and participation from all stakeholder groups, if an agreement cannot be reached on any issues, the executive director - and ultimately the Board of Directors - will have final authority on all school related matters.

The school is deeply dedicated to promoting and supporting parents' involvement in their own children's education. One of the primary benefits of our personalized learning model and small school is that it ensures that each student and parent/guardian is individually known by the school leaders, staff, and faculty. GALS Las Vegas will promote frequent and open communication between parents and school staff including:

- Attending School Advisory Council and Board of Director meetings;
- Twice annual parent-student-teacher conferences;
- Parent information sessions, parent education sessions, Town Hall meetings, and individual family/student conferences scheduled regularly and as needed;
- A school website, email list serve, phone messaging system, and/or announcements/communications sent home with students in hard copy;
- Parent/Guardian and Student *Handbook* containing the school's mission, vision, curricular goals, behavioral guidelines, and emergency procedures will be distributed to all families annually in English, Spanish, and any other language needs that arise.

In addition, as valued stakeholders, parents will play an active role in annual decision making work such as creating the Local Control and Accountability Plan, Title I, English Language Learner advisory committees, and more as the school grows and discovers the ways in which they can best support students and families.

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

The board of directors will adopt the GALS Network grievance policy to support the Executive Director and school leadership in handling parent or student objections to any Board of Directors policy, decision, administrative procedure, or practice at the school.

GRIEVANCE POLICY AND PROCEDURES: The Girls Athletic Leadership Schools values open communication within its school community, including parents/guardians, students, faculty, staff, administration and the Board of Directors. GALS' grievance policies and procedures pertain to grievances of varied natures; they regulate how parents and students are expected to express grievances about faculty, staff or administrators, and they regulate how faculty and staff are expected to express grievances about other members of the professional community, including peers, supervisors or the administration. Grievances may pertain to interpersonal disputes, to the violation of other GALS policies and procedures, or to perceived or real discrimination or disparities. The objectives of the Girls Athletic Leadership School grievance policy are threefold: 1) to help members of our community resolve conflicts in an open and direct manner; 2) to provide a safe avenue for members of our community to express grievances or report alleged or actual

wrong-doing, including behaviors considered discriminatory; 3) to prompt, when necessary, further investigation and outside resolution. 1. If a student has a concern with a teacher or administrator, we strongly encourage the student to set a meeting with the teacher/administrator first. Students are encouraged to advocate for themselves in a respectful, thoughtful manner. 2. Parents/guardians should first speak directly to the person with whom he or she has a concern. Please schedule a meeting with the specific teacher or administrator first. 3. If, after the initial meeting, the conflict is not resolved, the parents/guardians should contact the administrative team and Head of School to set up a meeting. A plan will be put into place to resolve the issue. 4. If time has passed and the conflict is still not resolved, parents/guardians should follow the formal grievance policy below.

FORMAL GRIEVANCE PROCEDURE: The formal grievance procedure is intended to provide an opportunity for grievances that are either not resolved via the informal process or are significant enough in the mind of the grievant to require a formal investigative and resolution process that is documented in writing.

1. To initiate the formal grievance process, a grievant should submit a signed and dated grievance to the Executive Director. The written grievance should detail the allegations of dispute, breach of policy, or discrimination and should cite the contract, policy or procedure that has been violated.
2. The resolution team will provide acknowledgement of receipt of the written grievance within 5 work days. In addition, within 5 work days, the resolution team will provide a copy of the written grievance to the individual(s) named in the grievances as well as to the Head of School and Executive Director. If the Executive Director is the named party in the grievance, a copy of the grievance will be provided to the Chair of the Board.
3. Within 30 work days, the resolution team will conduct its own internal investigation, including conducting interviews with all relevant parties, reviewing pertinent documents, reviewing policy, etc.
4. Within 45 work days of the submission of the written grievance, the resolution team will issue a written resolution plan that might include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.
5. Should a grievant not be satisfied with the manner in which the school's resolution team handles the grievance, he or she should bring the matter to the attention of the board by contacting the Board Chair. It is important to the integrity of our school that grievances be handled in an informed, direct, fair, and equitable manner. The administration and board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this grievance policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors at board.chair@galslasvegas.org.

(14) 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?

Please see the following images that outline the goals established for the board. These will be reviewed iteratively to build best practices as a strategic Board of Directors.

GALS Las Vegas Board of Directors Governance Standards
(as adapted by model standards provided by the Education Boards partners)

STANDARD ONE:



Focus Relentlessly on Student Achievement

Govern to Fulfill the Mission of the School and the Promises of the Contract

- Become a 4-5 star high quality school
- Assume ultimate responsibility for school and student success
- Use student data to inform board decisions

Know Whether Students are on Track for High-level Achievement

- Develop metrics
- Understand how student achievement is measured at the school
- Review indicators of student success regularly to measure progress toward school goal

STANDARD TWO:



Ensure Exceptional School Leadership

Hire and Support a Strong School Leader

- Hire the right leader who can manage the school to achieve its goals
- Cultivate a trusting, candid relationship with the school leaders, addressing challenges proactively
- Build an effective partnership between the school leaders and board chair
- Champion the school leader
- Maintain an up-to-date school leader succession plan

Evaluate and Hold the School Leader Accountable

- Collaborate with the Executive each year to establish his/her annual goals
- Evaluate the leader each year using a formal and transparent process, and hold him/her accountable for achieving concrete results
- Invest in ongoing professional development to support the leader's progress toward his/her goal

STANDARD THREE:



Commit to Exemplary Governance

Build and Maintain a High-Functioning and Engaged Board

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experience, and perspectives
- Elect a board chair who can successfully lead the board and engage all members
- Remove disengaged members from the board
- Invest in the board's development, providing orientation and ongoing training

Implement Best Governance Practices

- Adopt job descriptions for the officers, committees, and board members and require that each board member sign an annual agreement, committing to fulfill his/her responsibilities
- Hold well-run, regularly scheduled, strategic meetings
- Employ a robust committee structure to accomplish board work strategically and efficiently
- Assess board performance yearly, holding itself accountable for achieving its goals and governing effectively

STANDARD FOUR:



Act Strategically

Determine the Strategic Direction for the School

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future
- Set annual goals for the school, board, and each board committee
- Organize the board, its committees, and all meetings to advance the aims of the school's annual goals and strategic plan

Respect the Balance Between Oversight and Management

- Define and build board-wide understanding of the oversight role of the board and the management role of the school leader
- Give the school leader the autonomy and authority to manage the school while maintaining strong and close oversight

STANDARD FIVE:



Raise and Use Resources Wisely

Manage Resources Responsibly

- Ensure that all members understand the school's finances, and provide necessary training
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school

Expand Awareness and Raise Funds

- Set and meet realistic fundraising goals to provide additional resources the school needs
- Require that each board member make the school a top personal philanthropic priority each year
- Raise the school's profile and engage donors

STANDARD SIX:



Maintain Legal and Regulatory Compliance

Minimize Risks

- Adhere faithfully to the legal and ethical duties of loyalty, obedience, and care
- Oversee the development, board approval, and regular review of all school and board policies
- Maintain the highest standards of transparency by accurately documenting meeting proceedings and board decisions
- Apply sound business judgment by avoiding conflicts of interest, observing tax requirements, and maintaining liability insurance

Meet Expectations

- Confirm that the school is proactively adhering to the school charter, federal and local government requirements, and the Internal Revenue Service
- Operate in accordance with bylaws and review them at least every three years
- Comply with Nevada open meeting laws

Each board member will conduct a written annual self-evaluation, including consideration of whether the board and its committees are independently knowledgeable concerning school matters

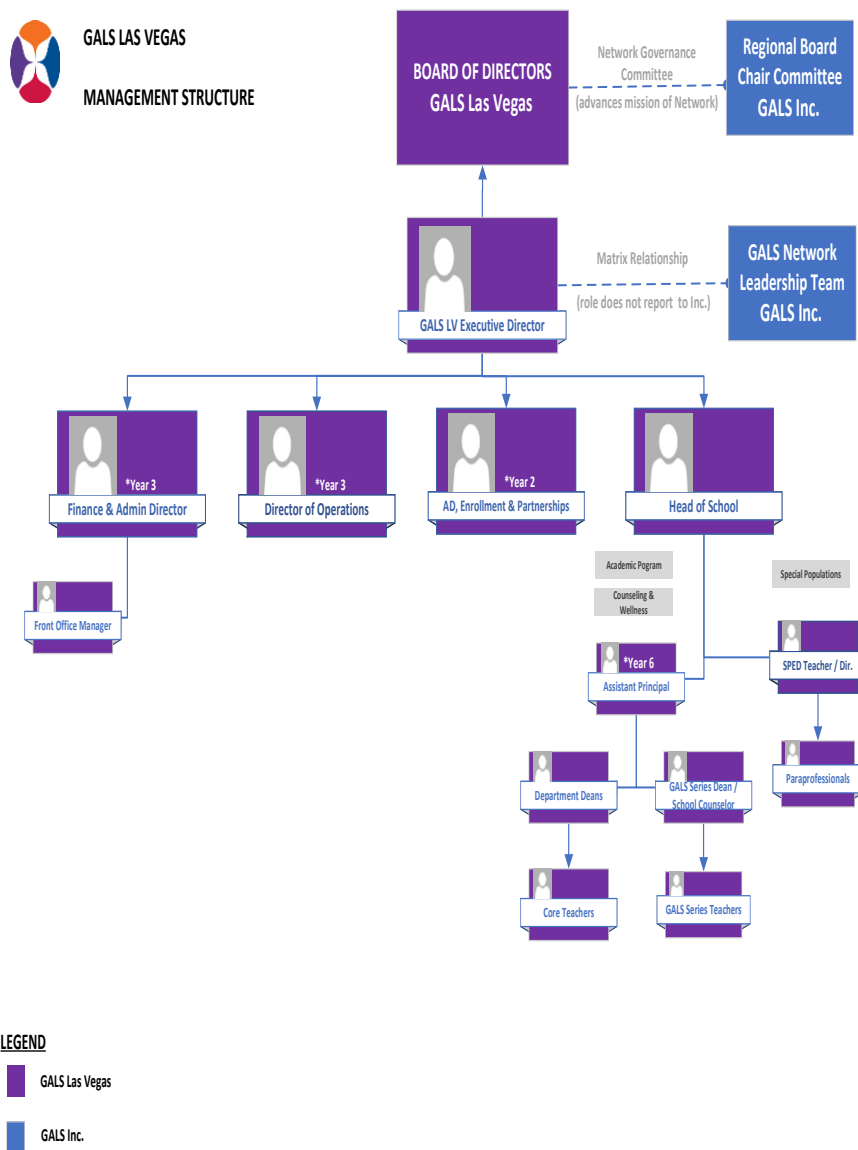
or are relying too heavily upon the ED and other school personnel for guidance in establishing and maintaining policies.

Actions that would trigger consideration for board member removal include lack of attendance, undisclosed conflict of interest, unprofessional demeanor, behavior detrimental to the school, etc. Any member of the board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

LEADERSHIP TEAM

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

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



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

Please see 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 (0-1 schools at the time of applying) for any school which wishes to open in the 2019-20 school year.**

Please see Attachment 3. See response to Question 2 below. The Head of School has experience working with at risk youth at Beacon Academy. The CTF includes significant depth of experience in schools as well to draw from. Further the leadership is supported by the GALS network.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

Ms. Sherman, Head of School is the individual with primary responsibility for academic programming at the school. Ms. Sherman has served as the Principal of the Las Vegas Jewish High (LVGH) School, a high school for girls for eight years. She has worked as a teacher, guidance counselor and school administrator. At the LVJH she experienced 100% graduation rates and over 90% of her students went on to college. Included in this application are several letters of recommendation from parents who have worked with Ms. Sherman and are evidence of her high skill and caliber.

Ms. Sherman has also worked as a board member with Beacon Academy since 2015. She has played a key role in that alternative school academic model to reduce dropout rates for at risk students. Beacon has achieved 83% passing rates for its students, up from 77% in 2016 and steadily increasing year over year.

Please see Attachment 3.

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

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

GALS Las Vegas is set up for success with a dynamic, accomplished school leadership team backed by a depth of experience and knowledge from GALS Inc., a non-profit education provider and network of single gender schools since 2010. The Committee to Form (CTF) includes individuals with the experience and expertise to effectively oversee the school and its operations. Highlights of the breadth of experience include:

- Over 50 years of teaching experience in the classroom,
- Experience developing curriculum and instructing
- Experience administering human resources in a public school environment
- Experience conducting school assessments
- Over 20 years of financial management and legal experience
- Experience developing community partnerships and working with local business owners to develop partnerships
- Marketing and fundraising experience
- Community outreach (materials, manning information tables)

- Over a decade of experience running a non-profit to offer mentoring programs at-risk youth, and particularly girls in the community area surrounding the school
- Executive management experience
- Board leadership experience including charter school leadership
- 2 members are Certified Public Accountants with extensive accounting and management experience
- State-of-the-art education and assessment of students with severe/profound mental and physical challenges. Developed district curriculum for this student population and has designed and implemented trainings on a state and national level to teachers, administrators, and other stakeholders.

The school has also retained the services of Kara Hendricks of Greenburg and Traurig, LLP to provide legal advice to the school and board development services.

The school's proposed leadership team includes Jennifer McCloskey, Executive Director and Sarah Sherman, Head of School. Ms. McCloskey resides in Las Vegas and brings over 15 years of executive leadership experience in public administration to the school. Her experience includes management oversight of more than 350 employees and responsibility for a \$350 million budget. She holds a master's degree in Management, is a Certified Public Accountant and a Certified Project Management Professional. She has led capital improvement projects up to \$40 million with the government where she coordinated and managed the design, construction, risk, budget and project staff. She has been responsible for employee and organizational performance and is skilled in strategic planning and then implementing plans through employee performance management systems to accomplish organizational goals. She is considered to be an expert collaborator and facilitator and has extensive experience developing community partnerships with public agencies. She is a leader in her community and has experience as a board member and in board development with two local non-profits. She currently teaches adult learners at the University of Phoenix as a Faculty member there. She develops curriculum, facilitates classes and assess student progress in this capacity.

This experience is paired with Ms. Sherman, Head of School, who has been educating girls for close to two decades both as an educator and as a guidance counselor. She founded and served as the director and principal of the Las Vegas Jewish High School (LVJH) for girls since 2012. She completed her Master of Education (MEd) and depth of experience teaching in a single gender school structure. She is experienced at developing and implementing academic and disciplinary policies. She has developed personalized curriculum to accommodate broad variation of academic levels including diverse learners with 504 plans, IEP students and FRL students. *She has formed and consulted with supporting advisory board, coordinated summer opportunities and programs for students, as well as post-high school college placement, served as a liaison between students, parents and staff, provided direct instruction in specific courses to junior and senior grades, directed and collaborated with community and parent body in various scholarship fundraisers, organized extracurricular activities designed to enhance the students' emotional and social growth. Ms. Sherman also has depth of experience leading charter schools in her capacity as a Board member of Beacon Academy where she has served as the Parent and Treasurer role since 2015. In her time with Beacon she has influenced and developed policy to meet the needs of an at-risk student population. Beacon serves those students that are credit deficient and at risk of drop out. Ms. Sherman has reviewed and approved school curriculum that leverages the Beacon blended classroom and on-line learning model. Under Ms. Sherman's Board leadership and school involvement Beacon reports 83% pass rates for its students, up from 77% in 2016 and steadily increasing year over year. Ms. Sherman's experience in the classroom, as an all-girls school

administrator combined with 4-years' experience working with Beacon Academy to reduce dropout rates and serve at-risk youth she is uniquely qualified for the role of Head of School.

(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).

At GALS, the school leader is defined to be the Executive Director of the Region where the school is located. Liz Wolfson, Chief Visionary Officer and founder of GALS is responsible for coaching and training of the Executive Director. Coaching and training consist of weekly 1 hour sessions on a host of topics including GALS education model, developing school culture, diversity and inclusion, fundraising, community outreach and parent involvement, among others listed in the Master Service Agreement. In addition to the program training, EDs will receive monthly coaching with the Chief Visionary Officer.

The Executive Director and Head of School also receive training and coaching from GALS Inc. staff in Year 0 in setting up systems and infrastructure for school. Core competencies for the Executive Director include:

- Entrepreneurial spirit
- Board management
- Growth mindset
- Results and data-driven
- Belief in Intersectional Feminism, diversity and inclusion
- Strategic and tactical
- Influencer and stakeholder
- Strong leader and project manager
- Belief in teacher autonomy and leadership

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

The Executive Director will be the primary recruiter and hiring manager for support staff with support from the GALS Network. The Head of school will be the primary recruiter and hiring manager for classroom staff and support services. These school leaders will collaborate and leverage each other's expertise. Certain critical positions may include participation by a board member and or GALS expert in the process to ensure the best fit and qualified candidates are hired. Developing the teacher leader is core to the model, due to the unique nature of the school structure and design is as compared to a traditional middle school. All new teachers receive an initial onboarding from the GALS Network, then receive subsequent coaching from Deans, Head of School and School Design Coaches.

Retention of high performing teachers is stemmed in the school's culture. GALS teachers stay with the school because of the autonomy they are given in the classroom, many GALS teachers value fitness and wellness and their personal values align well with GALS values- making it a rewarding fit for them to be in, the school leaders will recognize and reward great teaching moments with a Thank You and a special recognition such as a luncheon, or even just a special treat.

The pipeline for growth and promotion for a GALS teacher is as follows:

- Teacher
- ↓ Content Coach
- ↓ Movement Coach or GALS Series Champion

- ↓ Dean or Master Teacher designation (after 3 years of service)
- ↓ Assistant Principal
- Head of School

(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?

The Executive Director and Head of School will receive guidance as well as on-site observation of school culture from the GALS network. The leadership team will strive to model that culture and also work to incorporate in professional development for staff, performance plans, coaching sessions, staff meetings and through visual display on the walls at the school.

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

Every position will know who is their back up. Individuals will be expected to know their own duties along with being able to provide coverage of another individuals critical duties. The school's leaders will be taking on many of the roles during school startup and this will also ensure knowledge redundancy in the school. Policies will be well documented with specific procedures outlined. Forms and examples will be kept on a central storage system to ensure that procedures are available regardless of employee absence or turnover. The Head of School will be paired with an Asst. Head of School. The Executive Director will be paired with the Director of Operations, Director of Admin and Finance and Assoc Director. Redundancy and cross training will be built in to the school's support staffing model.

LEADERSHIP FOR EXPANSION

(1) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Jennifer McCloskey, Executive Director is considered to be a leader in the GALS Network. She will serve as the key interface between the school and the network to bridge communications and leverage expertise. She will have the opportunity to collaborate with the GALS Board of Directors and other school Executive Directors.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 19). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

At this time there are no specific expansion plans for GALS. GALS Las Vegas and GALS Network are committed to demonstrating school performance prior to expansion.

- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 19) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that experienced operator applicants proposing to open schools in the 2018-19 school year, identify the regional leader (Regional Director, Executive Director, etc.) in the application or by the time of**

the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2019-20 school year and to add additional criteria to the pre-opening requirements for such schools.

A response for this is not applicable.

STAFFING

- (1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Experienced operators should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

| Year | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|-------------------------------|-------------|-------------|-------------|-------------|
| Management Organization Positions | | | | | | |
| Executive Director | 1 | 1 | 1 | 1 | 1 | 1 |
| Office Manager | 0 | 1 | 1 | 1 | 1 | 1 |
| Director of Operations | 0 | 0 | 1 | 1 | 1 | 1 |
| Director of Administration and Finance | 0 | 0 | 1 | 1 | 1 | 1 |
| Associate Director of Enrollment and Community Partnership | 0 | 0 | 1 | 1 | 1 | 1 |
| Office Staff | 0 | 0 | 0 | 0 | 1 | 1 |
| Total Back-Office FTEs | 1 | 2 | 5 | 5 | 6 | 6 |
| School Staff | | | | | | |
| Head of School | 1 | 1 | 1 | 1 | 1 | 1 |
| Assistant Head of School | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | 5 | 10 | 15 | 15 | 15 |
| Classroom Teachers (Specials) | | | Contract +1 | Contract +2 | Contract +2 | Contract +2 |
| Student Support Position (ELL, SPED, Counseling) | | Contract with network support | | | | |
| Paraprofessional | | 1 | 1 | 2 | 3 | 4 |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | 1 | 2 | 3 | 3 | 3 |
| School Operations Support Staff | 1 | 8 | 15 | 23 | 24 | 26 |
| Total FTEs at School | 2 | 10 | 18 | 28 | 30 | 32 |

These positions are critical to the success of our model and staffing will be prioritized and be based on student's needs.

The GALS Network's Deputy Chief of Planning and Performance is the networks point of contact to coordinate services for the school. GALS Inc. staff will provide services to school, in addition to a network-wide team will coordinate on-site assessments during the academic year. Assessment teams which is a critical time for GALS network to train, advise and review policies are made up of school staff within our existing schools again that have the experience and expertise necessary to provide critical feedback. Resources will be applied and prioritized from the Network as needed.

Network

| Year | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|---------|---------|---------|
| Number of elementary schools | | | | | | |
| Number of middle schools | | | | | | |
| Number of high schools | | | | | | |
| Total schools | | | | | | |
| Student enrollment | | | | | | |
| Management Organization Positions | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| [Specify] | | | | | | |
| Total Back-Office FTEs | | | | | | |
| Elementary School Staff | | | | | | |
| Principals | | | | | | |
| Assistant Principals | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Special Education Teachers | | | | | | |
| ELL/TESOL Teachers | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at Elementary Schools | | | | | | |
| Middle School Staff | | | | | | |
| Principals | | | | | | |
| Assistant Principals | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Special Education Teachers | | | | | | |
| ELL/TESOL Teachers | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at Middle Schools | | | | | | |
| High School Staff | | | | | | |
| Principals | | | | | | |
| Assistant Principals | | | | | | |
| Deans | | | | | | |
| Add'l School Leadership Position 1 [Specify] | | | | | | |
| Add'l School Leadership Position 2 [Specify] | | | | | | |
| Add'l School Leadership Position 3 [Specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Special Education Teachers | | | | | | |
| ELL/TESOL Teachers | | | | | | |
| Student Support Position 1 [e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs at High Schools | | | | | | |
| Total Network FTEs | | | | | | |

HUMAN RESOURCES

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

school design. Note: experienced applicants with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements beginning in the first year of operation for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) or contact the Authority for additional information.

(1) 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.

- Executive Director, Head of School and other Administrative Staff salaries have been set in the middle range of the CCSD Administrative Salary Schedule range which goes from \$59,000 on the low end to \$130,000 on the high end.
- Other Administrative Salaries for Head of School Operations, Director of Admin and Finance, Asst. Principal and Assoc. Director of Community Partners and Enrollment will be set between \$32,000 and \$65,000 based on average market rates for similar positions.
- All Teacher pay is set at \$40,000 a year which is from the CCSD Licensed Professional (Teacher) Salary Schedule table. Dean of Academics/Fellow Coordinators will be promoted in year 3 and salary is set at \$42,000 to reflect the additional duties as lead teacher.
- Other paraprofessional and staff level salary is \$19,000 a year based on GALS Denver pay rates and other local area schools.
- Retirement benefits were determined based on the Nevada State PERS contribution of 28%.
- Medical benefits will be market competitive.
- Retention of high performing teachers is stemmed in the school's culture. GALS teachers stay with the school because of the autonomy they are given in the classroom, many GALS teachers value fitness and wellness and their personal values align well with GALS values- making it a rewarding fit for them to be in, the school leaders will recognize and reward great teaching moments with a Thank You and a special recognition such as a luncheon, or even just a special treat.

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

The school's senior administrative team during the first year of operation will consist of the Head of School and the Executive Director. Following by year 3 a Director of Operations and Director of Finance and Operations will be added. An Asst. Head of School will also be added to the administrative team in Year 6. The Executive Director (and Director of Operations and Director of Finance and Admin eventually) will be managing operations, managing facilities needs, managing the budget, regional needs, and the relationship between the local school and the GALS network in compliance with the master service agreement (MSA). The Head of School (and Assistant Head of School) will focus on classroom operations, academic success, coordinating special education and counselling services and teacher training, coaching, and oversight. The Executive Director will support the Head of School in hiring, firing, and as needed with staff throughout the year.

The teacher-student ratio will stay around 1:19 in all three grade levels as the school grows. The hiring of teachers and staff are designed to support this ratio and in future years to reduce the ratio with added support from paraprofessionals and counseling services on the school staff. The outline for this ratio and staff hiring year-over-year is detailed in the budget and the Financial Plan section 6 of this charter application.

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

In compliance with NRS 391 and NRS 388A.515 through 388A.547, GALS 's procedures for hiring and dismissing school personnel are as follows:

Hiring Administrative Staff: The Executive Director and Head of School shall plan, organize and direct a program of recruitment and selection to obtain the best qualified applicants to be considered for employment.

- Based on the needs, positions may be advertised in multiple publications and websites.
- The hiring official will coordinate screening of applications or resumes for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration.
- Applicants must submit a comprehensive resume, past evaluations (if available), and letters of recommendation.
- In accordance with Nevada law, all new and returning support staff employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation.
- All employees must complete an Employment Eligibility Verification I-9 form.

Hiring Licensed Employees: The Head of School, with assistance from the Executive Director, shall plan, organize and direct a program of recruitment and selection to obtain the best qualified applicants to be considered for employment in positions requiring a license.

- Recruitment contacts will be made with teacher placement offices at accredited colleges and universities; referrals will be requested from community sources and employees; position vacancies will be posted on the school website.
- All applicants must submit official copies of transcripts, names and current addresses of professional references, teacher placement files (when available), proof of NCLB Highly Qualified Status, and all applicable valid licenses.
- Consideration will be given to applicants who meet the minimum training qualifications specified in the Nevada Administrative Code.
- The appropriate administrator will coordinate screening of applications or resumes for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the minimum qualifications and are selected for consideration.
- In accordance with Nevada law, all new employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation.
- Upon renewal of their license, returning licensed employees must also be re-fingerprinted and go through the criminal history and background check process.
- Applicants shall provide information which explains any prior arrests, investigations, and/or convictions, including a confidential letter of explanation, copies of arrest records, copies of court disposition documents, or additional information as requested by the administration.
- All employees must complete an Employment Eligibility Verification I-9 form.

- The principal has the final decision on hiring licensed personnel.
- An offer letter, executed by the principal, is sent to the proposed licensed employee.
- An Employment Contract must be executed by the Licensed Employee and the principal.

Hiring School Leaders: The Committee to Form and/or the board oversee the Executive Director selection and appointment process. The CTF will plan, organize and implement a program of recruitment and selection to obtain the best qualified applicants to be considered for employment as Executive Director. The ED oversees the selection of the Head of School. The Head of School oversees the selection of the Asst. Head of School.

- Efforts will be taken on all hires to collaborate with the GALs network, board members, and school leaders on all selection and appointments to ensure proper culture fit.
- An administrative position will be posted on state and national job posting services. The posting shall include the minimum qualifications for the position, position expectations, and the requirements to apply.
- Applicants must submit a comprehensive application, copies of transcripts, names and current addresses of professional references, letters of recommendation, and all applicable valid licenses.
- The Committee to Form and/or the board shall screen the applicants for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration for the position of a ED.
- In accordance with Nevada law, all new employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation. Upon renewal of their license, returning licensed employees must also be re-fingerprinted and go through the criminal history and background check process.
- Applicants shall provide information which explains any prior arrests, investigations, and/or convictions, including a confidential letter of explanation, copies of arrest records, copies of court disposition documents, or additional information as requested by the administration.
- All employees must complete an Employment Eligibility Verification I-9 form.
- The Committee to Form and/or the board has the final decision on hiring the ED. The ED has the final decision on hiring the Head of School. The Head of School has final decision on the Asst. Head of School.
- An Employment Contract must be executed by Board Chair.

Dismissal of Employees: Licensed and non-licensed administrative employees may be suspended, dismissed, demoted, or not reemployed for any reason listed in NRS 391.750. Compliance with the procedures set forth in NRS 391.650 to 391.830, inclusive, shall be required for all employees.

Dismissal will occur upon completion of a scaffolded performance review process that includes the following escalations:

- Verbal warning - issued by the employee's Supervisor and re-confirmed via an email to the employee. The Supervisor must inform the Executive Director of the impending disciplinary issue.
- Written warning - issued by the employee's Supervisor and submitted via electronic and postal mail to the employee. The Supervisor must inform the Executive Director of the impending disciplinary issue.
- Performance Improvement plan - should the employee still encounter challenges within the role, GALs Las Vegas must do everything to support the staff member by helping to pinpoint specific areas of improvement and leverage successes. The plan timeline can vary from 30

days to 120 days depending upon the need of the issuing Supervisor. All Performance Improvement Plans should be alerted to the Board as it may be an indicator of staff retention.

- Termination or non-renewal of Teacher Contract: in the unfortunate event that the employee still has not

Under the applicable contract, the principal, and teachers agree that the following events may result in termination but are not exhaustive. The school may immediately terminate the Employment Agreement, during its term, if the contracted employee fails to perform essential duties and/or the contracted employee engages in any of the following:

- Dishonest conduct;
- Gross misconduct or gross dereliction of duty;
- Material fraud against the school and/or governing board or material misrepresentations;
- Violations of any federal or state criminal law;
- Acts of moral turpitude or criminal conduct;
- Illegal or questionable activities that would reflect poorly on the school and/or Governing Board;
- Insubordination toward the Governing Board;
- Failure to perform the duties as prescribed in the Employment Contract;
- Acts which jeopardize the health, safety, or welfare of the students/School.
- Failure to correct any material deficiency of which the Board has given prior written notice of such deficiency;
- Any other good cause shown.

(4) 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 6, as well as any supporting protocols or documentation.

Both GALS Las Vegas and GALS network believe that coaching and other learning supports that the teacher receive should be paired with a meaningful evaluation process so that they understand the performance standards that are expected of them and can gauge their progress toward meeting these standards. GALS Las Vegas will use the GALS teacher performance management system and evaluation process. Teachers will be evaluated on an annual basis with a mid-year review. Weekly coaching and mentoring will occur between Teachers and the head of school or Asst. Head of School to monitor progress and trouble shoot issues in real time.

GALS Las Vegas knows that its teachers are the most vital piece of the school puzzle, and thus place such an emphasis on staff growth. In addition to remaining aligned with Nevada teacher pay scale we understand that the biggest key to teacher retention is value driven and based on relationships with teachers where they feel they belong, where they are recognized for their efforts, where they feel both challenged and supported, and where they are given room to grow. The Head of School recognizes that the most important part of his job is teaching teachers, which enables teachers to do their job of teaching students. As Eleanor Drago-Severson states "...schools need to be places where *the adults as well as the children* are growing." ⁵

⁵ Drago-Severson, E. (2004). *Helping Teachers Learn*, p. 5. Thousand Oaks, CA: Corwin Press.

GALS Las Vegas will follow Drago-Severson's new model of learning-oriented school leadership by following her four key pillars⁶: (1) teaming/partnering with colleagues within and outside of the school, (2) providing teachers with leadership roles, (3) engaging in collegial inquiry, and (4) mentoring). In this way we will ensure that our teachers remain feeling well-held, meaning they feel both supported and challenged.

Teaming “enables teachers to question their own and other people’s philosophies of teaching and learning, consider the meaning of the ways in which they implement the school’s core values in the curriculum and school context, reflect on the meaning of their school’s mission, and engage in collaborative decision making.”

GALS Las Vegas will use teaming in multiple ways. One method of teaming is through the creation of grade level teams, which means the 6th grade teachers would all be on a team (social studies, science, language arts, and math). Sometimes joining these teams would be the SPED teacher, Community Liaison, and members of leadership. One big reason for creating grade-level teams is to ensure horizontal alignment in terms of behavioral expectations and academic expectations. Grade level teams will meet during Wednesday professional development weekly. Additionally, GALS Las Vegas will have content teams. For example, the 6th grade math, 7th grade math, and 8th grade math teacher would form a content team. Since these teachers will all share the same off block, content teams will meet once a week during their off block to ensure vertical alignment and share ideas. Teaming will also be apparent through our Fellows/Assistant Teacher pairing with content Lead Teachers. The Lead Teacher and Fellows/Assistant Teacher will work together the entire year serving as a two-teacher model in every classroom. Finally, GALS Las Vegas will team up with numerous outside organizations/partners to teach GALS Series classes, lead after-school activities/sports, and lead our students on our end of quarter Movement field trips.

Providing leadership roles allows teachers to “share power and decision-making authority.”

GALS Las Vegas will provide leadership roles for teachers by choosing grade-level team leads. These team leads will play an important leadership role during Wednesday professional development when grade-level teams meet to discuss such topics as horizontal alignment, grading, and students who are either behavioral or academic concerns. Team leads will not only guide these conversations, but they will also report to the Head of School. Additionally, GALS Las Vegas will allow teachers to grow into leadership roles during these Wednesday PD times by leading professional development on certain topics they might have some expertise on. Lastly, teachers will lead a portion of Wednesday Community Meeting with their Wellness Team a few times every year.

Collegial inquiry is a “shared dialogue in a reflective context that involves reflecting on one’s assumptions, convictions, and values as part of the learning process.”

Collegial inquiry happens mainly through two formats: writing and dialogue. Much collegial inquiry will happen during our weekly Wednesday professional development time when all the teachers are together to discuss various topics of importance. The Head of School will make sure to use appropriate protocols during these open-dialogue sessions to ensure that listening and reflection happen. Grade-level teams will also be performing a peer-observation cycle throughout the year. They will reflect on their observations in writing immediately after conducting their observation,

⁶ Ibid, pp.17-18.

and they will also reflect through dialogue during debrief sessions with one another on Wednesdays. Collegial inquiry will also naturally present itself when teachers are developing their curriculum with one another. GALS Las Vegas provides teachers with much autonomy around their curriculum, which means that a lot of discussion and reflection needs to happen amongst the teachers and leaders surrounding curriculum development.

Mentoring “creates an opportunity for each person to broaden perspectives, examine assumptions, and share expertise.”

GALS Las Vegas design allows for mentoring to naturally occur in two ways: through the Teaching Fellows program and through the counseling interns program. Teaching Fellows will be mentored by their Lead Teacher partner throughout the entirety of the year. They will plan with them, teach with them, attend PD with them, fulfill school duties with them, and be evaluated by them. The counseling interns will be mentored by the Director of Counseling throughout the year. Through both mentorship programs, the mentors will gradually release more and more teaching responsibilities to their mentees as the year progresses.

Lastly, the elements of joy and family cannot be overlooked. GALS cultivates such an incredible feeling of family, and GALS Las Vegas will do the same. We value a peaceful work-life balance, and we will encourage our staff members to spend time with family. Furthermore, we will have fun together. GALS Las Vegas will have multiple staff outings, both set up by leadership and initiated by teachers. A major reason GALS is able to retain teachers at such a tremendously high rate is because of the belief “we are family.”

The Head of School may, in collaboration with the Executive Director, hire, promote, discipline and, as needed, dismiss staff and teachers at the school. GALS Las Vegas will adopt the GALS Inc. formal evaluation process and the Executive Director will ensure that the teaching staff is evaluated formally at least once annually by the Head of School. The Head of School will also conduct performance a mid-year review. The goals set for the GALS Las Vegas will form a large part of the performance plan for all staff. These will “trickle” down from the school leader’s performance evaluations.

See Attachment 6 for the teacher evaluation form.

(5) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 7, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The Executive Board will be responsible for hiring and supervising the Executive Director. The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of GALS network, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Executive Board but shall fulfill the role of the corporation’s general manager and shall have general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors.

The Executive Director will hire, supervise, evaluate discipline and, as needed, dismiss the Head of School. The Head of School may, in collaboration with the Executive Director, hire, promote, discipline and, as needed, dismiss staff and teachers at the school. GALS Las Vegas will adopt the GALS Inc. formal evaluation process and the Board will ensure that the Executive Director is

evaluated formally at least once annually. The Head of School will receive a performance evaluation annually with a mid-year review. The goals set for the GALS Las Vegas will form a large part of the performance plan for the school leaders. These will then “trickle” down into the staff and teacher’s performance evaluations.

See Attachment 7 for the school leader evaluation form.

(6) 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.

GALS Las Vegas will staff the school to support the best academic and community environment that is both financially responsible and supportive of the fidelity of the model. The staffing model provides adequate operational support from the Executive Director with strong oversight from a highly skilled Board of Directors. Support positions in future years will include a Director of Finance and Administration, Associate Director of Enrollment and Community Partnerships, Asst. Head of School and an office manager. These positions will manage day to day operations while also managing student records and data analysis. Classroom supports include paraprofessionals for at-risk population support, and class assistants. In house support positions in counselling and special education services will also be added as the student population grows year-over-year and the needs of the community become clearer. All staff will work together to provide the most effective engagement possible for both families and students at GALS Las Vegas. The GALS network also provides important expertise, support and resources as a part of their service agreement to make sure that the GALS Las Vegas population is supported and on-track to continue to show double digit gains in pursuit of 4- or 5-star status by year six of operation. The GALS network experts are already researching Nevada and SPCSA laws regulations, policies and procedures and will work with GALS Las Vegas to develop a compliant program. Hiring of Nevada based and certified consultants will occur.

(7) 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.

Successful implementation and sustainability of our vision and mission cannot hinge on a single leader. Our succession plan begins by thoroughly involving all staff and families in the vision, mission, values, culture and education plan of GALS Las Vegas. By providing continual professional growth opportunities for our staff, GALS Las Vegas will be better able to retain our strongest teachers. The intent and expectation is to develop leadership skills and capacity for all staff. Using this model, GALS Las Vegas can identify talent within the school that has demonstrated the ability to fulfill a continuum of increasingly complex leadership positions and opportunities. GALS has demonstrated that our teachers continue to grow and take on higher levels of responsibility and critical positions within the school, which leads to better teacher retention and a succession of leadership. Two examples of this are the Head of School for The Boys School and GALS Denver that were internal teacher promotions.

Once a leadership change becomes imminent, we will begin by collaborating with the GALS network and CSAN to identify and hire a new school leader. The hiring and selection process will be focused on ensuring the right candidate is selected – whether that is through internal succession or from outside the school. We will recruit and use external sources (job posting, Teach for America, referrals, etc.) to find qualified candidates.

Our process begins with reviewing and confirming the list of skills, knowledge, and attitudes that are desired from the staff and parent groups. The Executive Director will convene a representative interview team that includes parents, teachers, current school administration, the GALS network and community partners. Interview questions and selection criteria will be developed by the interview team, which align with the confirmed list of knowledge, skills, and attitudes from stakeholder groups. Finalists will be identified through an interview process, which may include a building walkthrough of their previous schools. A forum would be set up to allow parents the opportunity to meet and ask questions of the finalists and provide input. The Executive Director is responsible for the final selection and confirmation of hiring for the Head of School. To be truly collaborative in hiring a new Head of School when a vacancy occurs, the actual process would be developed and confirmed by the current staff and other stakeholders.

(8) 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.

All employees at GALS Las Vegas are hired as at-will employees. The Executive Director (in collaboration with the Head of School) will hire, supervise, evaluate and discipline all support staff. The Head of School will hire, supervise, evaluate, discipline and, as needed, dismiss all teacher and classroom staff (in collaboration with the Executive Director). Coaching, feedback from supervisor, professional development and other recommended supports help teachers grow and improve against the specific measurable school goals. Continued employment at GALS Las Vegas is contingent upon meeting the desired school goals based on each individuals' contribution towards those goals. These goals include a wide range of factors for success including growth in student achievement, enrollment, student and parent satisfaction and financial metrics. The estimated cost for the loss of a leader or teacher is 60% of the annual salary (as indicated by Society of Human Resource professionals). For a teacher that represents \$24,000 in recruiting, lost training, staff down time, etc.

(9) Does your organization utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

GALS Las Vegas will leverage the GALS network HR systems for the first few years of school operation. This is addressed in the draft Master Service Agreement. Performance management will be done using Google Docs and Google Drive features. Payroll processing will be handled by the GALS network process. GALS Las Vegas anticipates that the benefits provider will provide a system to support this process. Grievances will be documented using Google forms and Google Drive storage.

(10) 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.

A response to this is not applicable.

SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new schools.

GALS Las Vegas, when ready to scale, will leverage the school's resources and the GALS network resources to scale to new sites. The Executive Director will work closely with the board of directors and GALS staff to explore, research, identify, and pursue any mindful growth in the state of Nevada. The GALS Las Vegas campus plans to reach 4- or 5-star status by year 6 of operation and may consider growth to new sites if demand increases after year three of operation. GALS Las Vegas Executive Director will work with SPCSA and CSAN to consider scaling in the future.

(2) If your organization operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

Our efforts have not differed from past scaling attempts. The steps are as follows:

1. Recruit GALS Network Founding Executive Director to co-author charter application, plan, open and manage charter and deploy financial, Deputy Chief of Planning and Performance and in-kind start-up resources (sometimes this is first and sometimes this is second);
2. Assess state regulations regarding single-gender public education;
3. Train Founding ED through pipeline leadership training program;
4. Hire on the ground professionals to support efforts, i.e. attorney for doc review or legal opinion for single-gender issue;
5. Support fund development;
6. Await approval of charter; and,
7. Upon approval, GALS Network works with local resources to establish the school and deploys staff to the region to assist with the Fall school opening, which includes our services (i.e. teacher training, board onboarding, etc.)

In many ways, since we have experience under our belt the replication efforts are more structured and follow a process. The GALS Network has codified a school model playbook with teacher resources. However, Nevada is slightly different from previous efforts because of its per pupil revenue levels aren't as competitive with CO or CA and the process to submit a charter is more hands on with the Authority here - which we find to be really refreshing and transparent. These have presented unique and exciting challenges on how we implement our model given these new variables. CA and CO were similar as far as scaling efforts.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

The fundamental features of the GALS model will be incorporated into any new campus through robust on-boarding of staff and mission-driven staff recruitment. Training and professional development as well as ongoing evaluation of the model fidelity will be a continued effort to maintain a high performing school that has room to grow in the future to support more communities with the unique single-gendered, wellness model. GALS Las Vegas has learned through their work with the Denver and Los Angeles campuses that staff buy-in and specific skills are necessary for the success of the school. In response to this, GALS network will be sure that all staff recruitment efforts are inclusive of culture, mission and vision, and wellness philosophy and skills screening questions to be sure the staff will be the best fit for a GALS school.

(4) Explain any shared or centralized support services the network organization will provide to schools in Nevada.

GALS Las Vegas will enter into a licensing agreement with GALS, Inc. The licensing agreement provides GALS Las Vegas access to all network handbooks, logos, processes, and back office personnel. Lastly, there is shared resources for the social-emotional Development Asset Profile assessment and the NWEA MAP assessment subscription. In addition to the intellectual property outlined above, GALS Las Vegas also receives the services outlined in the Master Service Agreement.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the organization will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 23. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

Please see Attachment 23. The fee for service is included in the budget in Attachment 19.

(6) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

| Function | Network/Management Organization Decision Making | Local Board Decision Making | School Leader Decision Making |
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| Performance Goals | <p>The GALS Network will work with governing board and school leader to track the performance goals set forth for the school by the leadership.</p> <p>The GALS Network will conduct a site visit assessment to evaluate model efficacy performance, will provide findings and counsel w/school on the impact to their school achievement plan. The GALS Network may provide recommendations for new school goals through the assessment process.</p> | <p>Performance goals will be set by the local governing board. The Governing Board chair can consult with the GALS Network and leaders in the development of those goals. The GALS Network performance assessment report will be delivered to the board for review. This report in addition to other artifacts will be used as part of the Executive Director's performance evaluation. to consider.</p> <p>The Board will manage, complete and</p> | <p>School leader will have autonomy to develop and design performance goals. The GALS Network will provide templates, review, and development support as requested by leadership and will receive coaching sessions from the GALS Founder, Liz Wolfson as an advisor, if the Executive Director so chooses to accept these supports.</p> <p>Executive Director will present performance goals to</p> |

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| | <p>GALS Network will engage in the ED 360 performance evaluation by providing feedback as part of the Spring review.</p> | <p>administer the Executive Director's 360 review. This will also be an artifact in the Executive Director's annual performance evaluation.</p> <p>Performance goals will form the basis of the Executive Director's performance plan and will be formally evaluated annually.</p> | <p>the governing board and GALS Network. The GALS Network will work with governing board and school leader to ensure goals align with the overall mission and vision.</p> |
| Curriculum | <p>The GALS Network will be responsible for planning, supporting the ordering of, and monitoring the cost projects for curriculum. The GALS Network will also, as per the MSA, be responsible for providing program learning outcomes (PLOs) and curriculum support and resources for the GALS Series course; which includes professional development for implementation of curriculum, and reporting of curriculum needs/progress to the governing board.</p> <p>The Network will work closely with the Executive Director/Head of School on growing a SPED inclusion model, as well as a Wellness &</p> | <p>The local board will govern decisions and monitor/evaluate curricular deliverables as based on the MSA contract with the GALS Network.</p> | <p>The Head of School will have ultimate decision making on the curricular options that will be used to foster highly effective learning at the GALS Las Vegas school. The Head of School will make decisions about resource allocation for curricular choice and for staff needs to support curricular choices at the school.</p> <p>In conjunction with the Head of School, the two will be responsible for ensuring the curricula aligns with state standards and is rigorous.</p> |

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| | <p>Counseling program. The Network will establish partnerships with Master and PhD university programs to obtain counseling placements. Depending upon state licensure laws, the Network if needed can provide a licensed Psychologist to Supervise the intern counseling team.</p> | | |
| Professional Development | <p>The GALS Network is responsible for planning, developing, and providing professional development on the school model. The GALS Network will work with the Executive Director and Head of School to map appropriate PD into the yearly calendar and budget.</p> | <p>The local board will receive reports at monthly board meetings about professional development as appropriate. The board will also govern decisions surrounding funding for Professional Development for the school in collaboration with planning needs and justification evidence from The Network and Executive Director.</p> | <p>The Head of School will collaborate with the GALS Network to design and map PD needs. The Executive Director will decide, with approval of the governing board, what the PD will look like for the year, what the needs are, and what resources are needed for the plan.</p> |
| Data Management and Interim Assessments | <p>The GALS Network is responsible for collecting assessment, enrollment and demographic data with a member of the school staff. This data should be accessible for reporting throughout</p> | <p>The Head of School and Network will report data and assessment information at monthly meetings. This reporting will be governed consistently throughout the year. The role of the board</p> | <p>The Head of School will manage school faculty and staff for data processing and collection. The School Leader will be responsible for decisions surrounding the needs of the school</p> |

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| | <p>the school year to the governing board. This data will be analyzed upon submission of the annual Scorecard by the Network for tailoring needs to fit PD requirements for the school faculty and staff. The GALS Network will project a needs assessment bi-annually (every other year) to support the Head of School and board of directors using this data as evidence. The Network will make decisions to support overall student success academically in collaboration with the ED, Head of School and board of directors.</p> | <p>is to govern decisions about how to improve process and achievement based on analysis of evidence provided by the Head of School and GALS Network in reporting.</p> | <p>for success based on data reporting and will plan to implement day-to-day needs for instructional coaching and staff development to ensure a student-centered approach.</p> <p>Interim assessments will be reviewed on a weekly, and if needed daily basis to ensure students are keeping pace with core subjects. HOS will work with the academic team to ensure RIT is implemented with efficacy and interventions are tailored towards gaps in learning. Strong emphasis on data and cohort management will be placed on our at-risk populations.</p> |
| Promotion Criteria | <p>The GALS Network has no decision-making authority on student promotion.</p> <p>The GALS Network will provide standard policy and procedure for continuation ceremony as well as resources to ensure its success.</p> | <p>The governing board will review promotion and graduation policies. The governing board will review and adopt student promotion policies accordingly.</p> | <p>The Head of School will research and provide a sample student promotion process aligned to state requirements. The Head of School will work with local educational stakeholders to determine the best criteria for the school.</p> <p>The Head of School</p> |

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| | | | will work with parents, teachers, and students to convey the elements of the student promotion process. The Head of School will also ensure that through Professional Learning Communities and teacher professional development time that each student is tracked accordingly within the identified promotion criteria. This ensures each student that needs additional supports towards promotion can receive academic intervention if needed. |
| Culture | <p>The GALS Network will provide the board and school leadership/staff with the GALS model and all training necessary to support cultural understanding for implementation.</p> <p>The GALS Network will ensure facilities culture, student voice and uniformity of the GALS experience is felt at the school through assessment and onsite training/advisement.</p> | <p>The governing board will make hiring and firing decisions for leadership positions at the school. Qualification decisions will be approved by the governing board and a part of that qualification will be for cultural fit for the GALS model and school. Governing decisions will also include partnerships, community involvement, day-to-day impacts, and any concerns regarding the culture at the</p> | <p>The Executive Director and Head of School will work with the Network and governing board for cultural planning and development needs to support school culture.</p> <p>The Head of School will control day-to-day needs assessments and coaching to promote and mentor GALS culture. Decisions for development and support needs</p> |

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| | <p>The GALS Network will have authority to report on any concerns and be present in person at the school to assist if needed in developing school culture.</p> <p>The GALS Network will have decision-making over the brand interpretation and can determine if aspects are off-brand or misaligned and will work with Board and ED to re-align.</p> | <p>school. The governing board will also work with the Network to be sure the model is being supported with the partnership to improve and mentor GALS school culture.</p> | <p>will be presented to the board by the leadership team.</p> |
| Budgeting, Finance, and Accounting | <p>The GALS Network will advise and consent role in reviewing and providing feedback on the school's annual budget as part of school assessments.</p> | <p>The governing board will receive financial reporting at monthly board meetings. The Finance Committee will be committed to governing a sound budget that keeps the school operating at a revenue with a conservative overall budget. The governing board will make sure this budget is healthy, sound, and projected for 6 years.</p> | <p>The ED will prepare the the budget and manage accounting needs of the school. Daily decisions will be the responsibility of the ED and collaboration on monthly reporting will be planned by the ED. Projection decisions and future planning will be done by the ED Contract decisions for vendors, etc. will be at the discretion of the ED with reporting and ultimate authority from the governing board.</p> |
| Student Recruitment | <p>The GALS Network will train the governing board and Head of School to</p> | <p>The governing board will work with the Executive Director to</p> | <p>The Executive Director will have authority over</p> |

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| | implement the local recruitment effort. | review student recruitment. The Executive Director will present a plan to be approved by the governing board and will report at monthly board meetings to share enrollment data, recruitment milestones, and deliverable compliance. Once student enrollment is met, the governing board will continue to monitor the school staff to ensure that all available seats are back filled, and that all data is current to retain re-enrollment rates for the subsequent years. | recruitment needs and goals. The Executive Director will implement grassroots efforts for recruitment and have control over local needs for the school recruitment efforts. The Executive Director will manage continued enrollment efforts at the school and be responsible for reporting structures. |
| School Staff Recruitment and Hiring | The GALS Network will participate in and have “veto” approval for hiring of any critical positions at the school (school leaders, key support staff positions where GALS expertise is beneficial). | The governing board hires and fires the schools Executive Director. | The Executive Director, Head of School and in many cases GALS experts will collaborate on evaluating and hiring school staff. The Governing Board will be responsible for hiring the Executive Director. The Executive Director will seek participation and approval from GALS network and governing board on any Head of School selection. |
| HR Services (payroll, benefits, etc.) | The GALS Network will provide HR support and | The role of the board will be to monitor data monthly as reported | The ED will ensure that Network provides the level of service needed |

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| | service for the school's startup. As the school grows and established procedures this is subject to change. | by the ED to make decisions that may impact any budgetary or resource needs. | for smooth school operations. The ED will oversee school staff who perform HR duties (performance management, reporting). |
| Development/ Fundraising | <p>The Network will train the ED to development and conduct fundraising. There are opportunities that arise whereby the Network will raise funds through larger national partner initiatives for the School. The Network will collaborate with the Board Chair and ED in coordinating these awards and any subsequent support for them.</p> <p>The Network may support the initial annual fundraiser for GALS Las Vegas to ensure it operates like the flagship school Luncheon in Denver, which attracts over 700 people and raises nearly \$230,000,000 annually.</p> | The board will lead fundraising activities. The Board will oversee the Executive Director activities to raise funds for the school. Board Chair is responsible for collecting the "write or raise" minimum's that will be required to sit on the Board. | The Executive Director will work collaboratively to bring forth ideas, needs, and human capital for development and fundraising needs. The Executive Director will work with governing board to develop plans and execute these needs. The Executive Director will oversee all grant applications for fundraising purposes. |
| Community Partnerships | The GALS Network operates a robust External Partnership division and will attract multiple brand, PR, in-school programming, guest lecturers that is implemented across all network schools. It is a benefit of being in | The board will champion involvement of the community in the school. They will inspire and coordinate efforts. | The Executive Director in collaboration with the Board and the schools Assoc Director of Enrollment and Community partnerships will be responsible for collaboration with and reporting |

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| | the network. The Network works closely with the Executive Director and Head of School to schedule and coordinate these opportunities to elevate the GALS Las Vegas brand. | | of Community activities with the Network and Board. |
| IT | The Network will assist in determining specifications for hiring an IT service provider. | The board will make ultimate decisions on the cost and needs for IT in the school based on reporting from the GALS Network and Executive Director. | The Executive Director will plan for, find vendors, and manage day-to-day IT needs with appropriate staff. |
| Facilities Management | The GALS Network will share facility practices with the Executive Director and will serve as an advisor to ensure facilities sustainability is achieved. | The local board will have ultimate authority on the facilities and financing. | The Executive Director will monitor, assess, and plan for decisions pertaining to the facility needs for the life of the school. The Executive Director will utilize appropriate reporting structures to have decisions made in a timely manner with the governing board's authority over time. |
| Vendor Management/ Procurement | The GALS Network will recommend and assist with contracts with appropriate school staff for life of partnership. | The local board will monitor reports from Executive Director regarding vendor/procurement needs. The Board will approve purchases greater than \$10,000. | The Executive Director will have authority over day-to-day needs regarding vendors and procurement. The Executive Director will notify the GALS Network of any support needs and will be responsible for |

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| | | | reporting to the governing board and finance committee regarding contract and procurement. |
| Student Support Services | The GALS Network will provide school model platform resources on academic programs and student supports. Further, will assess student support services and provide recommendations. | The local board will govern decisions needing to be made at the recommendation of the Executive Director. | The ED will manage Student Support Services reporting. The Executive Director will use this information to guide decisions making at the school daily and will address needs with the Network and the governing board. |
| Other operational services, if applicable | | | |

(7) Provide, as Attachment 20, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole**
- (b) Year 3 network as a whole**
- (c) Year 6 network as a whole**

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Please see Attachment 20.

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 which 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.**

GALS schools are intentionally diverse and therefore an intentional recruitment plan will be followed to develop a school with students from all backgrounds including socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs. GALS Las Vegas is open to and does not discriminate based on gender and gender identity. Indeed, in other states in which GALS has schools, male students have been enrolled. Here, GALS Las Vegas intends to advertise and promote the school as an education that is tailored to best serve and suit the needs of young women, but it will not turn away male students. Notably, in other states in which GALS has schools, male students have been enrolled and the schools have been a safe-haven for transgender students.

To ensure that the school is reflective of the community it is located in and serves as a school choice in the context of 1-2 star middle schools in the area, a cornerstone of the recruitment policy will include the provisions of NRS 388A.486 (g and h) which gives enrollment preference to students. The policy is quoted as follows:

- g) At the time his or her application is submitted, is enrolled in a public school that received an annual rating established as one of the two lowest ratings possible indicating underperformance of a public school, as determined by the Department pursuant to the

statewide system of accountability for public schools for the immediately preceding school year. If a charter school enrolls pupils who are enrolled in such a public school before enrolling other pupils who are eligible for enrollment, the charter school must enroll such pupils who reside within 2 miles of the charter school before enrolling other such pupils.

(h) Resides within the school district and within 2 miles of the charter school if the charter school is located in an area that the sponsor of the charter school determines includes a high percentage of children who are at risk. If space is available after the charter school enrolls pupils pursuant to this paragraph, the charter school may enroll children who reside outside the school district but within 2 miles of the charter school if the charter school is located within an area that the sponsor determines includes a high percentage of children who are at risk.

2. If more pupils described in this section who are eligible apply for enrollment than the number of spaces available, the charter school shall determine which applicants to enroll pursuant to this section on the basis of a lottery system.

The recruitment plan will target the community surrounding the school which has a high level of poverty, homelessness, transiency and “at risk” youth. The plan will include:

- individual meetings both in and outside of the school,
- larger informational sessions at GALS Las Vegas (hosted at the Boys and Girls Club facility for the zero year and year one),
- Man tables at community events,
- Outreach will target nearby apartment complexes, Siegel Suites temporary residencies in the area.
- Marketing at the Cambridge and Paradise Community Centers in the area
- Arming groups of Parent Ambassadors to spread the word,
- fliers (in English, Spanish and Swahili possibly based on community interactions and need),
- tours of the school,
- and the virtual dissemination of information via Nextdoor and Facebook, email and our website.
- Create active engagement with the parent community through Facebook to increase referrals and maintain interest in the school.
- We will work with leadership and counseling staff at traditional elementary schools who may identify girls who would benefit from a movement-based, single-gender education to refer students to us.
- Flyers will be shared on community bulletin boards at the library, community centers, local churches, area businesses, the Welfare Office and “Meet up and Eat Up” events.

All the aforementioned recruiting efforts will continue once school opens, with a strong emphasis on in-house tours of GALS Las Vegas temporary site at the Boys and Girls Club and ultimately elementary students shadowing our school. Community outreach and recruitment is a top priority. Parents and students are well-aware that the school is working to launch in fall of 2020 and the enrollment interest has already begun through on the ground discussions with parents and virtually through the schools Facebook page and website.

(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.

GALS Las Vegas has been garnering interest for future enrolled families through social media and their school website. At the time of this application, there are 70 students interested in enrolling in the school. The leadership team and Board of Directors will continue the efforts of communicating with and recruiting interested families upon approval of the charter.

Open enrollment begins on the first day students return from Winter Break and concludes the last day of February at 11:59am yearly. GALS Las Vegas lottery will be held at 12:01am on March 1st yearly. If a student is accepted, the family will be emailed an acceptance letter within 24-48 hours after the lottery, to the email addresses noted on the application only. Wait list numbers will be available within the week after having held the lottery on GALS Las Vegas school website by clicking on the App Status/Doc Upload button for the new school year.

Applications received after Open Enrollment (beginning on March 1st at midnight) will remain in a General Application Pool and are eligible for future lottery selection. Additional lotteries will occur once we have exhausted our current wait list and as long as there is a General Application Pool.

Should a student receive acceptance for the upcoming/new school year, parents/guardians will be notified by email as noted above. The online registration and all registration documents must be submitted to the school within 72 hours of acceptance. If online registration form and documents are not submitted within 72 hours of acceptance, your student's spot will be released to the next student on the current wait list.

(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.

Enrollment upon opening in fall of 2020 will be a full 125 all-girls 6th grade class. Each subsequent year, the school will enroll another cohort of 125 students rolling-up a grade level each year. By year three of operation, the school will have 375 students. Throughout the year, the school will backfill if needed to maintain full enrollment. Target re-enrollment year after year is 75%. It is unclear at this time the enrollment patterns of our target community and therefore to ensure we plan accordingly we've opted for a more plan and target. GALS Las Vegas intends to maintain a waitlist, and take steps to continue to keep those interested families informed about any community events or extracurricular opportunities to continue to engage area families. The Executive Director is responsible for enrollment with oversight from the Governing Board and the GALS Network who will monitor enrollment, recruitment and intent to enroll progress starting in Year 0 of the school. These numbers are modeled after successful school start up for GALS LA and GALS Denver Middle Schools.

The table below outlines the specific targets for minimum, planned and maximum. The school has set the minimum and planned at the same level as this is truly the necessary level of student enrollment needed for optimal and planned school performance. The maximum was set 10% above based on the guidance provided.

(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?

All staff will learn about the school's non-discrimination policies and open-lottery processes and statute during staff training. These policies and information will also be in the staff handbook for easy reference throughout the year. All staff who may have a role in recruitment and enrollment will receive training from both the Executive Director and the GALS network staff.

The GALS Las Vegas campus will use an online enrollment page that explicitly states that the school follows Nevada law for open lottery and does not discriminate against any populations. The website will also have a page sharing the mission and vision of the school and the inclusivity of a diverse population of students representing the local area's demographics. The initial enrollment form will seek to avoid the collection of information that could lead to discrimination to avoid any possibility of error. After enrollment priority is established through the lottery, all accepted applicants will be contacted to complete the comprehensive enrollment packet specific to the GALS Las Vegas school.

(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?

GALS Las Vegas will recruit students from inside and outside of the target area to achieve a balance that is reflective of the general population in the school district. Materials concerning the school will be provided in Spanish and English.

Community outreach and recruitment is a top priority for any GALS school. The team has laid the groundwork to reach full enrollment by creating strong organizational partnerships throughout the local community. Our partners support the GALS network model and have provided direct access to their families and children who are primary candidates to attend the school. GALS Las Vegas will use a multi-faceted approach to student recruitment and seek support from its relationship with community organizations, friends of the school, the board members, and families who are already interested in the school to help recruit students.

The recruitment plan will include:

- Work with counseling staff at nearby traditional middle and high schools who may identify girls who would benefit from a single-gender education and may refer students to us.
- Outreach both face to face and using school flyers/postcards to increase awareness about the school. This outreach will be conducted in both English and Spanish given the existing school population is over 50% Hispanic. Outreach will target nearby apartment complexes, Siegel Suites temporary residencies in the area along with the marketing at the Cambridge and Paradise Community Centers in the area. A Facebook page for the school was created to provide ongoing marketing and outreach regular to interested families.
- Leading up to the opening of the school, monthly family information sessions will be held at the Community Centers. Facebook marketing of these events will occur. Notices will be posted on social media such as Next Door, Instagram and Facebook. Flyers will be shared on community bulletin boards at the library, community centers, local churches, area businesses, the Welfare Office and "Meet up and Eat Up" events. Information about the school's education model and unique benefits will be shared at meetings with organizations such as the Maryland Parkway Coalition for business owners in the area.

- Connections into UNLV will be made to increase awareness of the school on campus. This will be done through existing partner contacts as well as by attending meetings of various clubs and groups on campus.
- Outreach to the feeder public elementary schools in the area to increase awareness to school staff about GALS. This will include site visits to increase awareness and by leaving useful leave behind such as pens or mouse pads for future reference.
- Building a pipeline by partnering with K-5 charter schools where GALS Las Vegas could be a natural progression. The charter applicant, Nevada Strong, and GALS have discussed how such a partnership is mutually beneficial for both schools.
- Through partnerships, market to youth organizations that serve girls including Girls on the Run, Girl Scouts, Boy Scouts of America, the Gay and Lesbian Community Center, Boys and Girls Club, sporting teams like Storm's girls' basketball program or Girls Knights Hockey team. Outreach will include presentations at club meetings, joint community events, distribution of emails, info in newsletters and flyers through their customer email lists and/or social media outlets.
- Create active engagement with the parent community through Facebook to increase referrals and maintain interest in the school.

(3) Complete the following tables for the proposed school to open in 2019 – 20. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2019.

GALS Las Vegas is the only campus opening in the GALS network in 2020.

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

| Grade Level | Number of Students | | | | | |
|-------------|--------------------|---------|---------|---------|---------|---------|
| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Pre-K | | | | | | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | 135 | 135 | 135 | 135 | 135 | 135 |
| 7 | | 135 | 135 | 135 | 135 | 135 |
| 8 | | | 135 | 135 | 135 | 135 |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | 135 | 270 | 405 | 405 | 405 | 405 |

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

| Grade Level | Number of Students | | | | | |
|-------------|--------------------|---------|---------|---------|---------|---------|
| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Pre-K | | | | | | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | 135 | 135 | 135 | 135 | 135 | 135 |
| 7 | | 135 | 135 | 135 | 135 | 135 |
| 8 | | | 135 | 135 | 135 | 135 |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | 135 | 270 | 405 | 405 | 405 | 405 |

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

| Grade Level | Number of Students | | | | | |
|-------------|--------------------|---------|---------|---------|---------|---------|
| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Pre-K | | | | | | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | 148 | 149 | 149 | 149 | 149 | |
| 7 | | 148 | 148 | 148 | 148 | |
| 8 | | | 148 | 148 | 148 | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | 138 | 297 | 445 | 445 | 445 | |

- (4) 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.

The rationale is this will provide 5 classrooms, 5 teachers with 5 core subjects (Math, Science, ELA, Social Studies and GALS Series) in year 1 start up. It allows for optimum resourcing with a student: teacher ratio that will allow for the student's whole child needs to be best served. As the 6th grade class is prepared to move to 7th grade the recruitment process will be repeated to back fill 6th grade and to fill any 7th grade vacant seats. It is a model that allows for gradual growth over time.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2018-2019) to ensure that the school is ready for a successful launch in fall 2019. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.**

Please see Attachment 10. Organizational goals are outlined in multiple sections of this document.

Key requirements (goals) for incubation year includes;

- a) Ordering all necessary supplies, tools, curriculum
- b) Executed facilities agreement
- c) 135 students enrolled
- d) Board governance in place
- e) Policies in place

- (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.**

GALS Network will provide Year 0 training for Head of School/Executive Director. The trainings will occur during a 3- to 6-month leadership program which includes training webinars, site visits, and monthly executive coaching from Liz Wolfson (GALS Network CVO). Further, the Executive Director has, and is currently attending, Authority workshops and training for charter school operators. She has completed the following workshops:

- National Charter School Conference Attendance
- CSAN and SPCSA Charter School 101 training
- National School Lunch Program Training provided by Nevada Dept of Agriculture
- CSAN annual conference

Additional topics covered in leadership training with the GALS Network include, but are not limited to:

- Fund development and external relations training;
- Leadership coaching aligned with the GALS Way;
- Communications planning, including media-related requests and training; and training on proven pedagogical practices.

Finally, GALS Las Vegas is a member of CSAN, attends workshops provided through this membership, and receives informal advisement from Executive Director, Pat Hickey.

(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.

A location for Year 1 has been identified. Jennifer McCloskey planned Executive Director for GALS Las Vegas is committed to continue to work to develop the school in year 0 and is putting together a team of experts to work on a permanent location for Year 2.

SCHOOL MANAGEMENT CONTRACTS

It is rare, but not unheard of, for a non-profit charter management organization to contract with a for-profit or non-profit education management organization. If the applicant does not intend to enter into a management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next sub-section.

(1) How and why was the EMO selected?

The Las Vegas area has some of the highest need young people and difficulties that young women face in the community need to be addressed. For example, according to the US Department of Housing and Urban Development (HUD), the Southern Nevada metropolitan region has the third-highest rate of homeless youth in the nation, and it is getting worse. Data from Clark County School District shows the number of young people who self-identify as homeless rose from around 9,000 children in 2013-2014 to almost 11,000 children in the 2016-2017 school year. Officials also estimate about 30,000 sex workers are operating illegally in Las Vegas, where only 1,000 are working in legal counties many of these illegal workers are young girls.

In a human rights publication, Arash Ghafoori, executive director of the Nevada Partnership for Homeless Youth commented on Las Vegas that, "[homelessness] is happening to these kids during a really formative time. You haven't even finished physically, mentally and physiologically developing." Ghafoori adds. "The number-one risk factor to being sexually and commercially exploited as a youth is just being homeless, period. They don't have people watching out for them. Traffickers know that they make easy prey for that reason."

According to a report from Title Hope, the data showed it was 13,000 students who were homeless or living in unstabilized homes. Currently, the students who are homeless or with unstable housing represents roughly 22% of the district student population as of this past academic year. Youth homelessness continues to increase in Southern Nevada with more than 15,000 homeless youth enrolled in Clark County schools during the 2017-2018 year1, a 38 percent increase from the prior school year.

Nevada ranks #1 for most homeless youth and # 4 for most unaccompanied youth. Some reports have shown that youth are most vulnerable for being victims of sex trafficking within the first 7 hours of a youth being homeless. GALS answers the call to this need for young women to be protected and to be able to use their voice and develop their identity in an environment where vulnerabilities exist

GALS is also a step in the right direction to work to close the gender gap in Nevada. The GALS Network was selected to partner with as they have a successful single-gender school model with over a decade of experience working in Western states. The GALS school model is very well suited to meet the needs of high-risk populations in Nevada. Las Vegas families and girls would greatly benefit from having a GALS school. The school is a safe and supportive environment for young girls to find the necessary information and support needed to develop a strong sense of self and advocacy for self and others. The school will be a place to nurture confidence without gender stereotypes.

- (2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.**

The governing board will be the party to execute the final Master Service Agreement (MSA) with GALS Network. GALS Network has a vested interest in the success of the school as the performance of GALS Las Vegas can impact the future growth trajectory of the network. The Board of Directors will ensure that specific performance criteria is factored into the MSA and this will be a part of the Dashboard and school reporting. The GALS Las Vegas board chair will also have a reporting and participatory relationship into the GALS Network Board of Directors and will address issues in this larger forum as well.

- (3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.**

There are no existing or potential conflicts of interest by any of the parties involved in the Committee to Form as well as with staff employed by the GALS network.

- (4) If the applicant does not intend to contract with a for-profit or non-profit education management organization, please upload an attestation as Attachment 23 indicating this request is not applicable to the applicant. Otherwise, please provide the following in Attachment 23:**

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;**
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);**
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.**
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.**

Please see Attachment 23. GALS Inc. is a 501(3) c and their form 990 can be found at http://990s.foundationcenter.org/990_pdf_archive/260/260784148/260784148_201612_990.pdf.

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. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.**

A response to this section is not applicable.

SERVICES

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

See Attachment 20 for information about the schools staffing model.

See Attachment 16 for a detailed school financial plan and Attachment 15 for the corresponding Budget Narrative. Funding for the school in that plan is 100% from the per pupil state funding. GALS Las Vegas intends to apply for multiple grants to provide additional flexibility and resources for the school. In Year 1 the Head of School and Executive Director will be responsible for day to day

operations. As the school grows, a Director of Operations will be hired to assume responsibility for facilities management, handling any day to issues and crisis that arises at the school, and manage the food services program.

(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.

GALS Las Vegas will apply to be a participant of the National School Lunch and Breakfast Programs. Food service will abide by State and Federal Laws for Health and Safety. GALS Las Vegas' budget includes \$9,375 annually for program start up and to cover any students that may not be covered by the national program. GALS Las Vegas assumes in subsequent years that costs will go down as the process becomes routine. GALS Las Vegas has spoken to Three Squares as a potential vendor to provide meals at or below the cost of the federal reimbursement rate.

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

Boys and Girls Club covers this in their facility. With a leased facility long term, GALS LV anticipates maintenance and landscape will be included in the lease agreement. Janitorial may be contracted separately at the permanent site and depends on lease discussions.

(d) School health and nursing services

GALS Las Vegas will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The Governing Body will contract with the appropriate trained and qualified health professionals to deliver services to such students. Professional development will be provided to the new faculty and staff on the administration of first aid and CPR for on-site immediate service. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be assigned as a collateral duty and will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality. State required examinations for auditory and vision problems in grade 6 and scoliosis, height and weight in grade 7 will be conducted by the FASA. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

(e) Purchasing processes

The Finance and Administrative Director will be designated as the purchasing agent for GALS-LV. The Executive Director will assume this responsibility prior to the hiring of this position. The Governing Board will approve the annual budget. Day to day purchasing within the approved budget amounts does not require Board level approval. Any purchases that would exceed or were not considered in the annual budget over \$500 must be reviewed and approved by the Board. All purchases above \$50 require two levels of approval from either the Head of School, Executive Director or Finance and Administrative Director to review for school need, accuracy as well-being within budget. GALS LV will call for bids or proposals for all purchases, leases or sales of personal property, public improvements

or services other than agreements for personal service, in accordance with competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573).

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

GALS LV will incorporate safety features into the permanent facility to include cameras, fencing, interior locking classroom doors, smoke and fire alarms and lighting. GALS LV will work with the landlord to evaluate onsite security services that may already be assigned to the building. GALS LV will also reach out to the local law enforcement official at both UNLV and Las Vegas Metro to discuss procedures and processes that would be most effective to protect the staff and students. All non-school personnel will be required to check in and out with the front office. Vendors will be escorted on site. Staff training and safety and security policies will be in place for both incident response, emergency management and general on-going security.

(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.

GALS LV has identified the following technology needs for the school. Some of these items are not needed until Year 2 when the permanent facility is in place because GALS is expecting to utilize existing network infrastructure at the Boys and Girls club. This allows for ramping up of technology purchases.

Technology needs:

- 1 Server/ 1 Firewall/ 1 Switch (network) (Year 1 and will move to perm school in Year 2)
- Broadband Service (Year 1 and Year 2)
- WLAN access points (Year 2 and will expand in Year 2)
- Electronic White boards (Year 2)
- Chromebooks for students (planning for 28 for each grade) – Year 1 and add each year
- Laptops for teachers and administration (1 per staff, 1 for contractors and a spare) – Year 1 and procure each year
- VOIP Phone System with phones – Year 1 small system that can expand
- Camera system (Year 2)
- Software including Infinite Campus, MAP, SBAC, Abila, Quickbooks, Google Apps for Education, student lottery and enrollment tool, ACCESS – All installed Year 1
- Printers and copiers – Install Year 1 and expand outgoing years

The budget estimate in Attachment 16 projects costs for this technology plan.

GALS Las Vegas will contract with an IT service provider for setup and support. GALS Las Vegas will put an Acceptable Use Policy in place for staff and students.

(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. If most of the applicant group or the EMO is new to operating in Nevada's

education environment, 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.

All GALS Las Vegas administrative staff including the Executive Director and Head of School will receive training on the use of Infinite Campus. Training will come from the provider of Infinite Campus along with any supplemental trainings offered by the Nevada Department of Education and/or the Charter School Association of Nevada. The Finance and Administration Officer and staff will be the keeper of this system to ensure that all Nevada reporting requirements are met. During Year 1 start-up the Head of School will assume responsibility for this system. If needed, GALS Las Vegas will also be able to seek assistance from other Las Vegas charter schools and the technology management service firm.

(1) 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.

The governing board will delegate to the Executive Director the responsibility for ensuring student records are maintained accurately and up-to-date, as well as safe and with limited access to only appropriate personnel. The governing board will ensure student records are maintained in accordance with all state laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 385A.800 through 385A.820, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware, and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The school will report data required by NRS 385A.820 to its sponsor by the beginning of the school's first year of operation. The school, sponsored under the auspices of the Nevada State Board of Education, will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing body of the charter school will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files. The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed.

If a charter school closes, the school shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school corrects records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, GALS LV will comply with NRS 388.291 to ensure that any and all school service providers as defined in NRS 388.283 and 388.284 provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388.293. Strict compliance with this statute will be enforced by the Board Chair and the Executive Director prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the Executive Director will ensure that all staff, teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of pupil data.

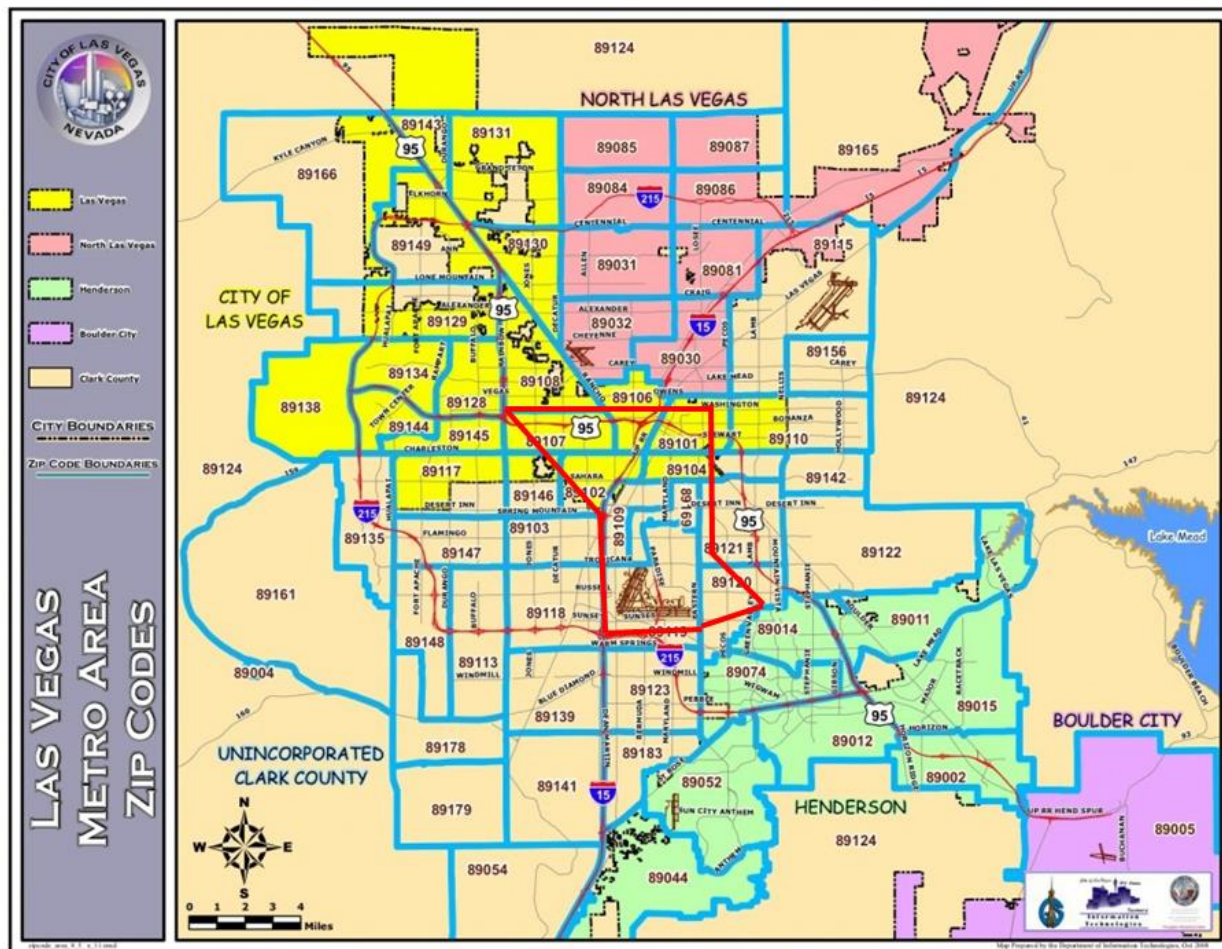
- (2) In addition to the narrative above, provide as Attachment 12, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.**

Please see Attachment 12.

FACILITIES

- (1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:**

- (a) The desired location of the school facility;**
- (b) The number of general education classrooms required each year;**
- (c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;**
- (d) Space requirements for administrative functions, food services and physical education**



GALS Las Vegas is looking for a location in the urban core of Las Vegas as identified in the map above. Permanent space in this urban area is expected to be commercial space that will need to be renovated for the school. The most desirable permanent location will be in the vicinity of the school's temporary start up location at the Jackie Gaughn Boys and Girls Club on 920 Cottage Grove Avenue, Las Vegas, NV 89119. This location is in close proximity to Orr Middle School, a one-star school, adjacent apartment complexes with dense families living there and UNLV. An important aspect of facilities for this school to find a location that will have adequate space for the athletic component of the mission.

GALS Las Vegas anticipates utilizing existing classrooms, cafeteria and multi-purpose room at the Gaughn Boys and Girls Club for the first year of operation. Within 2 minutes walking distance of this location UNLV has 2 soccer fields and a baseball field. GALS Las Vegas will seek a partnership with UNLV to utilize these fields for some portions of the movement program along with using the multi-purpose space.

GALS Las Vegas is seeking approximately 35,000 square feet (sq.ft.) of space for the permanent school. This represents 86 sq.ft. per student. Within this space GALS Las Vegas anticipates needing 16 class rooms at approximately 850 sq. ft. each (5 per grade plus a shared GALS Series classroom), a smaller SPED/intervention room and administrative space for back office support, student registration and a re-set room and wellness area. Program space requirements include a cafeteria, kitchen, gym/multi-purpose room, bathrooms, janitor area and storage. GALS is highly desiring a location that will also have easy access to a park or field. In the absence of this, which may be difficult

to find in such an urban area, GALS will seek to convert a parking area/loading dock area into a recreation area in support of the school's movement programming.

(2) 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.

GALS is working with the Boys and Girls Club of Southern Nevada to work on an agreement to occupy their club at 920 Cottage Grove Avenue, Las Vegas 89119 during Year 1 of operations (and during the zero year as needed for staff offices and recruitment). GALS Las Vegas will model the agreement after the Mater Academy and Boys and Girls Club of Truckee Meadows in Reno, NV. This space already includes furnished classrooms and a large multi-purpose room and will not require any remodeling.

For permanent space, GALS Las Vegas is currently working with Cushman and Wakefield for end-to-end real estate services. Attachment 13 holds a letter from Cushman and Wakefield describes the status of our work to identify a permanent location as well as the process. The anticipated timeline for a facility solution is 12-14 months from the date of this application.

For financing, GALS has been contacted by several charter school financing companies (Charter School Capital and Charter Asset Management) and has identified several others (Building Hope and EPR). The GALS network, in partnership with the Committee to Form and executive director of GALS Las Vegas, is evaluating these companies to select one to assist with financing.

(3) 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.

A year 1 facility is identified and in parallel, GALS Las Vegas is building a team of experts to identify the permanent, ideal site. The site is desired to be close to the temporary facility and have access to an area for the school's movement programming. The pricing and capital outlay plan appearing in Attachment 15 was worked on with input from Cushman and Wakefield to reflect market expectations for long term facilities in leased commercial space. GALS Las Vegas believes these estimates are conservative and represent a higher end of what will be available. For financing, GALS has been contacted by several charter school financing companies (Charter School Capital and Charter Asset Management) and has identified several others (Building Hope and EPR). The GALS network, in partnership with the Committee to Form and executive director of GALS Las Vegas, is evaluating these companies to select one to assist with financing.

(4) 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 13. 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. If the applicant does not yet have a facility identified,

please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

See attached letter with the Boys and Girls Club of Southern Nevada in Attachment 13.

See the attached letter with Cushman and Wakefield in Attachment 13. GALS Las Vegas will comply with health and safety requirements and will meet with applicable county and municipal partners to understand and adhere to zoning processes and procedures. GALS Las Vegas understand that zoning and a traffic study will be important in the timeline to secure a permanent facility.

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

The GALS Las Vegas Founder, Ms. Jennifer McCloskey, is a certified Project Management professional and has managed large scale projects valued over \$30 million. She is building a team of facility experts and partners for an end-to-end facility solution that includes a broker, architect, general contractor, financing partner, and landlord. She will work to integrate their skills and strengths seamlessly so that each area of expertise and strengths are brought into the project.

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

GALS Las Vegas will be able to depend on the existing custodial services in place at the Boys and Girls Club in Year 1. Following this, a contract custodian will be hired to clean the facility. GALS Las Vegas anticipates maintenance services will be included in the lease for commercial space and has included that into the financial documents associated with this charter application.

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?

Having a safe school is fundamental to GALS Las Vegas. To ensure a well-coordinated plan is in place, the Head of School will be responsible for creating and maintaining the school's emergency management plan and will be responsible for developing and maintain relationships with local authorities. The Boys and Girls Club already has an excellent working relationship with the UNLV campus police who are the first responders to the scene at this location. GALS Las Vegas will capitalize on this relationship in Year 1. Going forward, attention will be given to making sure the local authorities know who we are, what our school is about and welcome them to integrate themselves into our community by visiting community meeting times. An Emergency Management Plan coordinated with local authorities will be developed by the Head of School and approved by the Governing Board. The plan will include mandatory training for staff and students and emergency drills for chemical, environmental, or community threat emergencies. All staff and students are expected to participate. There will be a schedule to practice these drills and lessons learned captured from these events to improve processes continuously. The school is planning to install a camera system at the permanent school site for security purposes. GALS Las Vegas will leverage security provided by the landlord at the permanent facility and be prepared to be vigilant and adapt and adjust based on the environment and conditions faced.

(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.

See Attachment 14.

6. 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.**

The GALS Las Vegas Board will oversee the fiscal management of the school. Under the supervision of the Board's Treasurer, GALS Las Vegas will employ a Director of Finance and Administration to manage school accounting, purchasing and payroll. The Executive Director, who is a Certified Public Accountant, will serve as interim and back up to the Director of Finance and Administration. Accounting will be accomplished using the same GALS network accounting platform Abila, which is well suited for fund accounting for multiple schools. GAAP and GASB standards will be followed. Initially, payroll will be handled by the GALS Network. This will be re-evaluated once the Las Vegas campus has grown to full capacity serving grades 6-8 by year three of operation. The GALS Las Vegas Board of Directors will seek a local CPA firm to perform audits. The audit report will be submitted to the school's Board of Directors and the GALS network. The GALS Network will review school finances and operations as part of their monitoring and review process.

Annual financial statements for the school will be prepared in accordance with all applicable standards. These statements will be the basis of the annual audit. Monthly budget reports comparing actuals to planned spending will be prepared and reviewed by the Board Treasurer and Board of Directors to confirm that spending is on track. Additional ad-hoc reporting will be developed to monitor key controls put in place.

The Finance and Administration Director will be designated as the purchasing agent for GALS Las Vegas. The Executive Director will assume this responsibility prior to the hiring of this position. The Board of Directors will approve the annual budget. Any single purchase in excess of \$10,000 will require Board approval prior to committing to that purchase. Any item not included in the approved budget amounts above \$500 requires Board approval prior to commitment. All purchases above \$500 require two levels of approval from either the Head of School, Executive Director, or Finance and Administration Director to review for school need and accuracy as well as being within budget. GALS Las Vegas will call for bids or proposals for all purchases, leases or sales of personal property, and public improvements or services other than agreements for personal service in accordance with competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules (See NRS Chapter 332, NRS 386.573).

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

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

See Attachment 15.

- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.**

See Attachment 16.

- (4) Submit, as Attachment 21, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion).**

See Attachment 21.

- (5) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and implementation plans. Include evidence that the school will adhere to Nevada accounting, auditing, and reporting procedures and requirements.**

See response in Q1 of this section. The GALS Las Vegas Board of Directors will contract for an independent, third-party auditor to evaluate the annual financial and administrative operations of the school pursuant to NAC 387.625 and NAC 387.775. The scope of work for this auditor will include an assessment of compliance with school policies. The audit report will be submitted to the school's Board of Directors for review and action. The GALS Network will review school finances and operations as part of their review cycle.

The Board of Directors, specifically under the expertise of the Treasurer, will develop financial control policies for the school prior to commencement. Policies will be prepared in accordance with Model Financial Procedures for Charter Schools developed by the Nevada Department of Education (NDE), Governmental Accounting Board Standards, Generally Accepted Accounting Principles, and the Nevada Chart of Accounts for public school accounting. Specific attention will be given to Financial Accounting Standards Board (FASB) pronouncements specific to charter school operations including:

- Statement of Financial Accounting Standards No. 93, Recognition of Depreciation by Not-for-Profit Organizations;
- Statement of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made;
- Statement of Financial Accounting Standards No. 117, Financial Statements of Not-for-Profit Organizations;

- Statement of Financial Accounting Standards No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations;
- and Statement of Financial Accounting Standards No. 136, Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others.

Policies will address – at a minimum – spending limits and necessary approvals, cash controls, purchasing, credit cards, bank accounts, bank deposits, expense reimbursement, and payroll. All policies will be prepared in accordance with Nevada State Law and Authority guidelines.

GALS Las Vegas will work the GALS Network to set up the Accounting System using the networks Accounting system (Abila). This system works with the Nevada Chart of Accounts and provides adequate financial reporting functionality to support Nevada state reporting requirements.

The system, policies and procedures established in compliance with policy will enable GALS Las Vegas to adhere to all Nevada accounting, auditing, and reporting procedures and requirements.

- (6) Provide, as Attachment 17, historical financial documents for the CMO, including audited financial records for the applicant and, if any of the schools operated by the applicant are technically separate entities, audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. This may be provided in the format of your choosing.**

See Attachment 17.

- (7) Complete the audit data worksheet in Attachment 18. In the info tab, please identify any schools or campuses listed under the student achievement tab for which financial data is consolidated for reporting and auditing purposes in the audits provided in Attachment 17.**

See Attachment 18.

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