



4. Academic Plan

MISSION & VISION

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

Mission. Within an academically ambitious, individually supportive, values-based community, Las Vegas Collegiate Charter School prepares kindergarten through fifth-grade scholars to thrive in middle school and high school, graduate from college, and lead within our communities.

Vision. Regardless of demographics, we believe that all children can achieve at high levels when classroom instruction is strong, school culture is achievement-oriented, supports are targeted through the use of data, and joy and values are infused throughout the school. We will provide an academically ambitious, college preparatory K-5 charter school that prepares kindergarten through fifth-grade scholars to thrive in middle school, high school, college, and life. To deliver on this mission, we will have an extended school day and year, a prioritized focus on literacy and mathematics mastery, extensive professional development program and assessment system with data-driven action planning, and a values-rich school culture and enrichment program that ensure scholars grow into young leaders with the moral compass to build school and life success. Our mission and vision require an academic environment that is structured, consistent, and joyful.

Academically Ambitious Community. An academically ambitious environment is demanding and inviting, challenging and supportive, and provides scholars with the necessary foundation to succeed in all future learning – setting their eyes on college and building their capacity to get there. Scholars will have daily assignments that are rigorous and on or above grade level, and have the daily personal interventions and supports needed to ensure their measurable success towards ambitious, time-bound goals; families will have constant reports on their child's reading level, math proficiency, and other academic markers. Scholars will have an extended year (185 days) and extended days (7:40 am to 4:00 pm four days per week and 7:40 am to 12:30 pm one day per week); they will have extended Literacy (180 minutes per day¹) and Math (105 minutes per day) learning time. They will have daily Interventions through both Blended Learning on classroom-based technology stations and teacher supports (45 minutes per day²). Scholars will have nightly homework folders with reading logs, and families will have 4 parent-teacher conferences per year and 23 annual family events; families will receive communication from their child's teacher each week and talk with them every other week, centered on academic and personal growth towards clearly defined and exciting goals. New families will have Home Visits each spring, and all returning families will have annual Orientations before the start of each school year and multiple family nights focused on literacy, mathematics, college, and homework. Scholars will be expected to grow a minimum of 3 reading levels each year as measured by a national reading inventory used by the highest achieving charter schools nationally. Scholars will have weekly celebrations of academic success and demonstration of our **ASPIRE** values of **Ambition, Scholarship, Partnership, Integrity, Resourcefulness,** and **Enthusiasm**. Scholars will experience minimal distractions from learning, with clear daily structures starting at the front door and extending through our hallways and classrooms and throughout our school day and week that promote high expectations and standards for excellence. The Las Vegas Collegiate Way for all school activities will be explicitly and commonly taught and will be grounded in the expectation of academic and behavioral excellence. We believe in purposeful structures (how to enter, how to manage one's materials, how to engage in learning, how to transition through learning stations and get promptly to work) because it cultivates an environment that is consistent,

¹ As Wednesday is an abbreviated day, scholars will receive 120 minutes of literacy instruction on Wednesdays.

² Intervention will operate as two 20-minute rotations combining direct instruction in a small group and blended learning using iReady; an additional 5 minutes are provided for overview, organization, and wrap-up of all intervention activities.



safe and encourages a culture of learning and reliability, expectation and care. Scholars will be provided all necessary organizational tools for success in the classroom and from school to home (uniforms, material packet pouches, homework folders, backpacks, notebooks, writing utensils), and will have teachers who work with them in small groups³ and 45 minutes of daily access to computer-based interventions. Scholars will experience routines that prioritize every minute for learning, optimizing instructional time over unproductive time, and targeted, measurable supports every day.

Individually Supportive Community. Las Vegas Collegiate targets scholar’s achievement through a focus on individualized supports. With an intensive focus on performance outcomes, we, therefore, have a parallel focus on the implementation of strategic supports that will ensure mastery of essential literacy and numeracy skills for all scholars and across all subgroups, including scholars with special needs and those identified as English Language Learners (“ELLs”). Our focus on intensive, individualized, supports has been shaped and designed upon the best practices of other high performing charter schools that educate scholars of similar demographics to consistently high results. To meet the needs of our scholars and maximize learning, we provide daily small group learning in a 9:1 scholar to teacher ratio, individualized opportunities for blending learning through iReady, and daily intervention in a 5:1 ratio that focuses on skill-based mastery. These key practices are targeted, scholar specific, and data-driven. With 45 minutes of daily intervention that is taught in two rotations⁴, teachers will provide lessons that target skills required for scholar success. In a kindergarten classroom, in the very beginning of the year, teachers will use intervention as additional time to target any scholars who may not yet have the ability to recognize all 26 letters. This targeted time allows teachers to pull a small subset of scholars to target the specific skill of letter recognition, while being able to focus on a different skill for another group, for the second rotation of intervention.

Values-Based Community. We know that every child’s moral development is our responsibility and that when we do our job as educators well, we are raising, with our families, the next generation of leaders. We **ASPIRE** to lead, and our leadership values directly underpin and inform our schoolwide character development program, through which we explicitly teach and develop in scholars our **ASPIRE** leadership values. **Ambition** is the commitment to hard work and achieving our goals. **Scholarship** is the dedication to learning and our aspirations for college. **Partnership** is teamwork and treating each other with care and respect. **Integrity** is doing the right thing even when no one is watching because it is the right thing to do. **Resourcefulness** is using tools to find solutions and finding a way to solve problems whenever we find them. **Enthusiasm** is joy *for* learning and curiosity *in* learning. The development of these values within our scholars will allow our children to become self-determined, caring young leaders ready and excited to take on the next level of learning and growth as they move throughout elementary school and as they matriculate into middle school. Rooted in our mission, we believe that true leadership is about cultivating positive change not only for ourselves but for others as well. Scholars will learn to develop their leadership, infused with such mindset, by participating in community enrichment and service opportunities that mature with each grade level, and align to our core values. As an ambitious school community, we will explicitly preview, teach, model, and require high behavioral expectations that promote academic achievement, life success, and positive leadership. We have dedicated time in our daily schedule to the explicit teaching of our core values. Scholars will start each day with a 15-minute, class-wide Community Circle. Targeting a specific value each day, teachers will engage scholars in activities and readings that highlight one of our **ASPIRE** values. Scholars will then have the opportunity to reflect and discuss the importance of the value and how it demonstrates leadership. Throughout the day, teachers will highlight and praise scholars who demonstrate our **ASPIRE** values to teach scholars what it looks like to demonstrate leadership. Every Wednesday during our school-wide Community

³ 9:1 ratio during guided reading and math rotations and no more than 5:1 during intervention.

⁴ Intervention is a 45-minute block taught in two, 20-minute rotations with 5 minutes for organization and instructional overview and end of block wrap up.



Circle, teachers will highlight two scholars who have embodied the **ASPIRE** values throughout the week and those scholars will receive school-wide recognition and praise.

(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.

Current research is clear: “[G]etting scholars off to a good start in preschool and the elementary grades is vitally important for several reasons: (1) Learning takes time; (2) Learning is cumulative; (3) Scholars interests often develop at an early age; (4) Empirical evidence shows the difficulty of catching scholars up in middle and high school.”⁵ Las Vegas Collegiate proposes to give families in Las Vegas’ Historic West Side the ability to choose a high-quality, elementary, public school designed to prepare their children for entrance to middle school, the high school of their choice, and access to participation in honors and advanced placement college preparatory high school coursework. Scholars who graduate from our school will have a clear picture of what college looks like and will be able to articulate why and how their acceptance and graduation is critical to their life trajectory. They will have the foundational content knowledge, skills, and test scores that position them to build a strong transcript when they reach high school that will open college doors, along with the character values needed for lifelong success and positive leadership in the many communities in which they will live, work, and lead. We will set all scholars on the path to college from the beginning of kindergarten by providing rigorous curriculum aligned to state standards, high-quality instruction driven by data that places every child on a measurable track of success, a structured environment that protects learning time and prioritizes achievement, and character development that nurtures our children’s character and communities’ young leadership. Proposed to open in August 2020, five years later we will be fully enrolled in all grades K-5, meaning that in 2024, there will be 486 Las Vegas scholars receiving a public education that ensures that they are reading on or above grade level by grade three as measured by state and national assessments, responding to rigorous grade level text as measured by those same assessments, and have the literacy foundations of fluency, comprehension, and expression and the numeracy foundations of conceptual understanding and accuracy of application to understand, analyze and compute, putting them on the path to college. To obtain our goals we must be constantly meeting annual goals as outlined in our accountability plan seen later in this section. At the end of year one, at least 80% of scholars will have moved 3 STEP⁶ levels in preparation for the next grade, 80% will be proficient in mathematics as measured by NACS-aligned interim assessments, and all scholars will have grown a minimum of 5 percentiles as measured by NWEA MAP. At the end of year three, at least 80% of all third graders who have attended for three consecutive years will be proficient in both reading and math as measured by the Smarter Balanced Assessment Consortium (“SBAC”).⁷ In August 2025, 72 fifth graders will enter middle school reading and computing on or above grade level, understanding their progress towards and excited about their goal of college entrance and college success. We hold ourselves accountable to our mission and vision and scholars’ outcomes. Our mission requires us to ensure scholars are set on a path to thrive in middle school and high school, graduate from college, and lead within our communities. Scholars who have matriculated through Las Vegas Collegiate will enter middle and high school on grade level, have excellent study habits that will support them through college, and will demonstrate excellent scholarship with the ability to advocate for themselves, be self-determined, and own their own learning. Scholars will have the foundational skills and character development necessary to persist and succeed through college. Our focus on leadership development will allow our scholars to be change advocates within their communities. They will utilize their critical thinking and problem-solving skills to improve the lives of others while leading a personal life of success. Our community will have a local K-5 school that is consistently rated at high levels of

⁵ <http://www.act.org/content/dam/act/unsecured/documents/ImportanceofEarlyLearning.pdf>.

⁶ <https://www.uchicagoimpact.org/our-offerings/step>.

⁷ <http://www.smarterbalanced.org/assessments/scores/>.



achievement by the State of Nevada, and our city will have a growing group of young people able to break through the limitations of poverty that low levels of education will otherwise indicate, and our state will have another proof point of what is possible for all scholars, with the ability to disseminate and learn from one another across all years of the school's operation.

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

To provide an excellent K-5 educational option to Las Vegas Valley families and scholars who do not currently have access to one, we will strategically target economically disadvantaged, majority African American and Hispanic scholars residing in the Historic West Side community. At the center of our vision are four guiding beliefs. **(1) High-quality curriculum, paired with high-quality teaching, drives academic achievement.** We believe that college readiness begins in kindergarten and that the early road to college is paved through literacy development. “Early reading experiences, opportunities to build vocabulary, and literacy-rich environments are the best way to support the development of reading and cognitive skills that ensure children are prepared for success in school and life.”⁸ We will establish a clear scope and sequence, assessment program, and curricular materials aligned to Nevada Academic Content Standards, research-based and practice-proven instructional techniques to reach all learners that include individualized plans for each scholar, and well-developed educators who are data-driven content masters. With a prioritized focus on literacy and aligned with the State of Nevada, Las Vegas Collegiate is designed to ensure all scholars read on or above grade level by third grade. Scholars will engage in 180 daily minutes of Literacy Instruction to ensure they master decoding, fluency, comprehension, and application. To ensure constant support of all scholars, particularly critical for the success of scholars with special needs and ELLs, teachers will use a small group teaching model (9:1 ratio) during Guided Reading, Phonics, and Math, follow a two-teacher model for Intervention (5:1), and incorporate daily Blended Learning that specializes lessons to target scholars’ specific needs, allowing for direct support and feedback and ensuring optimal learning outcomes. **(2) Data consistently informs classroom instruction and individualized supports.** We believe that all instructional decisions, for classroom learning and individualized supports, need to be based on current, standards-based, and reliable data. Informed by practices outlined in *Driven by Data 2.0* and implemented at two schools that particularly inform our design (Purpose Prep in Nashville, TN and Springfield Prep in Springfield, MA),⁹ teachers will use data from daily exit tickets aligned to the scope and sequence, state standards, and our larger assessment program, weekly review quizzes which are similarly aligned, and end of unit assessments which are cumulative of such earlier assessments, to inform next lessons and targeted interventions. Through the use of internally created quarterly interim assessments, the Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) conducted three times per year, and UChicago’s Strategic Teaching and Evaluation of Progress (“STEP”) reading assessments administered every eight weeks, and the annual Nevada Criterion Reference Test (“NVCRT”) starting in grade three, we will evaluate scholars’ progress toward goals and inform individual scholar academic action plans as well as whole school action plans. We will assess potential ELLs using the WIDA, given during the Winter to early Spring each year. Our aggressive approach to data monitoring reflection and action-planning will support scholar growth and mastery and inform teacher growth and development needs, school attendance, leadership accountability, and community satisfaction. **3. A warm, demanding, valued-based culture of excellence promotes school and life success.** We will cultivate a school culture rooted in the belief that hard work produces results, and we will provide an elementary school rich in values that promote school and life success. Recent research from Paul Tough evidences the positive impact of such an approach: “The capacities that develop in the earliest years may be harder to measure on tests of kindergarten readiness than abilities like number and letter recognition, but they are precisely the skills, closely related to executive functions,

⁸ <https://makeawayforbooks.org/early-literacy/#program4>.

⁹ Bambrick-Santoyo, Paul. *Driven by Data 2.0*. San Francisco CA; Jossey-Bass, 2019; www.purposeprep.org; www.springfieldprep.org.



that researchers have recently determined to be so valuable in kindergarten and beyond: the ability to focus on a single activity for an extended period, the ability to understand and follow directions, the ability to cope with disappointment and frustration, the ability to interact capably with other scholars.”¹⁰ We will implement a culture of support and high expectations that is challenging and productive. We know that scholars are capable of meeting high standards when given clear directions and support and that they thrive in an environment that is consistent – where they know what to expect and what is expected of them. With high-quality instruction, we set a bar of academic excellence that all scholars can reach. We establish clear behavioral expectations, reinforce positive behavior with celebration, and always sweat the details to ensure we maintain our culture of excellence. Structured routines and procedures throughout the school promote efficiency and ensure the physical, emotional, and intellectual safety of all scholars. **4. Schoolwide leadership development promotes scholar growth and community enrichment.** Guided by our **ASPIRE** values of **Ambition, Scholarship, Partnership, Integrity, Resourcefulness,** and **Enthusiasm,** scholars will develop into values-based young leaders inspired to positively impact their community. Scholars will participate in school-wide community enrichment projects with the goal of positively impacting our community. As a K-5 school focused on literacy, our service-learning continuum will also be rooted in literacy.

Community Enrichment Projects		
Grade	Project	Project Description
K	Book Drives	Kindergarteners will facilitate book drives, collecting books and donating them to places such as local homeless shelters and children’s hospitals.
1	Buddy Reading	Scholars will enrich the community through buddy reading with younger children within the school or at local surrounding head starts and daycares.
2	Community Read-Alouds	Scholars will enrich the community by targeting locations such as retirement homes to hold read-alouds, engaging with the elderly.
3	Pen Pals	Scholars will get pen pals from across the country and engage in meaningful conversation through monthly letters and shared book readings.
4	Literary Work Showcase	Mirroring a science fair, scholars will display a short literary work to members of the community. Scholars will perform poetry/stories/speeches.
5	Reading Tutor	Scholars will enrich the community through tutoring in reading to younger children in the community.

Accountability. As a charter school, we exchange the autonomies afforded to us (school design, staffing, budget) for greater accountability for achievement results. We believe that data drives academic success, therefore we hold ourselves accountable to collect and analyze data to inform impactful classroom instruction and individualized supports and ensure measurable achievement across all subgroups. Specifically, we hold ourselves accountable to track and reach clear metrics that measure our success towards reaching absolute, growth, and comparable academic goals as well as mission-aligned organizational goals. Through the use of criterion and norm-referenced assessments, we will maintain accountability in all years for all learners and support the goals of the Department of Education, the State of Nevada, and the charter authorizer (“SPCSA”) by annually assessing and evaluating academic progress in core content areas. Through the use of assessments such as the STEP literacy assessment, NWEA MAP assessments in reading and mathematics, and the Smarter Balanced Assessment Consortium (“SBAC”), we will track, evaluate, and make informed decisions to ensure scholar growth, proficiency, and college readiness as defined by on-grade level achievement. To measure impact and progress we have outlined the following goals and metrics by grade level and by the number of years a scholar has been in attendance at Las Vegas Collegiate.

¹⁰ Tough, Paul. *Helping Children Succeed: What Works and Why*. Boston, MA: Houghton Mifflin, 2017.



GOAL 1 – Scholars will be proficient in English Language Arts.		
Kindergarten English Language Arts Measures		
Absolute Measure: 70% of scholars in kindergarten will be on STEP 3 on the STEP reading assessment by the end of the school year, demonstrating first-grade literacy readiness.		
All Grade Measures		
Growth Measure: 70% of scholars will grow minimum of 3 Step Levels each year. Growth Measure: Average annual increase of percentiles among scholars in reading comprehension on NWEA MAP will average five percentiles of growth per cohort per year until average percentile score reaches 80%. Growth & Comparative Measures: Scholars identified as ELL or receiving special education services will, on average, reach same achievement results on all absolute and growth measures as their grade-level peers.		
First Grade English Language Arts Measures		
Absolute Measure: 70% of all first graders will be on STEP 6 on the STEP reading assessment by the end of the school year, demonstrating second-grade literacy readiness.		
Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	1	80
Second Grade English Language Arts Measures		
Absolute Measure: 70% of all second graders who have attended for one year and 80% who have attended for two years will be on STEP 9 on the STEP reading assessment by the end of the school year, demonstrating third-grade literacy readiness.		
Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	1	70
Absolute	2	80
Third-Fifth Grade English Language Arts Measures		
Absolute Measure: 80% of all third graders will be on STEP 12, fourth graders will be on STEP 15, and fifth graders will be on STEP 18, all on the STEP reading assessment, by the end of the school year, demonstrating fourth, fifth, and sixth-grade literacy readiness, respectively.		
Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	1	70
Absolute	2	80
Absolute	3 or more	90+
Third-Fifth Grade English Language Arts SBAC Proficiency Measures		
Absolute Measure: On average, 70% of scholars attending for two or more years will be proficient as measured by SBAC ELA assessment; on average, 80% attending for three or more years will be proficient, and 90% attending for four or more years will be proficient. Comparative Measure: On average, tested scholars attending for two or more years will score 10% higher than surrounding district average.		
Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	2	70
Absolute	3	80
Absolute	4 or more	90+
Comparative	2 or more	10% above district average

GOAL 2 – Scholars will be proficient in Mathematics.		
All Grade Measures		
Average annual increase of percentiles among scholars in mathematics on NWEA MAP will average five percentiles of growth per cohort per year until average percentile score reaches 80%. 80% of scholars will maintain 80% average on all internally created, standards-based interim math assessments.		
Third-Fifth Grade Mathematics SBAC Proficiency Measures		
Absolute Measure: On average, 70% of scholars attending for two or more years will be proficient as measured by SBAC Math assessment; on average, 80% attending for three or more years will be proficient, 90% attending for four or more years will be proficient. Comparative Measure: All tested scholars attending for two or more years will score at least 10% higher than the surrounding district average.		
Measure Type	# of Years Attended	% of Proficient Scholars



Absolute	2	70
Absolute	3	80
Absolute	4 or more	90
Comparative	2 or more	10% above district average

GOAL 3 - Scholars will be proficient in Social Studies.

Third-Fifth Grade Science SBAC Proficiency Measurables

Absolute Measure: On average, 70% of scholars attending for two or more years will be proficient as measured by the SBAC Science assessment; on average, 80% of scholars attending for three or more years will be proficient, and 90% of scholars attending for four or more years will be proficient. **Comparative Measure:** All tested scholars who have attended the school for two or more years will score at least 10 percent higher than the surrounding district average.

Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	2	70
Absolute	3	80
Absolute	4 or more	90
Comparative	2 or more	10% above district average

GOAL 4 - Scholars will be proficient in Social Studies.

Kindergarten-Fifth Grade Measures

- All scholars will maintain an 80 percent average on internally created, standards-based, Social Studies Assessments and projects.

Organizational Goals. Maintaining our accountability to the public and ensuring that the school remains a financially strong, healthy organization means we must also set organizational goals and measures that include board oversight, fiscal responsibility, parent satisfaction, and attendance.

GOAL 5 – The Governing Board will provide effective oversight.

- The Board will conduct formal annual reviews of the school leader using an evaluation tool and metric determined by the first board meeting of the annual school calendar and aligned with all academic and organizational goals and metrics.
- The Board will conduct annual self-evaluations to assess its strengths and weaknesses.
- The Board will conduct formal annual reviews of the school’s strengths and weakness.
- The Board will conduct formal annual reviews of its by-laws and all policies.

GOAL 6 – The school will demonstrate fiduciary and financial responsibility.

- External, annual audit reports will demonstrate that the school meets or exceeds professional accounting standards.
- Budgets for each year will demonstrate effective allocation of financial resources to ensure effective execution of the mission as measured by yearly balanced budgets.

GOAL 7 – Parents will demonstrate satisfaction with academic program and communication.

- Satisfaction with the academic program, as measured by an annual end-of-year survey, will, on average, exceed 90%, with 80% of families responding.
- Satisfaction with the school’s communication, as measured by an annual end-of-year survey, will, on average, exceed 90%, with 80% of families responding.

GOAL 8 – With full enrollment, the school will maintain high levels of daily attendance.

- The school will enroll and maintain a class of scholars equal to our projected enrollment every year.
- The school will average 95 % or higher daily attendance each year.



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

We will provide families in the Historic West Side with a school designed to dramatically increase the achievement results for scholars in the community, aligned with each goal in NRS 386.520. We will improve achievement through the use of research-based and practice-proven instructional strategies that embrace diverse learners and a wide variety of scholar needs. We will employ an inclusive, heterogeneous educational model that serves all scholars in a manner that maximizes their academic potential and prepares all of them for achievement in middle school and high school, graduation from college, and leadership in their communities. Our approach and design will emulate high performing urban schools serving similar scholars, including those with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. We will provide an educational program that maximizes accommodations and minimizes modifications.

- (b) *Encouraging the use of effective and innovative methods of teaching;*

Child-centered and achievement-focused, our academic model is inclusive of small group learning in Literacy and Math, Daily Interventions and Blended Learning, a Two-Teacher Model, daily exploratory science for all grade levels, and financial literacy as enrichment in all grade levels. Modeled after high performing schools across the country, our academic model is effective as shown in schools across the country and innovative in its unique set of approaches not currently available within our community. Our Small Group Learning, Daily Intervention, and Blended Learning allow us to focus on the individual needs of scholars in a targeted, intentional, and measurable way. These components have proven successful in well-performing schools such as Springfield Preparatory in MA¹¹, Purpose Preparatory in TN¹², and Circle City Preparatory in IN.¹³ Our two-teacher model during phonics allows for targeted teaching, ensuring better accuracy, giving each child more “at-bat” practice, and increasing early reading success. Reducing the number of scholars through differentiated groups individualizes learning and targets remedial or accelerated support, when necessary. Daily exploratory science is also an approach that is not common among all schools in the Historic West Side community. Beginning in kindergarten, scholars will participate in a daily science course that opens their mind to the endless possibilities that exist in the field of science and encourages them to be exploratory and creative; 2017-2018 district data reports that 21.8%¹⁴ of fifth graders are proficient in science. To close this gap, we will implement science daily, allowing us to better prepare scholars with the foundational knowledge they will need to be successful scientists in middle school, high school, and college. Additionally, through our enrichment coursework in financial literacy, scholars will have 90 minutes per week in which they are exposed to skills and practices that prepare them for their future. Research finds that children who had access to financial literacy coursework early in their academic careers, by the age of 12, were able to resist impulsive spending and understand critical concepts of financial literacy such as interest and supply and demand.¹⁵

- (c) *Providing an accurate measurement of the educational achievement of pupils;*

Within an academically ambitious, individually supportive, values-based community, Las Vegas Collegiate Charter School will prepare scholars to thrive in middle school and high school, graduate from college, and lead within our communities. To accomplish this mission, we have the responsibility to prepare our scholars academically in measurable and methodical ways. Specifically,

¹¹ <https://www.springfieldprep.org/>.

¹² <https://www.purposeprep.org/>.

¹³ <https://www.circlecityprep.org/>.

¹⁴ <http://nevadareportcard.nv.gov/di/report/summary>.

¹⁵ <https://centerforfinancialsecurity.files.wordpress.com/2012/05/2012-youth-financial-literacy-and-learning.pdf>.



we will measure our success against absolute, growth, and comparative metrics. We will demonstrate significant academic growth through our schedule of internal and standardized assessments, which are further described in **Driving for Results**. Beginning in Year 1 of operation and continuing in all years, we will collect data on individual, grade level, and whole school academic growth and proficiency in all content areas, study and action plan from that data as a school team, share that data clearly with families, and review that data at the Board level disaggregated by subgroups and in relation to all accountability goals and measures. Beginning in Year 3 of operation with our inaugural class of grade three and thus our first year of state testing as a school community, we will be able to collect qualitative and quantitative data on the success of our programming in preparing scholars to excel at the middle and high schools of their choice, through scholar proficiency on state-mandated assessments. Tracking scholar success post-matriculation from our school, mission-aligned long-term tracking of this data will include analyzing enrollment in local high schools and scholar performance in those high schools.

(d) Establishing accountability and transparency of public schools;

As a data-driven charter school, we intend to operate in transparency with all stakeholders and thus will consistently share academic and behavioral data with all stakeholders. Our parents will receive daily communication on the behavioral performance of their child on homework trackers that note scholar behavior for the day.¹⁶ Teachers communicate biweekly with all families on their children's academic and behavioral progress. Academic progress is formally communicated with parents 8 times per year through parent-teacher conferences, progress reports, and report cards.¹⁷ Academic and behavioral data will also be shared and reviewed by our governing Board of Directors on a monthly basis through academic and behavioral dashboards that consist of all critical data points that paint a clear picture of the school's achievement levels and behavioral data, allowing the board to determine success toward accountability goals. Overarching academic performance data will be posted on our website for the general public and will be provided annually as required to the State Public Charter School Authority. We believe in putting scholar needs first - that means a focus on continued professional growth and honest discussions about scholar performance data.

(e) Providing a method for public schools to measure achievement based upon the performance of the schools; and

High performing schools regularly administer rigorous assessments and use results to drive instructional decisions and scholar supports. We will use high-quality national, state, and internally created assessments to measure scholar achievement and strategically plan differentiated instruction. Additionally, we will be transparent with scholar achievement data and share our results with all stakeholders including families, the Nevada State Public Charter School Authority, and the general public. We carefully select assessments that will provide us with ongoing sources of data that allow us to evaluate individual scholar, subgroup, grade level, and schoolwide performance throughout the year. Assessments will include internally created, nationally normed, and state-mandated assessments as described in **Driving for Results**. We will continually evaluate our data tools, making any necessary adjustments to reflect the most relevant and rigorous assessments.

(f) Creating new professional opportunities for teachers.

Professional opportunities for teachers begin with access to high-quality professional development and support. Research done by The New Teachers Project ("TNTP") reports that there is no shortage of professional development opportunities in public schools, however, there is a lack of professional development that impacts teacher performance and scholar outcomes. TNTP recommends that

¹⁶ See **School Structure: Student Discipline** for details on our discipline plan.

¹⁷ Further details, including specific dates can be found in **School Structure: Calendar and Schedule**.



schools redefine what it means to improve teacher practice, reevaluate current professional development opportunities and plans, and reinvent how we support effective teachers.¹⁸ Grounded in our belief that high-quality teaching is the outcome of well-developed teachers, we have developed a robust professional development plan for teachers that includes 20 days of professional development in the summer before school begins, 10 full days of dedicated time to develop teachers through the use of data and specific improvement of instructional practices informed by that data, and an additional 117 hours throughout the school year (3 hours of professional development per week over 39 weeks) to target best practices to improve academics and culture. Because we hold our teachers to high expectations, our school design ensures the necessary teacher training and supports to reach those expectations. We will provide ample professional development in building adult culture, content knowledge, and instructional skills, and we will provide ongoing support throughout the school year on data analysis, implementation of instructional practices, and other key areas pertinent to providing scholars with a high-quality, literacy-rich, college preparatory education. PD will include modeling best practices, classroom video review, and live coaching. Details on our PD plan can be found in **Curriculum and Instruction** and **Transformational Change**.

TRANSFORMATIONAL CHANGE

(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.

To ensure scholars achieve dramatically better outcomes than scholars currently are reaching in our community, we will implement the best practices of successful schools serving populations similar to ours, under trained and mission-driven leadership. We are proposing a kindergarten through fifth grade school because we believe and research supports that (a) the roots of underachievement levels in high school and the lack of college readiness from a K-12 education can be traced to the earliest years of a child's education and (b) there are proven models across the country demonstrating how to build a school of high achievement in a high risk community, starting in kindergarten. Because we anticipate a significant numbers of enrolling scholars will be performing below grade-level as informed by current state assessment data for the public schools in our community, our school model is predicted on and responsive to the needs of scholars requiring additional supports and structures to ensure scholars are performing at grade-level by the end of third grade. Multiple and systematic aspects of our instructional design will ensure that our classrooms are responsive to the needs of each individual scholar and aligned to ambitious, measurable goals. We prioritize intensive individualized learning, such as daily Small Group Instruction (9:1 scholar to teacher ratio), Blended Learning (classroom-based technology stations), and Targeted Interventions (5:1 scholar to teacher ratio). Research done by Dimensions of Early Childhood finds that "early readers benefit from being taught explicit skills during intensive small group instruction as it enables teachers to focus on specific skills needed for varied groups of children."¹⁹ Grounded in that research, literacy and math (taught in 9:1 ratio), and intervention instruction (taught in 5:1 or less ratio) will be a small group model where teachers average no more than eight scholars to a group. Daily Intervention is targeted through a skills-based approach, informed by most recent data. Upon enrollment, scholars will be formatively assessed and then continuously assessed on an 6-8-week cycle to determine their progression in mastery of grade-level appropriate skills, and given specific, targeted, instruction based on data findings to close any gaps through differentiated teaching. We will use data to determine scholar growth and adjust small group instruction and intervention grouping to target new skills. We will leverage our five Data Days - September 8, October 12, January 4, February 16,

¹⁸ TNTP (2015) *The Mirage*. https://tntp.org/assets/documents/TNTP-Mirage_2015.pdf.

¹⁹ https://southernearlychildhood.org/upload/pdf/Dimensions_Vol40_3_Wilson.pdf.



and April 12 - (please see [School Structure: Calendar and Schedule](#)) to evaluate the growth of scholars and adapt our lesson planning, scholar supports, and professional development needs to address specific scholar needs. Listed below are brief descriptions of core instructional components.

Core Instructional Components	
Prioritized Literacy Focus	Our prioritized focus on literacy includes 180 daily minutes of instruction in Guided Reading (90 mins), Phonics (30 mins), Writing (30 mins), Read Aloud (30 mins), and Intervention to include Blended Learning (45 mins) for a daily opportunity of 225 minutes.
Small Group Learning	Scholars will learn in small groups daily during Guided Reading, Phonics (taught in a two teacher model supported by the Special Educator) and Math rotations, with an 9:1 scholar to teacher ratio, and Intervention, with a 5:1 ratio, allowing teachers the ability to target scholars on the same instructional level and provide impactful feedback in the moment.
Targeted Intervention / Two Teacher Model	45 minutes of daily Intervention (noted in Prioritized Literacy Focus above) will focus on targeting specific skill-based needs to close gaps. Intervention will be provided using two-teacher model, with 5 minutes for organization/overview/wrap-up and with two 20-minute rotations. Each teacher will pull small group (not to exceed five) and teach a data-informed lessons to effectively establish grade-level required skills. Scholars not in a rotation with a teacher will participate in Blended Learning in classroom-based technology stations.
Blended Learning	During Intervention, if not in a teacher rotation, scholars will use the NACS-aligned adaptive computer program I-Ready to support responsive intervention. Based on results of diagnostic, progress monitoring, and benchmarked assessments, lessons meet specific needs.
Math Instruction	With 105 minutes of daily Math Instruction and 90 minutes of Math Intervention weekly, we will develop scholars' critical thinking, conceptual understanding of numbers and number sense, and accurate application of math facts. During daily 75-minute Math Instructional block, scholars will participate in three 25-minute small group rotations (9:1). When scholars are not in a small group with the teacher for their daily lesson, they will be practicing independently or in an automaticity station practicing fluency skills. Scholars will also build numeracy skills during a daily 20-minute Cognitively Guided Math Stories block, 10 minutes of calendar math, and have two weekly 45-minute Intervention sessions.
Science Instruction	Taught daily in a 45-minute block, our science curriculum is aligned to the Nevada Academic Content Standards for Science, providing hands-on exploration in complex science topics.
Social Studies Instruction	Taught during Literacy in K-2 using non-fiction texts as part of our reading curriculum, and in a 45-minute block in third through fifth grade, our social studies curriculum is modeled after that of the high-achieving, Achievement First network of charter schools. Guided by essential questions, scholars will engage content through text, discussion, and writing.

As a college preparatory K-5 charter school, we believe in challenging scholars to reach mastery, thus our scholars will receive rigorous academic content. All classroom, including kindergarten classrooms with mirror one another with content and lesson planning that is grade level appropriate. Scholars across all grade levels will be expected to maintain an 80% or better average in all core content subjects and an 80% on individual standards to demonstrate mastery. Our curriculum approach, aligned with Nevada Academic Content Standards ("NACS"), keeps standards high, data current, and supports/interventions frequent and measurable. Our structure, support, and approach to literacy will place scholars at an advantage, allow us to meet our state's goal of third grade reading readiness for all, and allow us to build success for scholars within a high-risk, high-need community.

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

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

Curriculum Design and Development. Our mission is to set scholars up for success to thrive middle school, high school, and ultimately college. Meeting our mission requires the use of a rigorous, high-quality, curriculum executed by teachers who have internalized the lessons and mastered the content. Aligned with the NACS, curriculum will ensure that all scholars are learning and mastering



foundational skills, content, and critical thinking abilities necessary to meet and achieve state standards based on grade level expectations. To provide the strongest instruction, we will use a mix of purchased and internally created curricula. We have drawn from high performing charter schools such as individual schools Purpose Preparatory Academy and Springfield Preparatory Charter Schools,²⁰ as well as the Brooke Charter Schools²¹ and Achievement First²² networks to inform our curricular choices. These schools have achieved outstanding results with similar scholar populations to those whom we intend to educate. Using these schools as a resource, we will vertically align curriculum from kindergarten through fifth grade to ensure all scholars are mastering the necessary content, with the ability to build necessary skills from grade to grade. Curriculum will also be horizontally aligned to ensure skills are accessed across content areas and used to build knowledge across all units of study. A first grader learning to annotate text will be able to transfer those same close reading skills to math to solve word problems, and teachers will explicitly support this transference. In fifth grade, this might include a scholar's ability to transfer their knowledge of converting measurements, for example, from math to science, while representing and analyzing data using those measurements. Our academic model is designed around scholar mastery of foundational skills in the core content areas of literacy, mathematics, science, and social studies, all based on the NACS. We have a prioritized and expanded focus on literacy to ensure all scholars are successful masters of literacy beginning in kindergarten, allowing them to have higher levels of academic achievement in all subjects throughout their academic career. Our literacy program is comprised of four core components: Read Aloud, Phonics, Writing, and Guided Reading, and supported through daily Literacy Interventions and Blended Learning. These components target Comprehension, Fluency, Phonemic and Phonological Awareness, and Text Composition. Our math program is comprised of core Math Lessons and Math Stories that develop conceptual understanding of mathematics along with accurate application of math facts to solve word problems. To ensure continued success across all grade levels, from year to year we will remain in constant review of curriculum, noting areas for growth and improvement. At the end of each year, all curricula will be formally evaluated for effectiveness by the Executive Director, Grade Level Instructional Leads, and Dean of Curriculum and Instruction (beginning year 3) to assess necessary adjustments.. Curriculum effectiveness will be determined largely by assessment data, comparing our results to those of high performing schools across the state and country. We will also consider teacher feedback to inform changes, including from our special educators and TESOL-certified teachers.

Curriculum Components. The following chart outlines our initial curriculum decisions. All literacy choices align with NACS and will ensure that scholars have the skills necessary to read and write at or above grade level when they enter third grade. All mathematics choices align with NACS and will provide scholars with the skills to conceptually understand how numbers work together providing fact fluency, procedural, and application skills. The science choices align to the NACS for Science to ensure scholars build foundational knowledge with hands-on learning. In social studies, teachers will use non-fiction texts, engaging scholars in lessons that bring the past to life and engross scholars in thoughtful activities, discussions, and writing assignments.

²⁰ Purpose Prep and Springfield Prep were both founded and remain continuously supported by Building Excellent Schools, with both schools founded and led by Building Excellent Schools Fellows. Lead Founder and proposed Executive Director Bianté Gainous has studied both schools directly with the BES Fellowship. For more detail, please see www.purposeprep.org and www.springfieldprep.org.

²¹ https://www.ebrooke.org/?gclid=Cj0KCQjwXyLoBRCxARIsAEf16-vNkoL6VYTgk4SzoXQkNIL_R2v8miETI33qRRISNf8ZzHs7B0B1GYaAl_vEALw_wcB
²² <https://www.achievementfirst.org/>



Proposed Core Academic Curricular Materials Grades K - 5							
		Kinder.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Literacy	Phonics	Reading Mastery ²³					
	Word Study	Dolch Sight Word List ²⁴			Words Their Way & Shurely Grammar ²⁵		
	Reading Comp.	Achievement First					
	Guided Reading	Achievement First					
	Writing	Emily Knapton's <i>Writing Without Tears</i> & Lucy Calkins <i>Writer's Workshop</i> ²⁶			Lucy Calkins <i>Writer's Workshop</i>		
Math	Calendar Math	Every Day Counts					
	Instruction	Achievement First					
	Math Stories	Internally Created					
Science		Full Option Science System (FOSS)					
Social Studies		Achievement First (Embedded in the Literacy Curriculum K-2 and within dedicated Social Studies class in grades 3-5)					

Prioritized Focus on Literacy. With our prioritized focus on literacy and state-aligned goal for all scholars to read and write on or above grade level by third grade, our robust program will ensure scholars have the literacy skills needed to enter middle and high school and be college-ready.

Literacy Program Components	
Kindergarten – Second Grade	
Component	Rationale
Read Aloud / Vocabulary Development	Builds foundational skills, aids in vocabulary expansion, models fluency and expressive reading, allows scholars to focus on high-frequency words, and develops auditory skills. Provides platform for teachers and scholars to think aloud to more fully comprehend a text and build enjoyment of books and a love of reading. Teachers read from a variety of genres and styles to maximize scholars' exposure to print and literature.
Phonics	Phonics is the relationship between letters and sounds. It is the link between what we say, what we read, and what we write. Phonics instruction gives scholars the tools they need to learn thousands of words without depending on memorization.
Sight Word Study	Scholars will participate daily in study of sight words practice as sight words account for 75% of words used in early childhood readers. ²⁷ During Guided Reading, scholars will practice quickly recognizing sight words to enhance reading fluency through the study of words. The daily practice will allow scholars to easily recognize the word in a text.
Guided Reading / Reading Comprehension	Taught in small group, Guided Reading instruction requires scholars to be grouped based on their literacy levels as determined by the STEP assessment. Every day, scholars will participate in literacy rotations that include meeting with the teacher for guiding practice of skills such as one-to-one correspondence to comprehension, giving individual attention and proactive intervention to any scholar who may be challenged.
Writer's Workshop	Using Emily Knapton's <i>Writing Without Tears</i> to focus on handwriting development (K-1) and Lucy Calkins' <i>Writer's Workshop</i> , scholars will focus on expressing ideas in written and pictorial form. The higher the grade level, the higher the expectations. By the end of the year, kindergarteners will write one paragraph based on a topic while second graders write five-paragraph essays by the end of the year.
Third – Fifth Grade	

²³ Purpose Prep and Springfield Prep both use Reading Mastery.

²⁴ Purpose Prep, Springfield Prep, Brooke, and Achievement First all use Dolch.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Goertel, R. (2018). *Teaching Reading*. Wiley Online Library. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118784235.eelt0830>.



Close Reading	Scholars will engage daily in Close Reading, learning to uncover layers of meaning that lead to deep comprehension. Through close analysis and annotating strategies, scholars learn to grapple with text that is above their reading level. ²⁸
Word Study: Vocabulary & Grammar	In grades 3 – 5, Phonics is replaced with Vocabulary and Grammar study. Scholars will continue using <i>Words Their Way</i> , infusing more direct vocabulary knowledge by learning root and base words, spelling patterns, and word origins to guide ability to infer word meaning. Scholars will build knowledge of parts of speech and sentence patterns
Reading Comprehension	Reading Comprehension will take place in a small group setting daily. Scholars will focus on reading skills in either fiction or nonfiction text, practicing skills such as making inferences, visualizing, generating questions, summarizing, and synthesizing.
Writing	Using Calkins' <i>Writer's Workshop</i> , scholars will learn formal writing process of brainstorming, organizing, outlining, drafting, editing, and revising. Scholars will learn about different types of writing, engaging in daily practice. They will be expected to use proper sentence structure, grammar, spelling, punctuation, and dialogue where applicable. By end of fifth grade, scholars will conduct research and report on findings.
DEAR	Drop Everything and Read ("DEAR") is a reading activity used daily to increase the amount of time scholars are accessing text. All scholars engage independently, building their reading stamina. In third grade scholars will build stamina to be able to read independently for 25 minutes. By fifth grade, scholars will build stamina to be able to read independently for 45 minutes. This time allows teachers an opportunity to touch base with each scholar over a period of time, assess progress, and target instruction.

Math Curriculum. Las Vegas Collegiate will implement a comprehensive mathematics program, aligned with the NACS, that recognizes the importance of scholars being adept at fundamental calculation skills, as well as developing the critical thinking and problem-solving skills with which to approach mathematic problems. We will use a blend of the Achievement First math curriculum and curriculum from Brooke Charter Schools in Boston, MA,²⁹ Everyday Math Counts for Calendar Math, and internally created Math Stories to prepare scholars for mastery of grade level standards.

Math Program Components	
Component	Rationale
Calendar Math (K-2)	Aligned with NACS, scholars will participate daily in calendar math. Scholars will develop number sense, flexibility, and fluency; skills will include cardinal counting, numbers base ten, patterns and sequence.
NACS Aligned Math Instruction	Using NACS-aligned, Achievement First math curriculum, scholars will gain conceptual understanding of skills such as operations, measurement and data, algebraic thinking, and geometry. Curriculum is aligned across grade levels, setting scholars up for success as they promote across grades and matriculate into middle school.
Cognitively Guided Math Stories	During Math Stories, scholars will use the Cognitively Guided Instruction ("CGI") approach as they draw their own intuitive understanding of grouping and numbers to solve real world problems and learn new strategies from their peers. During Math Stories, scholars are presented with a word problem and then given paper, pencil, and manipulatives to solve the problem and represent their work with pictures, words, and an equation. Using CGI has proven effective at increasing scholars' conceptual understanding of math, especially for urban and English Language Learning scholars. ³⁰

Science. Aligned with the NACS for Science, we will use the Full Option Science System ("FOSS") curriculum. Scholars will participate in the exploration of topics such as Energy, Engineering Design, Heredity, Matter, and Evolution. Our science program will assist scholars in becoming investigators, who develop a deep early understanding of the sciences, allowing scholars to advance into more mature science courses in upper grades that will allow them to become competitive scientists in a

²⁸ <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>.

²⁹ These resources from the Brooke Charter Schools can be accessed here: <http://www.ebrooke.org/>.

³⁰ Carpenter, Thomas P., et al. "Using Knowledge of Children's Mathematical Thinking in Classroom Teaching: An Experimental Study," *American Educational Research Journal*. 1989.



world that has a high demand for skilled workers in the STEAM field. We will integrate math, reading, and writing skills into our science framework for additional practice and skill development.

Social Studies. We use Social Studies as an opportunity for cross-curriculum instruction in kindergarten through second grade. Social Studies will be taught through literacy where scholars are taught to decode and understand nonfiction texts, how to annotate and take clear notes, and answer short-answer questions as well as longer writing pieces. In grades three through five, scholars will participate in 45 minutes of daily, targeted Social Studies instruction, guided by essential questions. Teachers will focus on engaging scholar in thoughtful discussion around essential questions related to our community, state, and national history, helping scholars deepen their understanding of their role within the community and strengthen their literacy and oral language skills.

Enrichment. Scholars will participate daily in 45 minutes of enrichment to expand their educational experience beyond core content coursework. We will offer physical education, art, and financial literacy in all grades in all years. Following all required state and national standards, curriculum for physical education and art will be internally created; for financial literacy, we will use Financial Fitness for Life, a program developed for kindergarten through fifth grade scholars by the Council for Economic Education³¹ which we will align to the NACS for Social Studies – Financial Literacy beginning in third grade. Scholars will also participate in school-wide community enrichment projects focused on literacy (see **Mission and Vision** for more detail) owned by classroom teachers.

Professional Development and Supports. We believe that with exemplary teachers, we will have exemplary results. To live out this belief, we have designed a robust and comprehensive scope and sequence for our internal professional development (“PD”) program to ensure that in all years of operation we have a mission-driven, team-aligned staff supported and challenged to be high-skilled, high-capacity educators who provide a high quality education every day. Through annual, monthly, weekly, and daily strategic and well-planned PD informed by the work of high-achieving schools, teachers will be positioned to educate scholars to meet or exceed grade level standards. Teachers will be provided with all necessary curricular components, including a curriculum overview, scope and sequence documents, unit plans, scripted lesson plans, homework templates (where applicable), and assessments. The first two units of the writing and social studies curriculum will be developed by the Executive Director. All subsequent materials will be developed by teachers after participating in professional development on best practices. The Achievement First math curriculum will have minor adjustments made by the Executive Director in the first two years. In all following years, adjustments to any and all curriculum will be made by the Dean of Curriculum and Instruction (hired in year 3) with support from the Executive Director. Providing teachers with all necessary materials ensures they are able to focus *not* on creation of materials but instead on *delivering* high quality, engaging daily lessons that drive academic growth. We believe that teachers’ time is most effectively spent internalizing lessons instead of writing them. Teachers will be taught to annotate lesson plans with key points, misconceptions, and intentional teaching strategies, expecting targeted feedback from the Executive Director and Dean of Curriculum and Instruction beginning year 3. Teachers will participate in weekly feedback meetings for understanding of material to deliver a lesson that is rigorous, engaging, and scaffolded for scholar success. Below is a sample lesson plan feedback cycle.

Proposed Lesson Plan Feedback Cycle	
TIMELINE	ACTION
Thu by 6:00 pm (week & half from execution)	Teachers submit weekly outline of annotated daily lesson plans for review.
Mon by 8:00 am	Coaches provide targeted feedback for teacher revisions.
Wed by 8:00 am	Teacher applies feedback and resubmits to coach.
Wed, Thu, or Fri	Teacher meets with coach for targeted practice of key lesson components.

³¹ <https://www.councilforeconed.org/>.



Day of Implementation	Teachers post lesson plans to designated online area.
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We will focus PD on four core areas: (1) effective instructional practices, (2) curriculum content development and internalization, (3) school and classroom culture of achievement and excellence, and (4) schoolwide systems, routines, practices, and language. Throughout the year, staff have 90 minutes of prep time during the instructional day, 20 PD days in the summer prior to the start of the year, 10 additional full days of PD throughout the year, and 3 hours of PD each week. Teachers have weekly classroom observations and weekly feedback meetings, which include live coaching and mini-practice sessions. Our PD plan includes Follow On Support from a Building Excellent School's Leadership Development Coach, classroom observations and debriefs, coaching cycles that include live coaching and video analysis of real-time teaching, data analysis and action plan development, grade level team development, individual check-ins with the school leader, and in-service professional development days that allow us to target any needs within our four core areas.

PD Type	Description of PD	Total Days
Summer Development	The Executive Director will lead summer PD on instructional practices and taxonomies, school culture, and operations.	20 Days
In Service & Data Days	These will focus on practicing strategies, daily lessons, and core taxonomies and on data analysis based on data from teacher observation, scholar work, and assessments. Data days follow major assessments (STEP, MAP) for teachers to analyze data and action plan.	8 Days
Weekly PD	Every Wednesday teachers participate in weekly PD from 1:00 pm – 4:00 pm. This time is used for grade level team meetings, vertical team meetings, coaching meetings, content PD, and lesson practice.	3 hours/week
Weekly Individual Observation / Feedback / Coaching	Each week teachers are observed in their classroom and have access to both live coaching as well as video-based feedback sessions during with the teacher receives feedback, conducts reflection, and participates in mini-practice sessions of instructional components or strategies.	1 hour / week

In addition to full day professional development, teachers will have individual check-ins with the Executive Director or Dean of Curriculum and Instruction, hired in year 3, weekly grade level intellectual preparation and feedback meetings, content team professional learning communities, weekly classroom observation with live coaching and individual feedback sessions, and weekly assessment data team meetings. We will provide teachers with daily planning time with grade level teams. In team planning meetings, teachers will participate in scholar work analysis protocol to gain qualitative data about scholar performance across the grade level. Just like quantitative data review protocols, teachers and leaders will develop action plans to support scholar needs. The Executive Director, and Dean of Curriculum and Instruction starting in year 3, will coach teachers during these processes to plan instruction at target scholar misconceptions and gaps in understanding.

Parent Program. Our program also includes frequent, proactive, and systematic communication with our families aligned to our shared mission of scholar success in reading, across elementary school expectations, and our college preparatory goal. Outlined in more detail in **Parent and Community Involvement**, we will engage families through annual Family Orientations with school leadership, monthly Cafecitos with the Executive Director, Literacy Nights and Math Nights with classroom teachers, monthly Muffins with Mom and Donuts with Dad, Homework Workshops, and annual College Visits and College Nights. We will communicate with families on our assessment system, and their scholars' ongoing progress through daily and weekly reports and biweekly phone calls from teachers and 4 annual Parent/Teacher Conferences.

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

Nationally Recognized, Commonly Applied Teaching Taxonomies. To deliver rigorous academics, we must have high behavioral and academic expectations and teachers must hold



scholars accountable for these expectations. We will do this by using core behavioral and academic taxonomies informed by Lemov’s *Teach Like A Champion 2.0*.³² These strategies are grounded in extensive research and used by multiple high performing charter schools across the nation. To ensure we are aligned across the entire school, teachers will participate in professional development cycles that will teach them how to implement the taxonomies. Guided by *Teach Like a Champion 2.0* and the scope and Sequence in *Get Better Faster*, we will implement the following cycle.

Taxonomy Professional Development Cycle		
Cycle	Taxonomy	Description
1	100%	Teacher expects full participation after giving an instruction.
	Strong Voice	Teacher addresses class in formal register with economy of language.
	Positive Narration	Teacher acknowledges 2–3 scholars meeting expectations within 30 seconds of giving clear directions.
	What to Do	Teacher narrates the behavior s/he wants to see, instead of instructing scholars of what not to do.
	Do It Again	Teachers expect full participation to complete procedure or process practiced and has scholars repeat process if not done well or by all.
2	Precise Praise	Teacher praises specific scholar actions or work that exceeds expectations.
	Warm/Strict	Teacher maintains bright, caring face while delivering clear directions and expectation. Teacher focuses on addressing behavior, not the scholar.
	Joy Factor	Teacher intentionally structures joy throughout the day, while reinforcing the idea of community by embedding unique cultural elements.
	Cold Call	Teacher routinely calls upon scholars who do not have hand raised or strategically calls on scholars based on the answers scholars will give.
	Positive Framing	Teacher uses a calm and positive tone when providing scholar feedback, narrating behavior he or she wants to see.
3	No Opt-Out	Teacher expects scholar who answers incorrectly to not opt-out and give up on learning.
	Control the Game	Teacher keeps durations unpredictable when scholars read aloud. Teacher joins reading as model for scholars to read with expression.
	Right is Right	Teacher has clear expectations of answer expected and continues with follow up questions until scholars reach full level of success.
	At Bats	Teacher cultivates a culture of practice, allowing scholars multiple chances to practice learned skills.
4	Turn and Talk	Scholars engage in academic conversations that push thinking. Teacher sets partners in advance and clear and concise directions.
	Call & Response	Teacher routinely asks questions to whole class to elicit choral response.
	Targeted Questioning	Teacher has questions planned in advance, asks them quickly and efficiently, plans which scholars to answer which questions.
	Habits of Discussion	Teacher establishes expectations of discussion, modeling and giving scholars sentence stems to learn how to actively engage in conversation using the habits of discussion.

Gradual Release. This instructional method of teacher led practice, classroom guided practice, and independent practice has been a proven method for effective instruction and scholar mastery.³³ The use of gradual release begins with the teacher presenting content clearly, demonstrating a skill multiple times. After the teacher has modeled the desired skill, scholars will be given the opportunity to learn as a group, getting multiple chances to demonstrate their knowledge of the skill and engage

³² Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Jossey Bass, 2010.

³³ <https://www.nifdi.org/research/recent-research/whitepapers/1352-a-brief-summary-of-research-on-direct-instruction-january-2015/file>.



in academic conversation with their peers to show understanding with minimal guidance from the teacher. Scholars then practice independently to further strengthen their understanding and develop mastery of the skill. This method allows scholars to gradually become more independent in their work and allows teachers to collect data easily, while quickly address learning gaps. **Turn and Talk.** This practice of having scholars share their thinking with a peer is shown to be particularly critical for ELLs and other scholars at academic risk. Through the use of turn and talks scholars get to practice oral language skills by clearly articulating their thoughts to a peer in a clear and accountable way. They attend to listening skills by being required to engage in conversation that requires them to actively listen. Turn and talks also allow scholars to grapple with rigorous questioning and push each other's thoughts. Through the use of turn and talks scholars practice how to respectfully engage in conversation, using the Habits of Discussion. **Habits of Discussion.** Scholars will be explicitly taught how to engage in respectful conversation and will be expected to use these habits at all times. Scholars will be taught a bank of sentence stems to guide their thinking and aid in more refined language skills. Through the use of the Habits of Discussion, scholars will engage in thoughtful debate including the critique of thoughts of others. **Data-Driven Decision Making.** To grow scholar achievement dramatically and measurable within and across all years, and to ensure that scholars are reading with fluency and comprehension on grade level by third grade, and measurably establishing the skills and content knowledge needed for success in middle and high school and putting scholars on a clear path to college readiness, frequent and accurate data is essential, as is a focused and clear action planning process informed by that data. One key principle of our school design is the belief in the power of and need for data, and the ability of the our schedule and professional development to ensure the staff can use that data effectively to grow scholar achievement each year in alignment with accountability goals outlined within the charter document. (See **Driving for Results** for more detail on our Assessment System and **Mission and Vision** for more detail on our Accountability Goals.) **Aggressive Monitoring.** Because we believe that data drives academic success, we believe that every day provides an opportunity to collect data. In light of these beliefs, our teachers will use a technique called aggressive monitoring to monitor scholar work during independent practice. This practice requires teachers to circulate the classroom during independent practice, quickly checking various components of scholar work. During this time teachers will note which scholars need what level of assistance while providing direct, in the moment, feedback.

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

Instructional Methods. The foundation of our academic design is weighted heavily on the best practices of high performing schools, noted thus far, and observed closely by the Lead Founder within the Building Excellent Schools Fellowship. Replicating key instructional components will allow us to execute on a school model proven to deliver results for scholars. The schools studied have been proof points in the work of closing the achievement gap for some of our most at-risk scholars. Mirroring these practices will allow Las Vegas Collegiate to be a proof point in Nevada as well. **Small Group Classroom Model.** We believe that the best way to target scholar learning and meet individual needs is through the use of small group instruction. During small group work, scholars rotate between learning stations. At each station they practice a different literacy skill such as phonics, independent reading, and blending learning intervention. They participate in three rotations daily, allowing every scholar to meet with the teacher in small group of no more than eight scholars. This allows teachers to address misconceptions in the moment and give targeted feedback. **Two-Teacher Model.** To ensure all scholars have strong foundational skills and are reading at or above grade level by the third grade, we implement a two-teacher model during Phonics in kindergarten through grade 2 and in all grade levels during Intervention. This model will allow for an increased amount of small group instruction, allowing teachers to better differentiate and meet individual scholar needs. The two-teacher model allows increased rates of one-on-one interaction with the teacher, building scholars



the high-quality foundational skills they need to be proficient readers by third grade, and ultimately succeed in middle school, high school, and college. **Intervention.** Intervention time is built into our daily schedule for 45 minutes. With a two-teacher model, teachers will pull small groups of no more than 5 scholars, based on opportunity gaps identified by data results. During this time, any scholars not engaging in small group pull out\ will use the i-Ready blended learning computer intervention program to practice skills that meet their direct needs. Scholars who are Tier II or III (see **At-Risk Students and Special Populations** for our Response to Intervention Framework) will be pulled out by the Special Educator. English Language Learners will be supported during intervention by a TESOL-certified educator. **Blended Learning.** As a core curriculum component, Blending Learning is critical to the structure of our academic programming. During station rotations and Intervention, scholars will have access to the NACS-aligned adaptive online program I-Ready to support responsive intervention. This program automatically assigns instructional lessons based on each individual scholar's level. The targeted instruction prioritizes the highest area of need, providing interventions necessary for scholars to succeed in literacy and mathematics.³⁴

(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.

Research for our academic plan was developed through the Lead Founder's training with Building Excellent Schools ("BES"), a national non-profit charter school incubator with a history of creating high performing and sustainable charter schools across the country. Our academic design includes components of: (a) practices of successful schools with similar ambitious missions and similar community demographics; (b) research on effective academic practices for literacy development; (c) research-based character development to aid scholar's life success; (d) research on addressing the needs of a variety of learners, including those with special needs and language acquisition challenges; and (e) our community's urgent and clear desire for a college preparatory elementary school that builds academic success and strength of character for all children.

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

We will target growth through an intensive, individualized, learning model. Through the implementation of Small Group Learning and Daily Intervention, our Small Group Literacy Instruction model ensures all children learn in a 9:1 scholar to teacher ratio when learning to read, and have the attention needed to access our rigorous literacy curriculum. Scholars will develop a foundation in phonics, reading comprehension, written expression, and oral language. Scholars will progress through three literacy rotations: Phonics, Guided Reading/Reading Comprehension group, and one group working independently or using adaptive instructional technology such as iReady. To target intervention needs, we will aggressively monitor scholar academic progress throughout the day and year with meaningful assessments to ensure we are responding as quickly as possible to scholar's needs and implementing lessons during intervention to close the gap of understanding. Small groups and intervention will be leveled by scholar reading levels and needs.

CURRICULUM & INSTRUCTIONAL DESIGN

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

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

Our academic program is designed around and aligned to the NACS for every grade. We will provide a rigorous and robust educational foundation that prepares all scholars to thrive in middle school,

³⁴ iReady meets all expectations as assessed by EdReports. The findings can be found here: <https://www.edreports.org/math/ready/index.html>.



high school, and college. Our standards and curriculum are vertically aligned from kindergarten to fifth grade to ensure continuous skill and content acquisition and are horizontally aligned to ensure scholars are able to access and master skills across content and subjects each year. Centered around mastery of core content in literacy, mathematics, science, and social studies, our design supports the goal of Nevada’s Read by 3 initiative, with a prioritized focus on literacy (180 minutes of daily literacy instruction and 45 minutes of literacy intervention 4 days per week). We have prioritized the components of literacy that high-performing schools across the country have demonstrated and research has shown lead to achieving ambitious academic goals for our school community.

Literacy. To ensure scholars are firmly on the path to middle school, high school, and college success, we prioritize literacy within our schedule, curriculum, and staffing, and sets ambitious goals for all scholars to read at or above grade level by the third grade. Research shows that 75% of children who enter first grade at risk of reading failure will continue to struggle to read into adulthood.³⁵ Scholars unable to decode or read by third grade fall further and further behind in school, thus impacting their ability to lead a full life of opportunity. In the Historic West Side community of Las Vegas, elementary schools have 25% average academic achievement as measured by state assessments.³⁶ We believe our model will allow us to meet our goals of 70% of all kindergartners reading on grade level by the end of their first year, and in increasing percentages each additional year of enrollment with us, putting them on track to master grade level literacy standards and excel as they continue to matriculate through school. **Small Group Learning.** Research on small group learning finds that learning in small groups increases the chance of teachers identifying what scholars do not know and supports deep rather than surface level learning and understanding.³⁷ Scholars at Las Vegas Collegiate will learn in small groups daily during Phonics, and Math rotations, with a 9:1 student to teacher ratio, and in even smaller groups during daily Intervention, with a 5:1 ratio, allowing teachers the ability to target scholars on the same instructional level and provide impactful feedback in the moment. **Guided Reading (K-2).** Scholars will participate in daily Guided Reading rotations, grouped by reading level and skill mastery. These groupings will be based on most recent Strategic Teaching and Evaluation of Progress (“STEP”) reading assessment data and will be fluid to account for scholar growth. Scholars will have a 30-minute Guided Reading rotation during which they will read texts on their instructional level while the teacher provides targeted support. This time also includes sight word and vocabulary instruction (from the Dolch Sight Word list), phonics practice, comprehension instruction, and writing in response to text for scholars above a STEP 4. When scholars are not in a small group with their teacher, they will receive targeted intervention at classroom-based technology stations through iReady’s computer-based Blended Learning, practice phonics, sight word, or writing skills, or read texts on their independent level and respond to text-dependent questions through journaling or drawing. **Phonics.** “The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read.”³⁸ In light of this fact and our unwavering and measurable commitment to the development of powerful literacy skills for all students in the earliest grades, phonemic awareness and phonics instruction are integrated into the daily schedule for all K-2 scholars, taught in a two-teacher model with push-in support from a Special Educator. Our phonics instruction will be supported through the use of the Reading Mastery curriculum, used at multiple high-poverty, high-achieving charter schools nationwide. Scholars will divide into two differentiated groups in a 9:1 student-teacher ratio to focus on phonemic awareness, letter-sound correspondence, decoding, word relationships, and mastering the most common sight words based on the Dolch sight word list.³⁹ **Writing.** One major component of literacy is the ability

³⁵ Farr, Steven. *Teaching as Leadership*. San Francisco, CA: Jossey Bass, 2010.

³⁶ <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=1>.

³⁷ Jones, R. W. (2007). Learning and teaching in small groups: Characteristics, benefits, problems and approaches. *Anaesth Intensive Care*, 35(4), 587–592. <https://doi.org/10.1177/0310057X0703500420>.

³⁸ Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

³⁹ <https://sightwords.com/sight-words/dolch/#lists>.



to write, as it enhances problem solving and critical thinking skills. In kindergarten and first grade, scholars will use *Writing Without Tears*⁴⁰ to learn handwriting development. All kindergarten through fifth grade scholars will use *Writer's Workshop*⁴¹ curriculum to learn to be master writers. Kindergarten through second grade scholars will have a dedicated 30-minute daily writing block. Scholars in third through fifth grade will have a 45-minute block dedicated to writing. As is developmentally appropriate, kindergarten scholars will begin writing lessons focusing on letter formation, writing their name, and by the end of the year writing sentences on their own. First graders will continue to strengthen their letter formation and progress in their ability to write complete, cohesive paragraphs. Second graders will write five-paragraph essays; fifth grade scholars will be able to conduct research on a topic and write a paper to describe their findings, including discussion and analysis. **Blended Learning.** Through the use of the research-based, computer-based program iReady⁴², scholars will engage daily with adaptive, Blended Learning that delivers lessons specifically on each scholar's individual instructional level. Scholars will have the opportunity to participate in Blended Learning during guided reading rotations or during daily Intervention. The Blended Learning approach aids in delivering instruction that meets the needs of all scholars and is a great support to scholars with IEPs or 504 plans who require additional practice.⁴³ Research on the effects of individualized programming finds that scholars grow on average 3 additional percentiles when participating in programs that offered individualized learning, as opposed to children who did not.⁴⁴ **Intervention.** Elementary schools in 89106 currently have an average scholar reading proficiency of 39% and a math proficiency average of 32%.⁴⁵ We anticipate scholars will enter well below grade level, and in Kindergarten well below reading readiness; therefore, we prioritize 45 minutes of daily intensive, skill-based Intervention. During this time, in two 20-minute rotations⁴⁶, scholars identified through exit tickets, teacher observation, STEP or interim assessment data, as struggling on the same skill will meet in a small group of no more than five scholars. Instruction will focus on targeting scholars' specific skill-based needs to close gaps. For example, kindergarten scholars in the beginning of the year are expected to be able to write their first and last name. Scholars identified through observation and/or STEP data not yet able to write their name will be in a small group with their teacher during Intervention practicing the specific skill of name writing. Intervention that targets specific skills is designed to close the opportunity gap among scholars, preparing them with the skills necessary to access the next level of instruction. As scholars master the necessary skills, teachers will target the next area of challenge or opportunity for scholars to ensure they are prepared to take on the next level of instruction and ultimately the next grade level. **Read Aloud/Reading Comprehension.** Research shows that by the age of three, there exists a 30-million-word gap between scholars from poor, urban families and children from their wealthiest counterparts.⁴⁷ Using the Achievement First curriculum,⁴⁸ daily Read Aloud in K-2, will allow scholars to build an enjoyment for reading through hearing modeled fluency and expressive reading, acquire new vocabulary, build critical thinking and comprehension skills through teacher think aloud, and aid in the development of auditory skills. Teachers will use these blocks to teach discrete skills and build in high level questioning around comprehension, inferences, deductions, and conclusions. In third through fifth grade, reading comprehension focuses on reading skills in fiction and non-fiction text, building scholars' ability to summarize, visualize, make inferences, ask questions, and

⁴⁰ Knapton's *Writing Without Tears* is a writing curriculum designed for developing writers, used in high-performing schools nationally.

⁴¹ Calkins' *Writers Workshop* is a writing curriculum used in high-performing schools nationally.

⁴² iReady is a computer-based blended learning program that targets lessons for scholars based on academic standards that a diagnostic determined to be challenging for scholars. Research finds that iReady is effective when used to supplement teaching and meet scholars' individual needs.

⁴³ <https://eric.ed.gov/?id=ED587453>. At Las Vegas Collegiate it will be used during Intervention block each day.

⁴⁴ <https://files.eric.ed.gov/fulltext/EJ1077330.pdf>.

⁴⁵ https://www.rand.org/pubs/research_briefs/RB9994.html.

⁴⁶ <http://www.greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=1>.

⁴⁷ The other five minutes of this block are for organization and instructional overview and wrap-up.

⁴⁸ Hart, B., & T.R. Risley. 2003. "The early catastrophe: The 30 million word Gap by Age 3." *American Educator* 27 (1): 4-9.

⁴⁹ Achievement First ("AF") is a network of schools in New York with an open source curriculum. AF schools' overall proficiency is double that of their district schools, exceeding state and city averages by 24%+. <https://www.achievementfirst.org/how-we-work/our-results/>.



comprehend the text. This intense, focus on literacy will allow scholars to successfully make the switch from learning to read in grades K-2 to reading to learn as they matriculate into upper grades. **Close Reading (3-5).** Using the Achievement First curriculum, scholars in third through fifth grade will transition from Guided Reading to Close Reading which ensures that scholars are able to deeply understand even complex text above their grade level through the use of Close Reading strategies.⁴⁹ Guided by a critical thinking question, scholars will read a text using Close Reading strategies such as annotating and citing evidence to answer the guiding question. Scholars will craft a written response demonstrating a deep level of text understanding. These same strategies will be implemented across all other subject areas as mastering will be critical to scholar success and preparing them to excel in middle school, high school, and college. **Mathematics.** Scholars will receive a comprehensive mathematics program that provides dual focus on the establishment of foundational computational skills and conceptual knowledge of the content. In grades K-2, scholars will begin each day with Calendar Math using Every Day Counts curriculum. Calendar Math teaches the days of the week, months of the year, the four seasons, how to read a calendar, builds pattern recognition, and establishes base ten skills through counting the number of school days each day. Scholars in all grades will participate daily in Math Stories. Modeled after Springfield Preparatory in MA,⁵⁰ scholars will complete a daily word problem using an approach based on *Children's Mathematics: Cognitively Guided Instruction*⁵¹ because of its success in improving mathematical problem-solving skills.⁵² Daily math lessons will be taught using the Achievement First math curriculum for each grade. To ensure successful delivery of all content, math will be taught in small groups in an 8:1 student teacher ratio. While scholars are not in small groups with their teacher, they will complete independent work assignments, using iReady blended learning program to target gap skills or practice fluency skills in a classroom-based technology-driven automaticity station. Aligned with NACS, our scholars will continuously be pushed to defend and explain their answers and brainstorm multiple ways to solve a problem, developing a strong mathematical foundation. **Science.** The Science curriculum will be taught daily in a 45-minute block for all grade levels and is aligned to the NACS for Science (largely derived from the Next Generation Science Standards⁵³). The NACS for Science will come to life in our classrooms through the use of the Full Option Science System ("FOSS") curriculum and tool kits. The science program will be focused on scholar understanding and engagement with the world around them. Integrated into the science program will be various content-specific, non-fiction texts and writing assignments to reinforce and support our literacy program. Texts will include relevant articles, textbook excerpts, and non-fiction books. The science program will champion inquiry-based learning across all grade levels. **Social Studies.** In grades K-2, teachers will use the Achievement First literacy curriculum which integrates a focus on social studies through the selection and use of non-fiction text. Scholars will be exposed to social studies topics, building their historical knowledge, through literacy blocks. In kindergarten, scholars will explore their own identity and study their family, school, and community. In first grade, scholars will learn about their city, state, and country, and fighting for change through activism. Utilizing the Achievement First social studies scope and sequence, starting in third grade, scholars will have a full 45-minute daily social studies block. Teachers will create the lessons based on the provided scope and sequence around the guiding questions for the grade level and aligned with NACS. For example, third graders will explore how geography, culture, economics, government, and history interact to shape a diverse yet unified country. Unit one regional studies lay the foundation for the year-long essential question. Unit two covers the Northeast region of the nation, focusing on scholars learning about the birth of our nation and its democratic government. Our social studies program is aligned to NACS and will actively complement our literacy program through the integration of grade level

⁴⁹ <http://teachlikeachampion.com/blog/three-reasons-close-reading-important/>.

⁵⁰ Springfield Prep is a BES school founded and continuously supported through BES and studied during the Fellowship. <https://www.springfieldprep.org/>.

⁵¹ Carpenter, T. P., et al. (2015). *Children's mathematics: Cognitively guided instruction*. Portsmouth, NH: Heinemann.

⁵² Findings on the success of Cognitively Guide Instruction can be found here: <http://www.promisingpractices.net/program.asp?programid=114>.

⁵³ http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Science/.



non-fiction texts and writing prompts. Scholars will build from writing short answer responses to three- and five-paragraph essays and will culminate with writing longer thematic essays as they matriculate through grade levels. **Character Education.** To support the integration of Las Vegas Collegiate's leadership values and to further develop college and life preparedness skills, scholars will be explicitly taught character development during daily Community Circle in their classroom. Our character education is based on our **ASPIRE** leadership values of **Ambition, Scholarship, Partnership, Integrity, Resourcefulness,** and **Enthusiasm.** Explicit teaching of these values will allow the entire school to see models of good character and leadership and allow scholars to continuously discuss with peers and teachers the benefits of demonstrating leadership qualities such as Integrity and Resourcefulness. Teachers will provide immediate feedback to scholars on the class' demonstration of all values after every instructional block as an opportunity to celebrate success and reflect on ways to improve. **Enrichment.** Scholars will participate in enrichment coursework in physical education, arts, and financial literacy, beginning in kindergarten. Physical education prioritizes student health through activity and movement. Art prioritizes mindful creativity allowing scholars to express themselves through artistic works such a drawings, paintings, and sculptures. Financial literacy allows scholars to gain a life skill that will positively impact them for the rest of their lives and prepare them for the 21st century economy. Scholars will learn the importance of saving, budgeting, bank account management, and more. This is critical to our mission of cultivating leaders who return to their communities to lead, as financial literacy can be the difference in life success.

- (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.*

Our mission requires an academic foundation that equips scholars with all skills necessary to thrive in middle school and high school and ultimately graduate from college. 2017/18 school data of elementary schools in the Historic West Side of Las Vegas found that 38% of scholars who were not on grade level last year met their growth benchmark and are expected to be on grade level within three years.⁵⁴ The remaining 62% are neither on grade level nor on track to reach growth benchmarks within three years. This demonstrates a wide opportunity gap in student learning and achievement in the Historic West Side. Based on best practices from high-performing schools significantly shrinking the opportunity gap across the country, and to ensure differentiated instruction for all learners and to meet the needs of diverse learners, Las Vegas Collegiate teachers will use a variety of instructional strategies to maximize every minute of instruction. We will draw heavily from strategies outlined in Lemov's *Teach Like a Champion 2.0*,⁵⁵ Bambrick-Santoyo's *Great Habits, Great Readers*⁵⁶ and *Driven by Data*,⁵⁷ and Steven Farr's *Teaching as Leadership*.⁵⁸ Strategies outlined in these text are grounded in extensive research and used by multiple high performing charter schools across the nation. We will implement the following: **Gradual Release** is the instructional method of teacher led practice, classroom guided practice, and independent practice. Gradual Release has been a proven method of effective instruction and student mastery⁵⁹ which begins with the teacher presenting content clearly, demonstrating a skill multiple times. After the teacher has modeled the desired skill, scholars will be given the opportunity to learn as a group, getting multiple chances to demonstrate their knowledge of the skill and engage in academic

⁵⁴ <http://www.greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=1>.

⁵⁵ Lemov, Doug. (2015). *Teach Like a Champion 2.0*. San Francisco, CA :Jossey-Bass, Print.

⁵⁶ Bambrick-Santoyo, Paul. (2013). *Great Habits, Great Readers*. San Francisco, CA :Jossey-Bass, Print.

⁵⁷ Bambrick-Santoyo, Paul. (2010). *Driven by Data*. San Francisco, CA :Jossey-Bass, Print.

⁵⁸ Farr, Steven. *Teaching as Leadership*. San Francisco, CA: Jossey-Bass, 2010. Print.

⁵⁹ <https://www.nifdi.org/research/recent-research/whitepapers/1352-a-brief-summary-of-research-on-direct-instruction>.



conversation with their peers to show understanding with minimal guidance from the teacher. Scholars then practice independently to further strengthen their understanding and develop mastery of the skill. This method allows scholars to gradually become more independent in their work and allows teachers to collect data easily, while quickly addressing learning gaps. **Turn and Talk** is the practice of having scholars share their thinking with a peer. Through the use of Turn and Talks, scholars practice oral language by clearly articulating their thoughts to a peer. They attend to listening skills by being required to engage in conversation that requires them to actively listen. Turn and Talks allow scholars to grapple with rigorous questioning and push each other's thoughts. Through the use of turn and talks scholars practice how to respectfully engage in conversation, using the Habits of Discussion. **Habits of Discussion** teach scholars the 16 Habits of Mind - persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly, thinking about thinking, striving for accuracy, questioning and posing problems, applying past knowledge to new situations, thinking and communicating with clarity and precision, gathering data through all sense, creating, imagining and innovating, responding with wonderment and awe, taking responsible risks, finding humor, thinking interdependently, and reaming open to continuous learning. These are a set of problem solving, life related skills necessary to effectively operate in society and promote strategic reasoning and insightfulness. In conjunction with our character education, beginning in kindergarten, scholars will be explicitly taught how to engage in respectful conversation. Scholars will be given a bank of sentence stems to guide their thinking and aid in more refined language skills. Through the use of the Habits of Discussion, scholars will be able to engage in reverent debate explaining their thinking, build on the ideas of peers, respectfully disagree and critique of thoughts of others. **Aggressive Monitoring** is the systematic and planful review of student work in real time to push all students to mastery. Because we believe that data drives academic success, we believe that every moment is an opportunity to collect data. After creating an exemplar for student work and anticipating common misconceptions during daily intellectual preparation, teachers will use Aggressive Monitoring to collect data on scholar work during independent practice. Teachers circulate the classroom observing and collecting specific data, responding to errors, providing student feedback, or quickly making a whole class adjustment such as pulling the class back together to provide more instruction and checks for understanding. During this time teachers will note which scholars need what level of assistance and track the observed data to ensure the scholar receives the additional support necessary to be successful and master the skill. **Instructional Taxonomies** will be common across the school and a hallmark of our teaching practice schoolwide. To ensure we are aligned across the school, teachers will participate in professional development cycles that will teach them how to implement behavioral and instructional taxonomies which will then allow them to deliver high-quality instruction, holding high academic and behavioral expectations for scholars. Guided by both *Teach Like a Champion 2.0* and the scope and sequence outlined in *Get Better Faster*,⁶⁰ we will implement the following development cycle.

Taxonomy Professional Development Cycle		
Cycle	Taxonomy	Description
1	100%	Teacher expects full participation after giving an instruction.
	Strong Voice	Teacher addresses class in formal register with economy of language.
	Positive Narration	Teacher acknowledges 2-3 scholars meeting expectations within 30 seconds of giving clear directions.
	What to Do	Teacher narrates the behavior s/he wants to see, instead of instructing scholars of what not to do.

⁶⁰ Bambrick-Santoyo, Paul. (2016). *Get Better Faster*. San Francisco, CA :Jossey-Bass, Print.



	Do It Again	Teachers expect full participation to complete procedure practiced and has scholars repeat the process if it is not done well or by all scholars.
2	Precise Praise	Teacher praises specific scholar actions or work that exceeds expectations.
	Warm/Strict	Teacher maintains bright/caring face while delivering clear directions/expectation. Teacher focuses on addressing behavior, not the scholar.
	Joy Factor	Teacher structures joy throughout the day, while reinforcing the idea of community by embedding unique cultural elements.
	Cold Call	Teacher routinely calls upon scholars who do not have hand raised or strategically calls on scholars based on the answers scholars will give.
	Positive Framing	Teacher uses a calm and positive tone when providing scholar feedback, narrating behavior he or she wants to see.
3	No Opt-Out	Teacher expects scholar who answers incorrectly to not opt-out and give up on learning.
	Control the Game	Teacher keeps durations unpredictable when having scholars read aloud. Teacher joins reading serving as model for scholars to read with expression.
	Right is Right	Teacher has clear expectations of answer expected of scholars and continues with follow up questions until scholars reach success.
	At Bats	Teacher cultivates a culture of practice, allowing scholars multiple chances to practice learned skills.
4	Turn and Talk	Scholars engage in academic conversations that push thinking. Teacher sets partners in advance and clear and concise directions.
	Call & Response	Teacher routinely asks questions to whole class to elicit choral response.
	Targeted Questioning	Teacher has questions planned in advance of lesson, asks them quickly and efficiently, and strategically plans which scholar will be targeted to answer which questions, in which order.
	Habits of Discussion	Teacher establishes expectations of discussion, modeling and giving scholars sentence stems to learn how to actively engage in conversation using the habits of discussion.

Data Driven Instruction relies upon the intentional, frequent use of data that will allow us to track student strengths and challenges and create small groups for individualized instruction. To ensure we are using data to inform instructional decisions effectively, we will use the *Driven by Data* model (Bambrick-Santoyo, 2010)⁶¹ to modify instruction in real time, inform student groups, and identify and target scholars for academic support. On a daily or weekly basis this process will include (1) teachers give scholars assessment, (2) guided by an exemplar used by the whole grade level, teachers will grade assessment and input data into Excel spreadsheet that will show student mastery percentage by standard. (3) Teachers will group scholars for instruction based on standards mastery. Teachers will group scholars by identifying them as high (80% mastery or above), middle – (70% - 79% mastery), or low (below 70% mastery) towards standards. During our 5 Data Days, teachers will be guided through a protocol for analyzing STEP and interim assessment data. Teachers will they analyze whole class and student-level performance. Together, teachers will determine which standards require reteaching, make adjustments to instructional methods, and determine standards to spiral for reinforcement. Teachers will plan for misconceptions, record scholars who they suspect will need additional help, mark intentional places to include checks for understanding, and track quickly on an Aggressive Monitoring tracker on a scale of 0 - 2, how well scholars are grasping the reteach lesson – 0 being not at all, 1 being somewhat, and 2 being mastered. For scholars recorded as a 0 on teachers’ Aggressive Monitoring tracker, they will be automatically flagged for intervention grouping. If more than 4 scholars in the same group receive a 0, teachers will reteach that lesson on Wednesday during review. Scholars who are excelling, according to the data, will have small group

⁶¹ Bambrick-Santoyo, Paul, (2010). *Driven by Data*. San Francisco , CA:Jossey-Bass, Print.



extension lessons, additional Blended Learning time, and given access to skills beyond their level to begin the early development of the skill acquisition.

Professional Development. One of our core beliefs is that with exemplary teachers, we will have exemplary results. To live out this belief, we have designed a robust, in-depth scope and sequence for internal PD, thus ensuring that we have mission-driven, mission-aligned staff supported and challenged to be high-skilled, high-capacity educators who can provide a high quality education to our scholars. Through annual, monthly, weekly, and daily strategic, targeted, and well-planned professional development, teachers will become exemplar educators who educate scholars to meet or exceed grade level standards. Our school will focus on development in four core areas: (1) effective instructional practices, (2) curriculum content development and internalization, (3) school and classroom culture of achievement and excellence, and (4) schoolwide systems, routines, practices, and language. Throughout the year, teachers have 90 minutes of prep time during the instructional day, 20 PD days in the summer prior to the start of the year, 3 hours of weekly PD), 9 full days of professional development at interval times throughout the year to be used for data analysis and improvement of instructional practices, and 1 day to close out the year, beginning preparation for the following year. Our PD plan also includes weekly classroom observations and coaching debriefs, coaching cycles that include live coaching and video, data analysis development, grade level team development, and professional development days that allow us to target needs within our four core areas. Below is a description of the types of PD in which will engage.

PD Type	Description of PD	Total Days
Summer Development	The Executive Director with the support of Dean of Operations will lead summer PD on instructional practices and taxonomies, school culture, and operations, and in future years will be supported through roles such as the Dean of Student Supports and Dean of Curriculum and Instruction as hired.	20 Days
Professional Development & Data Days	PDdays and Data Days are centered around learning and practicing instructional strategies and daily lessons. Data Days are focused on data analysis from teacher observations, student work, and assessments. Data days are aligned to follow major assessments such as STEP and MAP for teachers to analyze data and collaborate on next steps as a whole school.	10 Days
Weekly PD	Every Wednesday teachers participate in weekly PD from 1:00 p.m. – 4:00 p.m. This time is used for grade level team meetings, vertical team meetings, coaching meetings, content PD, and lesson practice.	3 hours/week

We begin the school year with 20 days of professional development. We have strategically planned on-going professional development throughout the year for teachers to engage in data analysis, content development, and targeted practice of instructional methods and daily lessons. Teachers will also have 9 additional full day of professional development/data days throughout the year . These days are planned strategically after our interim assessments to permit the facilitation of data analysis. In addition to full day professional development, teachers will have individual check-ins with the Executive Director or Dean of Curriculum and Instruction as hired in Year 3, weekly grade level intellectual preparation and feedback meetings, content team professional learning communities, weekly coaching observation and feedback, and weekly assessment data team meetings. We will provide teachers with daily planning time to permit meeting with grade level teams. In team planning meetings, teachers will participate in a looking at student work protocol to gain qualitative data about student performance across the grade level. Just like quantitative data review protocols, teachers and leaders will develop action plans to support student needs. The Executive Director will coach teachers during these processes to plan instruction at target student misconceptions and gaps in understanding. Teachers will have one final day of professional development at the close of the school year.



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

We anticipate a significant portion of scholars will be performing below grade-level. Our school model is responsive to the needs of scholars requiring additional supports and structures to ensure 100% of scholars are performing at grade-level by the end of third grade, including: a Small Group Learning model, Two-Teacher model during Phonics and Intervention, Blended Learning, Extended Time in literacy and math foundations, Extended School Day and Year, and daily Intervention. Upon enrollment, scholars will complete the STEP assessment that is then administered every 6-8 weeks to determine student growth and adjust small group instruction around targeted skills. We will also administer NWEA MAP three times per year – beginning, middle, and end. We will leverage our four professional development days dedicated to data analysis to evaluate the growth of scholars below grade-level and will adapt our day to address specified needs of scholars. The following components will support our work. **Identification.** Using our RTI framework, we will identify scholars through assessments. When scholars enroll in Las Vegas Collegiate, they will be assessed using STEP and NWEA MAP, giving us a baseline for student needs. Scholars identified as needing remediation (please see Response 4 of this section for further detail on our RTI process) will be shifted into Tier II and will be provided additional supports such as additional small group learning time or pull-out services with the Special Educator. **Intervention/Remediation.** The small-group, differentiated model enables teachers to focus on specific skills needed by varied groups of children.⁶² We prioritize individual scholars through Small Group Learning and Daily Intervention facilitated with both Direct Instruction and Blended Learning. All scholars' needs are met through 9:1 small group learning during Guided Reading and Math. Small Group instruction is effective because teaching is focused precisely on what the scholars need to learn next to move forward. Ongoing observation of scholars, combined with systematic assessment enables teachers to draw together groups of scholars who fit a particular instructional profile.⁶³ Small Group instruction allows teachers to differentiate curricular materials and meet the individual needs of all scholars. Small groups will also maximize the amount of practice each scholar receives and increase one-on-one interaction with teachers. The same is true of daily Intervention. In a small group of no more than 5:1, scholars will participate in skills-based intervention. Opportunity gaps for each scholar will be assessed on a 6 -8 week cycle. During Intervention, scholars will focus on building skills that hinder them from effectively accessing the next level of instruction. Through this targeted practice we can ensure that we meet the needs of scholars and close gaps in learning across grade levels, preparing scholars for the next grade. When scholars are not in a small group with the teacher, they will utilize the computer-based Blended Learning program iReady. **Parent Communication.** At Las Vegas Collegiate we value parents and invite and encourage their involvement with the successful matriculation of their child(ren) through their educational career(s). We will prioritize parent communication from the beginning of the process if a student is identified as needing remedial services. Parents will be notified when their scholar is identified as needing Tier II supports. They will receive daily, weekly, monthly, and quarterly updates on the academic and behavioral progress of their scholar. On a 6-8 week cycle, all scholars will be assessed with STEP an interim assessments. Data analysis will allow us to complete a progress report for each scholar to provide to families. The progress report will outline academic proficiency in literacy, mathematics, targeted intervention, and science. Data of scholars who need Tier II supports and above will reviewed closely by the Student Supports Team, comprised of the Executive Director, Dean of Student Supports, and the general education teacher. Parents will be

⁶² Tyner, K. (2003). "Beyond Boxes and Wires." *Television & New Media*. 4(4), 371–388. <https://doi.org/10.1177/1527476403255812>.

⁶³ Fountas, I. C., & Pinnell, G. S. (1996). *Guided Reading*. Portsmouth, NH: Heinemann.



welcomed and encouraged to engage in the meeting to support creating a plan or updating an existing plan for scholars receiving additional supports. Parents will also remain in contact, receiving updates about their scholar, through 4 parent teacher conferences and 4 report cards throughout the year.

Evaluation and Progress Monitoring. Our focus on individualized learning supports the numbers of scholars in Tier II and III declining over time and the number of proficient scholars increasing. Success of our efforts will be measured through our accountability goals. Our progress monitoring, done every 6 – 8 weeks, will be done in alignment with IEP goals and goals outlined for individual scholar plans for scholars in Tier II and III. We review student assessments analyzing improvement in performance on STEP, NWEA MAP, iReady Blended Learning program benchmark assessments, and Interim Assessments to determine the effectiveness of the past 6 - 8 weeks and make informed decisions about the next data cycle. Along with tracking individual student performance, we will disaggregate the data to continuously monitor the progress of all subgroups and make any necessary improvements.

Gifted Scholars. At Las Vegas Collegiate we will serve all scholars, including the intellectually gifted. Scholars will be identified through demonstration of above average academic achievement, as measured by the MAP assessment. After assessment results are determined and the student is identified as gifted, the general education teacher, Executive Director, and special educator will participate in a planning meeting to determine times for extension. Scholars who are classified as gifted will be given more rigorous tasks to accelerate learning, given additional blended learning time, and will participate in group, project-based, gifted learning curriculum for 90 minutes per week lead by the special educator. Teachers of Gifted and Talented scholars will monitor progress and provide recommendations to adapt classwork and homework. Scholars may receive modified homework and differentiated extension materials. Our Small Group instructional model in literacy and math provides opportunities to differentiate instructional needs and push scholars at a faster pace. When reviewing and analyzing data, we will disaggregate school-wide assessment to determine our program’s effectiveness in challenging and improving our Gifted and Talented scholars’ academic performance growth and success. More detail can be found in Response 5 of this section.

(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.

Academic RTI. Coordinated by the Executive Director and Dean of Curriculum and Instruction (DCI) (beginning in year 3), our three tier RTI approach addresses the needs of all learners, ensuring that they get every support they require to be successful.

Response to Intervention	
Tier	Description of Tiers
I	Scholars in Tier I are participating in Small Group learning based on normal procedures within the classroom and are above 70% proficiency in math and literacy. During daily Intervention block, when scholars are not in a lesson with their teacher, they use the iReady digital intervention program to meet their individual needs. We believe that our model will meet the needs of 80-95% of all scholars.
II	Tier II qualifying scholars are identified based on proficiency lower than 70% or those in the lowest quartile of the cohort in math and reading. To meet their needs and increase proficiency, the Executive Director, Dean of Curriculum and Instruction, Special Educator, and General Education Teacher will be responsible for developing an intervention plan including short-term measurable goals that will be reviewed bi-weekly to assess growth. Parent communication will be required. During daily Intervention, scholars will work in a small group with the General Education Teacher who plans lessons according the specific needs of the group. At the end of a six week cycle, the Team will reconvene to determine if next steps should be a student returning to Tier I or participation in another six week Tier II cycle. If the student has not demonstrated sufficient progress and an ability to complete work independently, s/he will participate in an additional six week cycle. After scholars



	have participated in two consecutive, six-week cycles, if sufficient progress of independent success has not been met, scholars will be moved to Tier III supports. If moderate progress has been made, the student will remain at Tier II; if all goals have been met and the student has demonstrated ability to work independently, they return to Tier I support. We anticipate 10-15% needing Tier II supports.
III	Tier III qualifying scholars are those who have participated in at least two consecutive Tier II cycles and have made little to no progress toward individual goals. Tier III scholars will receive designated one-on-one time with the General Education Teacher who will be supported by the Special Education lead. All plans and procedures of Tier III will mirror those of Tier II. After the student has participated in two consecutive cycles, if the scholar is not making adequate progress, the team, joined by the scholar's family, will make a determination of if the scholar needs special education testing. We anticipate 5% of scholars or less requiring Tier III supports.

Interventions Descriptions		
Tier I	Tier II (In addition to Tier I)	Tier III (In addition to Tier I & II)
Daily core literacy & math instruction taught in small groups; Daily targeted Intervention; Daily Blended Learning through the program iReady	Additional teacher differentiation during Small Group learning; Additional Blended Learning time during Guided Reading rotations; Weekly 45-minute pull out Small Group with special educator (5:1 or less ratio) during Intervention or Guided Reading	Twice weekly 45-minute pull out Small Group with special educator (2:1 or less ratio) during Intervention or Guided Reading

(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?

According to the National Association for Gifted Children⁶⁴, scholars should be given achievement-based tests and ability-based tests to determine gifted identification. We will serve all scholars, including intellectually gifted. Scholars will be identified through achievement assessments by scoring above proficiency on state tests, above-grade level proficiencies on the STEP assessment, and in the upper quadrant on the NWEA MAP. Above average academic achievement flags the Executive Director to add these scholars to a list for potential gifted services. We will administer the Naglieri Nonverbal Ability Test (“NNACT”).⁶⁵ After results are determined and student is identified as gifted, the General Education Teacher, Executive Director, and Special Educator will participate in a planning meeting to determine enrichment. Scholars classified as gifted will be given more rigorous tasks to accelerate learning and additional Blended Learning time, and will participate in group, project-based gifted learning curriculum for 90 minutes per week lead by the Special Educator. Teachers of Gifted and Talented scholars will monitor progress and provide recommendations to adapt classwork and homework. Scholars may receive modified homework and differentiated extension materials. During daily Intervention, Guided Reading Small Groups, and Math Small groups, scholars may be grouped and provided additional enrichment, completing projects with additional access to technology and computer-based programs. Our Small Group instructional model in literacy provides opportunities to differentiate instructional needs and push scholars at a faster pace, when needed, or to build in additional texts at higher levels to meet their needs. When reviewing and analyzing data, we will disaggregate school-wide assessment data (NWEA MAP, STEP, Fountas and

⁶⁴ www.nagc.org/resources-publications/gifted-education-practices/identification/tests-assessments.

⁶⁵ This is a Pearson gifted scholars assessment that provides a nonverbal, culturally neutral assessment of general ability ideal for diverse student populations. www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Cognition-%26-Neuro/Gifted-%26-Talented/Naglieri-Nonverbal-Ability-Test-%7C-Second-Edition/p/100000287.html.



Pinnell grade level equivalencies, iReady and other interim assessments) to determine our program’s effectiveness in challenging and improving our Gifted and Talented scholars’ academic performance growth and success.

(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.

Our academic model is designed to individually support the needs of all scholars. Through daily Small Group instruction and Blended Learning, scholars are able to be challenged through differentiated work. Scholars who demonstrate an ability to perform above grade level will be grouped with scholars of similar capabilities during small groups during literacy and math. During this time, teachers will deliver lessons that challenge scholars and push their critical thinking. This may look like accessing text that is above current grade level, moving ahead to harder skills in math, or going to the next grade up for Small Group instruction. During Blending Learning, the i-Ready program, after assessment, will recognize scholars that need more challenge and provide them with higher level lessons to meet their needs. To provide additional supports and challenge scholars through enrichment opportunities, three times per week scholars who demonstrate the ability to access material above their grade level will work in a collaborative group and be assigned quarterly project-based assignments on which they will work collectively during literacy and math rotations in which they are not with their teacher or completing independent practice. These projects will allow scholars to practice hands-on learning and demonstrate a higher level of thinking and ability through a project designed for scholars above their grade level. For example, second grade scholars who demonstrate above grade level proficiency may complete a project requiring them to design a civilization that would be sustainable if they were stranded on a deserted island.⁶⁶

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

Promotion Policy. Las Vegas Collegiate is committed to scholars’ academic success. Our attention to data driven instruction and all elements of our core academic program will meet the needs of all scholars and support their ability to meet grade level expectations. However, we recognize that scholars will enter the school at varying academic levels, with varying needs and there will be cases where scholars will need to be retained for their best academic interest. Grade-level promotion is determined based on attendance⁶⁷, scholar mastery of content as depicted in final grades, and final exam requirements. Since we anticipate a scholar population performing below and potentially significantly below grade-level, we have added a growth metric to our policy, at which point Las Vegas Collegiate is committed to having 100% of our scholar population reading at or above grade-level. The table below outlines our grade level promotion requirements.

Promotion Criteria				
Grade Level	Attendance Requirement	Grade Component	STEP Level Requirement	Final Exam Requirement
K - 2	Absent ≤ 15 days	Math coursework average ≥ 70%	K = STEP 3 or higher 1 = STEP 6 or higher 2 = STEP 9 or higher OR 5 STEP Levels of growth	N/A

⁶⁶ Project ideas such as this are gathered from an online teacher site designed to support teacher facilitation of project based learning through various tools and resources. <https://www.pblworks.org/>

⁶⁷ A scholar will never be retained solely on attendance data; a scholar meeting all academic requirements will be promoted to the next grade. We include attendance criteria to demonstrate to families the minimum attendance requirement we believe is necessary to succeed academically each year and develop the work habits and character values that underpin school and life success.



3 - 5	Absent ≤ 15 days	ELA, Math, Science, and Social Studies average ≥ 70%	3 = STEP 12 or higher 4 = STEP 15 or higher 5 = STEP 18 or higher OR 5 STEP Levels of growth	Literacy and Math final exam scores average ≥ 70%
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We provide scholars with multiple tiers of support during our extended day and extended year, including daily intervention to ensure scholars have the supports they need to earn promotion. In grades 3-5, if scholars average between 60-69% in one or two core subjects, they will have the opportunity to take two weeks of intense summer school in that subject. The student can re-take the final comprehensive assessment in the class(es) s/he failed and must earn a minimum of 70% on that assessment to earn promotion. Scholars earning less than 60% in their annual average in one or more classes do not demonstrate sufficient proficiency for summer remediation opportunities and would best benefit from additional teaching and learning before earning promotion to the next grade. Our promotion policy is outlined within our Student and Family Handbook, provided to all families before the start of school in their home language. We communicate regularly with families to ensure every student is able to meet our attendance requirement, including through the use of progress reports, four formal report cards, scheduled conference windows within the open door policy with all school staff, and the requirement that all classroom teachers speak with families on a biweekly basis. The school's front office closely monitors attendance, as scholars may be retained for missing 15 days or more.⁶⁸ Parents are notified each time their child is absent by 10:00 am and receive written notice when a student reaches three absences. When a student accumulates five absences, parents are notified via letter and will receive direct correspondence from the Executive Director and Dean of Culture as hired in year 4, requesting an action planning meeting. In compliance with IDEA, all scholars with IEPs and 504s will need to meet all promotion criteria unless their IEP indicates separate goals in particular content areas. If this is the case, satisfactory meeting of those goals will satisfy that component of the promotion criteria of Las Vegas Collegiate. Within a two-week window of a student being identified for potential retention, the Executive Director will meet with the student and family to discuss a course of action, including interventions, additional supports, or mandated summer school as soon as possible to best ensure all scholars can be successful. If interventions are not leading to the growth and improvement necessary, the recommendation to retain will be made by the classroom teachers, and final promotion decisions will be made by the Executive Director.

PROGRAMS OF DISTANCE EDUCATION

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.*

The questions in this section are not applicable to this proposal. A proposed K-5 school, Las Vegas Collegiate Charter School will not operate a distance education program of any kind.

PRE-KINDERGARTEN PROGRAMS

⁶⁸ Ibid.



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

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.*
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.*
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.*
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.*

The questions in this section are not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate Charter School will not educate children in pre-kindergarten.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

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.*

The questions in this section are not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate Charter School will not offer high school programming.

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.

As outlined in the Mission and Vision section of this application, Las Vegas Collegiate proposes the following ambitious academic goals for our charter term, using absolute, comparative, and longitudinal measures that support the goals outlined in the SPCSA Performance Framework and the Nevada School Performance Framework. We recognize that not all scholars will enroll in our school starting in grades K and 1, and that over time some scholars will join us in the upper grades. The absolute, comparative, and longitudinal goals evidence our commitment to all scholars outperforming the local schools in all years, making measurable academic progress year to year, and demonstrating mastery in the core subjects of ELA and Math after three years of enrollment. Regardless of the specific grade-entry point of any individual child, we are committed to their measurable success. Indicators for success for a child before their third year of enrollment include a minimum of 5% annual growth on the NWEA MAP assessments in Reading and Math and three (3) levels of reading growth on the STEP Reading Assessment; all academic scores on state assessments, inclusive of all scholars regardless of the initial grade-point at enrollment, will allow us to be designated as "Exceeds" as outlined in the SPCSA's Performance Framework. Our accountability goals are rooted in our commitment to every scholar, regardless of their starting point in our school. In addition, our goals of absolute performance reflect our measurement of scholars regardless of their starting point and we have set these goals to ensure our scholars are achieving at levels meeting or exceeding the district and state accountability expectations. Las Vegas Collegiate measures success by criterion and norm-referenced, standards-based state and national assessments and inform our accountability through absolute, growth, and comparative goals and measures. Our absolute goals detail the explicit performance we must achieve each year, regardless of comparative data and the academic achievement of surrounding schools, as absolute measures will indicate the percentage of scholars demonstrating proficiency. Absolute goals are identified for each subject, in each grade band. We expect that with each consecutive year a scholar maintains enrollment at Las Vegas Collegiate, their level of proficiency will improve and we capture that expectation within our longitudinal or growth measures and aligning our school's goals to the Nevada Department of Education's goal to become the fastest improving state in the nation.⁶⁹

Aligned to both the SPCSA and the NSPF, we have outlined growth goals to track scholar growth each year. Because we anticipate an 94% FRL, 26% ELL, and 12% scholars with disabilities population, we anticipate many scholars beginning kindergarten⁷⁰ and first grade⁷¹ below expected academic performance and readiness. Aligned with the NSPF, our growth goals and measures indicate that we expect to grow all scholars faster than the national rate to close the existing opportunity gaps and move scholars to their appropriate grade level performance quickly. In addition to closing opportunity gaps, we are dedicated to ensuring all scholars experience continuous growth regardless of their starting point of performance. Comparative measures are included as a part of our measurement for scholar achievement to ensure we are delivering on our mission of being a high - quality educational option and a true value-add within our local community; therefore, we track data by scholar cohorts to determine success of scholars based on the number of years they have been

⁶⁹ <http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/home/Docs/Stip2018%20.pdf>.

⁷⁰ Outlined here are the NV State prekindergarten readiness standards.

http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Early_Learning_Development/State_PreK/PreKStandards.pdf.

⁷¹ Link to the NV Academic Content Standards http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/.



enrolled with us. Because our model is designed to meet the needs of all learners, regardless of subgroup designation, we expect ELL scholars and those identified as having special needs to make the same growth goals as their non-ELL and non-disabled peers and will use that data to compare the degree to which identified scholars are making progress towards our outlined goals as compared to their counterparts. As a charter petition set forth to increase the options of high-quality schools available to families in 89106, our results must demonstrate academic achievement performance higher than that of the surrounding schools in the community, district, and state. Our comparative measures ensure we monitor progress towards our mission in this capacity. On a monthly basis, the Academic Achievement Committee of the Board of Directors (“Board”) is responsible for overseeing the school’s progress via an Academic Data Dashboard and requiring a plan of action from the Executive Director should academic achievement data be lagging in any area. On a monthly basis, the Committee will present the dashboard to the full Board in a regularly scheduled meeting to review current scholar academic data in light of our accountability goals and measures, ensuring that the Board remains attentive to and hold management accountable for ongoing student achievement. The Board will revisit our goals annually to ensure our goals remain rigorous and include measurements we need to properly evaluate the school design and the Executive Director’s effectiveness, prior to the start of each school year. Upon annual review of scholar academic achievement goals, we will not revise goals based on the performance of scholars to lower our academic performance goals, but the Board may elect to set higher goals if we are consistently meeting our goals as written. In addition, if there are changes to the Nevada Academic Content Standards, state testing, the SPCSA Charter School Performance Framework, or the NSPF, we will revise our goals as needed to align with new requirements during the annual review.

GOAL 1 – Scholars will be proficient in English Language Arts.

Absolute Measure: 70% of kindergarteners will be on STEP 3 as measured by the Strategic Teaching and Evaluation of Progress (“STEP”) by the end of school year, demonstrating first grade literacy readiness.		
All Grade Measures		
Growth: 80% of scholars will grow a minimum of 3 Step Levels each year. Growth: The average annual increase of percentiles among scholars in reading comprehension on NWEA MAP will average five percentiles of growth per year until average percentile score reaches 80%. Growth and Comparative: Scholars identified as ELL or receiving special education services will, on average, achieve the same performance levels as their grade-level peers.		
First Grade English Language Arts Measures		
Absolute Measure: 80% of all first graders will be on STEP 6 by the end of the school year, demonstrating second grade literacy readiness.		
Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	1	80
Second Grade English Language Arts Measures		
Absolute Measure: 70% of all second graders who have attended for one year and 80% who have attended for two years will be on STEP 9 by the end of school year, demonstrating third grade literacy readiness.		
Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	1	70
Absolute and Growth	2	80
Third - Fifth Grade English Language Arts Measures		
Absolute Measure: 80% of all third graders will be on STEP 12, fourth graders will be on STEP 15, and fifth graders will be on STEP 18, by the end of the school year, demonstrating fourth grade, fifth grade, and sixth grade literacy readiness, respectively.		
Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	1	70
Absolute and Growth	2	80
Absolute and Growth	3 or more	90+



Third – Fifth Grade English Language Arts SBAC Proficiency Measures

Comparative Measure: On average, all tested scholars who have attended the school for two or more years will score at least 10 percent higher than the surrounding district average.

Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	2 or more	70
Absolute and Growth	3 or more	80
Absolute and Growth	4 or more	90+

GOAL 2 – Scholars will be proficient in Mathematics.

All Grade Measures

The average annual increase of percentiles among scholars in mathematics on the NWEA MAP will average five percentiles of growth per year until the average percentile score reaches 80%. 80% of scholars will maintain 80% average on all internally created, standards-based interim assessments.

Third – Fifth Grade Mathematics SBAC Proficiency Measurables

Comparative Measure: All tested scholars who have attended the school for two or more years will score at least 10% higher than the surrounding district average.

Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	2 or more	70
Absolute and Growth	3 or more	80
Absolute and Growth	4 or more	90

GOAL 3 - Scholars will be proficient in Science.

Third – Fifth Grade Science SBAC Proficiency Measurables

Comparative Measure: All tested scholars who have attended the school for two or more years will score at least 10 percent higher than the surrounding district average.

Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	2 or more	70
Absolute and Growth	3 or more	80
Absolute and Growth	4 or more	90

GOAL 4 - Scholars will be proficient in Social Studies.

Kindergarten – Fifth Grade Measures

All scholars will maintain an 80 percent average on internally created, standards-based, Social Studies Assessments and projects.

Third – Fifth Grade Science SBAC Proficiency Measurables

Absolute Measure: All tested scholars who have attended the school for two or more years will score at least 10 percent higher than the surrounding district average.

Measure Type	# of Years Attended	% of Proficient Scholars
Absolute	2 or more	70
Absolute and Growth	3 or more	80
Absolute Growth	4 or more	90

Organizational Goals. Maintaining our accountability to the public and ensuring that the school remains a financially strong, healthy organization means we must also set organizational goals and measures that include Board oversight, fiscal responsibility, parent satisfaction, and attendance.

- The Board will conduct formal annual reviews of the school leader using an evaluation tool and metric determined by the first board meeting of the annual school calendar and aligned with all academic and organizational goals and metrics.
- The Board will conduct annual self-evaluations to assess its strengths and weaknesses.
- The Board will conduct formal annual reviews of the school’s strengths and weakness.



- The Board will conduct formal annual reviews of by-laws and policies.

GOAL 5 - The Governing Board will provide effect oversight.

GOAL 6 - The school will demonstrate fiduciary and financial responsibility.

- External, annual audit reports will demonstrate that the school meets or exceeds professional accounting standards.
- Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective execution of the mission as measured by yearly balanced budgets.

GOAL 7 - Parents will demonstrate satisfaction with academic program and communication.

- Satisfaction with the academic program, as measured by an annual end-of-year survey, will on average exceed 90 percent with 80% of families responding.
- Satisfaction with the school’s communication, as measured by an annual end-of-year survey will on average exceed 90 percent with 80% of families responding.
- Satisfaction rates of families whose children receive special education services will meet or exceed those rates of the larger community of families, as measured by an annual end-of-year survey for those families with students receiving special education services, with 80% of families responding.
- Satisfaction rates of families whose children have been identified as ELL will meet or exceed those rates of the larger community of families, as measured by an annual end-of-year survey for those families with ELL-identified children, with 80% of families responding.

GOAL 8 - With full enrollment, the school will maintain high levels of daily attendance.

- The school will enroll and maintain a class equal to our projected enrollment every year.
- The school will average 95 percent or higher daily attendance each year.

(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:

Scholar Progress Over Time (Growth) ⁷²					
Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
Median Scholar Growth Percentiles in Reading	Annual SBAC	51% (17/18SY CCSD Elementary School Average)	N/A	N/A	≥75 th percentile and < 95 th percentile
Median Scholar Growth Percentiles in Math	Annual SBAC	51% (17/18SY CCSD Elementary School Average)	N/A	N/A	≥75 th percentile and < 95 th percentile
AGP in Reading	Annual SBAC	50% (17/18SY CCSD Elementary School Average)	N/A	N/A	≥75 th percentile and < 95 th percentile

⁷² <http://greatschoolsallkids.org/report-builder.php>



AGP in Math	Annual SBAC	39% (17/18SY CCSD Elementary School Average)	N/A	N/A	≥75 th percentile and < 95 th percentile
Difference Between AGP of Las Vegas Collegiate and the weighted AGP of Clark County Traditional Public Schools in Reading	Annual SBAC	50% (17/18SY CCSD Elementary School Average)	N/A	N/A	≥10 and <20
Difference Between AGP of Las Vegas Collegiate and the weighted AGP of Clark County Traditional Public Schools in Math	Annual SBAC	39% (17/18SY CCSD Elementary School Average)	N/A	N/A	≥10 and <20
AGP of Sub-Groups (FRL, ELL, IEP) in Reading	Annual SBAC	IEP: 25.5% ELL: 36% FRL: 47.4%	N/A	N/A	≥75 th percentile and < 95 th percentile
AGP of Sub-Groups (FRL, ELL, IEP) in Math	Annual SBAC	IEP: 19.7% ELL: 26.9% FRL: 35.9%	N/A	N/A	≥75 th percentile and < 95 th percentile
Scholar Progress Over Time (Status)⁷³					
Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
Reading Proficiency	Annual SBAC	49% (Clark County 17/18 SY Elementary School Average)	N/A	N/A	≥75 th percentile and < 95 th percentile
Math Proficiency	Annual SBAC	41.6% (Clark County 17/18 SY Elementary School Average)	N/A	N/A	≥75 th percentile and < 95 th percentile

⁷³ <http://greatschoolsallkids.org/report-builder.php>.



Difference Between Reading Proficiency rate of Las Vegas Collegiate and the weighted Proficiency rate of Clark County Traditional Public Schools	Annual SBAC	49% (Clark County 17/18 SY Elementary School Average)	N/A	N/A	≥15 and <30
Difference Between Math Proficiency rate of Las Vegas Collegiate and the weighted Proficiency rate of Clark County Traditional Public Schools	Annual SBAC	41.6% (Clark County 17/18 SY Elementary School Average)	N/A	N/A	≥15 and <30
Reading Proficiency Rate of Sub-Groups (FRL, ELL, IEP)	Annual SBAC	IEP: 18.5% ELL: 25.3% FRL: 44.3%	N/A	N/A	≥75 th percentile and < 95 th percentile
Math Proficiency Rate of Sub-Groups (FRL, ELL, IEP)	Annual SBAC	IEP: 17.5% ELL: 25.9% FRL: 37.1%	N/A	N/A	≥75 th percentile and < 95 th percentile

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

Based on the current district data, specifically the data of schools in 89106 (see the figure below), we anticipate a large percentage of scholars who enroll in Las Vegas Collegiate, whether beginning in kindergarten, first grade, or later, to be below Nevada Academic Content Standards mastery. Our instructional goals will help us achieve excellent results for our scholars. Our accountability goals outline proficiency in all core content areas – English Language Arts, mathematics, science, and social studies. These goals ensure that all learners are supported and prepared to go to middle school and high school on track to successfully graduate and matriculate to college. We have selected to use methodologies that will drive these academic goals and are commonly used across high performing schools serving a similar scholar demographic population to ensure our practices set scholars on the path to college. Our methodologies include (1) individualized learning through the implementation of small group instruction during guided reading and math, (2) daily intervention, (3) two-teacher model during phonics and intervention, and (4) data-driven instruction and decision making. The challenging curriculum offered at Las Vegas Collegiate is aligned with national and state standards and is informed by successful high-performing elementary schools across the country. This will prepare scholars to far exceed the achievement levels of surrounding schools and allow them to compete on a national level.

2017-2018 SBAC: Achievement Rates in 89106

Schools in 89106 ⁷⁴	Math Proficiency	ELA Proficiency	Enrollment
Democracy Prep ES	38%	44%	527
Kermit R Booker Sr.	27%	37%	502
Kitt Carson ES	32%	40%	403

⁷⁴ <http://www.greatschoolsallkids.org/schoolprofile.php?ID=10092Z0EXK>



Mabel Hoggard	52%	69%	477
Matt Kelly ES	16%	22%	317
Ollie Detwiler ES	27%	32%	777
Rainbow Dreams	17%	28%	272
Wendell Williams ES	14%	20%	347
West Preparatory	35%	37%	453

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

Las Vegas Collegiate will measure and evaluate academic progress for individual scholars, scholar cohorts, subgroups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement. Individually, we will assess scholar academic performance and progress on absolute, comparative, and growth measures through assessments listed above. In scholar cohorts, we will measure the academic progress in each grade level and from year to year to identify trends among cohorts of scholars. We will also measure progress of subgroups through our analysis of disaggregated data which include economically disadvantaged scholars, scholars with disabilities, English Language Learners, at-risk, gifted, gender, and race. The Executive Director, and Dean of Curriculum and Instruction as hired, will analyze the performance of subgroups in comparison to overall scholar performance after each round of assessments within that particular assessment cycle. This same data will be reviewed by the Board. We will assess whole-school performance and progress on absolute, comparative, and growth measures through assessments listed above. The Executive Director, and Dean of Curriculum and Instruction in years 3 and beyond will analyze scholar academic progress and develop teachers to use data to inform instruction. We will look at trends in the data for absolute scholar performance on interim and state assessments to measure scholar progress toward mastery of the NACS. We will use each scholar's STEP level to select books offered during independent reading times. Reviewing our assessment data collectively will allow us to evaluate scholar growth from year to year. We will administer the NWEA MAP to ensure all scholars are competitive with their peers nationally and to track each scholar's academic growth over the course of one year and across multiple years. The NWEA MAP will give us national comparison data three times per year that will inform tutoring groups for intervention as well as inform curricular decisions and from one year to the next. Upon enrollment we will give all scholars a reading and math assessment to obtain a baseline of their skills. Kindergarten scholars will take the Brigance Early Childhood Screens III. This will also begin the process for identifying our intervention groups and immediately identifying scholars at academic risk or ready for enrichment beyond their current grade level. This will be the precursor to our RTI process. In accordance with Nevada State Board of Education and ESSA 2015, we will administer the WIDA ACCESS to ELL scholars during the WIDA ACCESS test administration window to determine eligibility for scholars to exit the ELL program. Scholars scoring 4.5 or higher for composite may be exited from ESL direct services. Scholars who exit ESL direct services shall be considered transitional ELLs and will be tracked and monitored throughout the year. We will disaggregate subgroup data to adequately monitor all tiers of ELL scholars. If a transitional ELL scholar demonstrates difficulty in the general education classroom, he/she will receive targeted intervention services. If the intervention-targeted intervention is unsuccessful for the scholar, the scholar will be reclassified as an ELL.

- (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.*



We are data-driven and results oriented. We believe that all decisions need to be based on data, therefore, we collect and analyze different types of data throughout the year to inform best whole school practices. To manifest our mission of preparing every scholar for middle school, high school, college, and beyond, we must intentionally collect and analyze data on a systematized basis. We will hold ourselves accountable to what knowledge and skills scholars need to have to demonstrate mastery of grade level content and adjust accordingly to drive scholar progress accurately.

Assessments Descriptions		
Assessment	Description	Purpose
Exit Tickets (Grades K-5)	Exit tickets are brief 1-2 question assessments given at the close of each lesson that take an average of five minutes.	Aligned to NACS, the purpose of exit tickets is for teachers to reflect on scholar's mastery and determine next steps for individual scholars as well as the whole class. Exit tickets are also used to inform intervention needs and grouping.
Bi-Weekly Quizzes (Grades K-5)	Bi-Weekly quizzes are 5 – 7 question assessments given at the end of each week, that is summative of all lessons taught within the last two weeks.	Aligned to NACS, the purpose of bi-weekly quizzes is for teachers to assess scholars' overall mastery of the content taught within a two week span. Teachers analyze this data and make informed decisions about upcoming lessons. This data is also used to inform intervention needs and grouping.
End of Unit Assessments (Grades K-5)	End of unit assessments are summative assessments given at the end of a unit in core content areas.	Aligned to NACS, the purpose of end of unit assessments is to determine mastery of knowledge and skills taught throughout the unit. This data is used to inform intervention needs and grouping.
Interim Assessments (Grades K-5)	Interim assessments are given at the end of each quarter to assess scholar's cumulative understanding in a specific content area.	The purpose of interim assessments is to evaluate mastery of standards taught throughout the year. Aligned with NACS, interim assessment questions mirror state assessments to gauge how well scholars will perform.
Brigance Early Childhood Screens III (Grade K)	The Brigance Early Childhood Screens III administered at the beginning of kindergarten to predict school success. ⁷⁵	The purpose of the assessment is to screen skills that predict school success including physical development, language, academic/ cognitive, self-help, and social emotional skills. ⁷⁶
NWEA Measure of Academic Progress (MAP) (Grades K-3)	Nationally normed administered 3 times a year.	The purpose of NWEA MAP is to monitor scholar growth to inform and personalize instruction. ⁷⁷
Smarter Balanced Assessment (SBAC) (Grades 3-5)	The SBAC, administered once a year, measures scholar's progress toward success in college and career. ⁷⁸	The SBAC, the Nevada State criterion-referenced assessment, will be used to determine the English and mathematics proficiency of scholars in grade 3-5. The data collected from the assessment will allow for scholar comparison to peers across the district and state and indicate growth over time.
Strategic Teaching and Evaluation of Progress (STEP) (Grades K-5)	STEP is an individualized reading assessment administered 5 times per year.	STEP data informs scholar's literacy levels allowing them to be paired with text to push their learning. STEP data informs grouping for small group instruction and intervention groups. Data reports detailed results that informs teachers of next steps.

⁷⁵ http://www.doe.nv.gov/Assessments/Brigance_Early_Childhood_Screens/.

⁷⁶ <https://www2.curriculumassociates.com/products/detail.aspx?title=BrigEC-Screens3>.

⁷⁷ http://www.doe.nv.gov/Assessments/Measure_of_Academic_Progress/.

⁷⁸ [http://www.doe.nv.gov/Assessments/Smarter_Balanced_Assessment_Consortium_\(SBAC\)/](http://www.doe.nv.gov/Assessments/Smarter_Balanced_Assessment_Consortium_(SBAC)/).



WIDA (All ELL Population)	The WIDA assess scholars who have been identified as English Language Learners.	Monitors ELL's progress of English Language proficiency in speaking/writing/listening/reading.
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Non-Academic Assessments. To assess progress toward success of school culture, we will collect and study data surrounding our core leadership **ASPIRE** values – **Ambition, Scholarship, Partnership, Resourcefulness,** and **Enthusiasm**. Teachers will assess and track how well scholars uphold the core leadership values individually and as a class, at the end of every class. Leadership reports will be sent home to families outlining how well scholars embodied our leadership values through a daily behavior tracker sent home in homework folders. This data, tracked by the Dean of School Culture on a monthly basis, will be used to inform school-wide behavior trends, identify teachers who need extra support, and determine which families we need to engage for further scholar supports. The Dean of School Culture will be looking for percentage of scholars on which color to determine whole school culture and determine classrooms of need. We value the voice of families and will use parent/family surveys to inform how we can best serve our community. Twice a year we will disseminate the survey to gather feedback. This feedback will allow leadership to reflect and make decisions to maintain the best relationships with families. In addition, teachers will be surveyed twice a year to guide leadership decisions that align scholar academic achievement and teacher satisfaction. We believe that the thoughtful use of assessments and the data they provide will help us answer the question, are scholars learning? In addition to the assessments outlined above, teachers will constantly assess their scholars through classroom observation, review of scholar work, and running records. Use of assessments, such as interim assessments, allow us to systematically gauge scholar mastery of standards, compare our performance against other schools (high performing charters like the Brooke, Equitas, and Uncommon charter schools) identify best practices, and report on scholar growth to families, the community, and the state. Initially, guided by the Achievement First interim assessments, the Executive Director will collaborate with other local schools such as Nevada Rise and Futuro Academy, as well as ANet, to create all internal interim assessments and analyze the data to drive instruction for scholars and PD for staff. In our second year of operations and beyond we will move to using ANet created interim assessments. ANet begins creating interim assessments for scholar beginning in the second grade. Their interim exams provide valuable absolute and comparative data. Aligned with the Nevada Academic Content Standards, interim assessments break out assessment results by objective, allowing us to quickly determine where we are succeeding and where to provide more attention. With ANet, we can assess scholar mastery of NACS standards every 6-8 weeks, compare our performance with that of our many peer schools that use these exams (both district and charter), make accurate decisions about how to refine our instruction and scholar supports, and gauge scholar middle and high school readiness.

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

We will provide teachers with the tools they need to use data to powerfully inform their instructional practice, including how to generate, interpret, and use data in a way that is embedded in their instructional practice. As a full staff, we have five professional development Data Days to interpret results and realign our instructional and intervention groups. We will use *Driven By Data* (Bambrick-Santoyo, 2012) to drive our practices and will employ ANet interim assessments (in grades 2-5), along with the ANet data management systems and its professional development, to leverage these assessments into powerful year-end outcomes. Each lesson is inclusive of an exit ticket. We will support our teachers to administer the exit tickets daily in all content areas at the end of lessons. Teachers will receive training and support on how to analyze exit tickets and make decisions about next lessons and targeted intervention based on the results of the exit tickets. Additional supports provided in the curriculum is built in times to check for understanding (CFU). We recognize that CFU's need to be adaptive and will therefore train and develop teachers on how to read the classroom



and assess if additional CFU's are necessary. As we progress throughout the year, as teachers intellectually prep, with a better understanding of the individual needs of all scholars, they will be able to preplan additional checks for understanding if they deem necessary. The Executive Director, through weekly observations will look and listen for CFUs, providing teacher support through live coaching and written feedback when necessary.

- 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.*

In kindergarten and first grade, using the Achievement First curriculum,⁷⁹ scholars will complete the unit assessments provided through the curriculum. Second through fifth grade will use Achievement Network (ANet)⁸⁰ interim assessments, administered four times a year. ANet develops interim assessments that give educators timely, actionable, and scholar-specific data. The assessment questions are aligned to the Nevada Academic Content Standards and reflect the demands of state summative assessments. The data helps teachers understand what scholars know and can do and provide information about which scholars are struggling, with what, and why.⁸¹ The data collected from these assessments will allow for the frequent analysis of data, further allowing us to reflect on our practices and be quickly responsive to the needs of our learners. To align the interim assessments to our curriculum, we will review ANet's schedule of assessed standards that maps out which standards are taught by which point in the year to be successful by the end of the quarter, and compare it to our curriculum, shifting or adjusting to ensure we will have taught all standards by the time scholars will be assessed on the interims. Each quarter we are reviewing our data goals and backwards planning to ensure we reach 70% proficiency as outlined in our accountability goals. This will allow us to make sure scholars are on track to be successful.

- 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.*

Corrective action planning would be necessary if the school is not meeting the academic achievement benchmarks and goals set forth in its accountability plan. This could be at the school level as a whole, as well as at the individual classroom level if classroom level data indicated underperformance. In the event we fall below achievement expectations, we will follow any authorizer requirements for taking corrective action. Whether required or not, our Board will review the school's accountability data and work with the Executive Director to devise a plan of action for school improvement to provide to the SPCSA. The Executive Director will be responsible for leading the school in implementing the corrective action plan and monitoring progress based on assessments and other relevant data by the Board. The Executive Director will communicate to the Board monthly, or more regularly if needed, with updates to keep the Board consistently and measurably informed on the school's progress towards academic goals. If the school does not make sufficient progress after the next assessment window, the Board will revert to biweekly monitoring and may ask the Executive Director to revise the original corrective action plan. The Board, through its Academic Achievement Committee, will continue biweekly monitoring of progress towards goals with formal monthly reports to the Board, and if by the following assessment window, improvement is insufficient, the Board will help the Executive Director select a task force of internal and/or external individuals to ensure the Executive Director gets scholar achievement on track. At the end of the academic year, if the Executive Director has not achieved sufficient progress, the Board will determine whether to rehire the Executive Director. During this process of corrective action, if scholar progress is on track,

⁷⁹ Achievement First is a network of schools in New York with an open source curriculum. Achievement First schools overall proficiency is double that of their district schools and exceeds state and city averages by more than 24%. <https://www.achievementfirst.org/how-we-work/our-results/>.

⁸⁰ Success results for partnering with Achievement Network can be found here: <https://www.achievementnetwork.org/results>.

⁸¹ <https://www.achievementnetwork.org/our-support-for-schools>.



the Board will resume normal monthly monitoring of the Academic Data Dashboard. Upon completion of the BES Fellowship, the proposed Executive Director will participate in Follow On Support from BES during the planning year, Year 1, and Year 2. BES Follow-On Support offers benefits to the Executive Director such as regular check-ins with an experienced leadership coach who conducts visits to the school and gives regular feedback for school improvement, ensures the school remains ahead of corrective action protocols that may have been enacted, access to professional development for leadership and teachers, and other supports as necessary.

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

We will adopt data assessment protocols to ensure we are making well-informed decisions that will drive scholar learning and success. Teachers will use interim assessment data on Data Days to analyze how scholar performance predicts success on state exams and modify curriculum and instruction for the following 6-8 week period. The full Data Days allow teachers time to unpack the data, reflect on effective teaching practices, identify strengths and areas of growth for individual scholars, and action plan for the coming weeks. Teachers will use a common data analysis tool to understand strengths and weaknesses of each scholar and develop a targeted intervention/enrichment plan for each scholar. Teachers will use data to homogenously group scholars based on demonstrated opportunity gaps in learning and overall level. These groupings will ensure that each scholar is getting the individual attention s/he needs during daily instruction. These identified gaps will also help to identify scholars who are in need of additional one-on-one support throughout the day and/or after school. As the year progresses, it is the expectation that teachers get comfortable with the analysis process modeled on Data Days and use it to analyze data and action plan in their individual classrooms on a unit/weekly/daily basis. This work will be supported through both BES Follow-on Support and through coaching and development provided by ANet.

- 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. You may add or delete rows as needed.*

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Literacy Goals					
70% of kindergarten scholars will be on STEP 3 by the end of the year	STEP	Pre-Read/STEP 1	STEP 1/ STEP 2	STEP 2	STEP 3
70% of first grade scholars will be on STEP 3 by the end of the year	STEP	STEP 3	STEP 3 / STEP 4	STEP 5	STEP 6
70% of all kindergarten and first grade scholars will be proficient as measured by interim assessments.	Interim Assessments	40% or <	50% or <	60% or <	70% or <
All scholars, regardless of grade,	NWEA MAP	N/A	≥5 percentiles	N/A	≥5 percentiles



will grow an average of 5 percentiles					
Math Goals					
All scholars, regardless of grade, will grow an average of 5 percentiles	NWEA MAP	N/A	≥5 percentiles	N/A	≥5 percentiles
70% of all kindergarten and first grade scholars will be proficient as measured by interim assessments.	Interim Assessments	40% or <	50% or <	60% or <	70% or <

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

We measure success by the numbers; we participate in data cycles to observe, assess, and gather data, analyze the collected data, and make decisions based on the findings. Data will be tracked by standard through exit tickets and interim assessments in a mastery assessment Excel tracker. We will track reading and math growth via STEP and MAP, collected five times and three times per year, respectively. Behavioral data will be captured in Kickboard or similar platform allowing teachers to track behaviors and allow leadership to make school-wide culture decisions. We will use Infinite Campus to track attendance, house grades, and store/manage Individual Education Plan materials.

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 switched to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 6. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
- 7. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

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



We define at-risk as scholars as those with a higher probability of failure due to academic or behavioral challenges. Academically, initial indicators are grades and scores on diagnostic assessments. Behaviorally, we will monitor the success of our Tier I behavior interventions to indicate which scholars need more significant behavioral support. Our model is designed to meet the needs of all scholars academically and behaviorally by collecting data on a daily, weekly, and quarterly basis to assess scholar progress and ensure we are immediately addressing emerging concerns. Data will include attendance, assessment performance, and behavior infractions. An academically at-risk scholar is defined as a scholar who is more than 1 level below STEP level benchmarks, or who consistently receives below a 70% on unit and interim assessments in core content areas. In terms of attendance, a scholar with three or more unexcused absences within the first quarter will be considered at-risk. A behaviorally challenged scholar is defined as one who consistently demonstrates challenges adapting to our behavior management system and who has more than four out of class referrals within a month.

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

We believe that every child has the right to a high-quality, college preparatory education; therefore, our school is designed to meet the needs of all learners. We believe that regardless of a scholar’s learning needs, it is our responsibility to give them an education that mirrors that of scholars who do not qualify for special education services. We believe that all learners need three core things to succeed: a rigorous curriculum, individualized supports, and a structured environment that allows them to succeed. When given the necessary tools to succeed, scholars with special needs can grow and develop in the same manner as any other learner. We believe that “Rigor should be the same for scholars with special needs as it is for all learners. Scholars are expected to meet grade-level standards and will be taught with rigorous instruction. Special needs scholars are capable of achieving when given high expectations and supports.”⁸² Reflective of our local community, we expect to have 13% of scholars identified as special needs. In compliance with all laws, we will provide a Free and Appropriate Public Education (“FAPE”) to all scholars the Least Restrictive Environment (“LRE”). We will not discriminate based on any disability and will provide an inclusive instructional model. To ensure we meet the needs of all learners, we will implement a Response to Intervention (“RTI”) framework. **Academic RTI.** Coordinated by the Executive Director and Dean of Curriculum and Instruction (“DCI”) (starting year 3), our three-tier RTI approach addresses the needs of all learners, ensuring that they get every support they require to be successful. All three tiers are described in detail below.

Response to Intervention	
Tier	Description of Tiers
I	Scholars qualify for Tier I if they are above 70% proficient in math and literacy. Tier I support is participation in regular class small group learning. During daily intervention block, when scholars are not in a lesson with their teacher, they use the iReady intervention program to meet their individual needs. We believe that our model will meet the needs of 80-95% of all scholars.
II	Scholars qualify for Tier II if they have lower than 70% proficiency or are in the lowest quartile of the cohort in math and reading. To meet their needs, a team made up of the Executive Director, DCI, a special educator, and general education teacher will develop an intervention plan including short-term measurable goals, reviewed bi-weekly to assess growth. Parent communication will be required. During daily intervention, scholars will work in small groups based on needs with the general education teacher. At the end of a six-week cycle, the team will reconvene to determine if a scholar should be returned to Tier I or participate in another six-week Tier II cycle. If the scholar has not demonstrated sufficient progress, s/he will participate in an additional six-week cycle. After scholars have participated in two consecutive data cycles (data cycles are 6-8 weeks), if scholars

⁸² <http://www.edcircuit.com/special-needs-students-maintain-rigor/>.



	have not made sufficient progress, they will be moved to Tier III supports. If moderate progress has been made, the scholar will remain in Tier II, and if all goals have been met, the scholars will return to Tier I support. We anticipate approximately 10-15% of scholars needing Tier II support.
III	Scholars qualify for Tier III support if they have participated in at least two consecutive Tier II cycles and have made little to no progress toward their individual goals. Tier III scholars will receive designated one-on-one time with the general education teacher who will be supported by the Special Education lead. All plans and procedures of Tier III will mirror those of Tier II. After the scholar has participated in two consecutive cycles, if the scholar is not making adequate progress, the team, joined by the scholar's family, will determine if the scholar should be tested to receive special education services. We anticipate 5% of scholars or less requiring Tier III supports.

Interventions Descriptions		
Tier I	Tier II (In addition to Tier I)	Tier III (In addition to Tier I & II)
Daily core literacy and math instruction taught in small groups; Daily targeted intervention; Daily blended learning through the program iReady	Additional teacher differentiation during small-group learning; Additional blended learning time during guided reading rotation; Weekly 45-minute pull-out small-group with the special educator (1:5 or less ratio) during intervention or guided reading	Twice weekly 45-minute pull-out small-group with the special educator (1:2 or less ratio) during intervention or guided reading

Attendance RTI. Coordinated by the Executive Director and the Dean of School Culture (“DSC”) (beginning in year 4), our three-tier RTI approach supports all scholars to meet our attendance goals. All scholars begin in Tier I, receiving a phone call home when absent. Scholars shift to Tier II after having three or more absences within a quarter. The Executive Director and DSC will call families to create a quick action plan to increase attendance. Scholars with five or more absences will be considered Tier III and will be referred to the Executive Director to arrange an in-person meeting with families to strategize a plan and incentivize improved attendance.

Interventions Descriptions		
Tier I	Tier II (In addition to Tier I)	Tier III (In addition to Tier I & II)
Phone call home	Written notice of concern; Parent call	Strategy plan created with parents

(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?

Behavioral RTI. Coordinated by the Executive Director and the DSC, our three-tier RTI approach provides behavioral supports that all scholars need to ensure success. All scholars begin in Tier I, participating in our school-wide Positive Behavior Intervention System. Daily behavior trackers are sent home and signed by parents to ensure communication of daily scholar behavior. Scholars qualify for Tier II supports if they struggle, over some time, adjusting behaviorally to the expectations of the school community. Scholars will qualify for Tier II intervention if they consistently demonstrate challenge by behaviorally performing on the lowest tier of our behavior system and accumulate more than four office referrals in 30 days.⁸³ Tier II supports require robust data tracking and increased communication with families to meet the needs of the scholar. Scholars requiring Tier III support will be those who continue to struggle while receiving Tier II supports. Scholars will receive one-on-one

⁸³ We recognize that it will take time to adjust to the culture of Las Vegas Collegiate and will ensure that scholars have time to get acclimated to our systems and culture before shifting them among tiers.



support from the Executive Director (DSC beginning in year 4) that includes three daily quick check-ins, classroom visits, and goal setting (done with help of parents) to improve behavior. We will work closely with families, reporting goal achievement status to keep track of progress.

Interventions Descriptions		
Tier I	Tier II (In addition to Tier I)	Tier III (In addition to Tier I & II)
School-wide behavior management system	Behavior chart Increase parent communication Scheduled breaks	Check-In Check-Out (CICO) BIP Checks in from the Executive Director /DSS

Behavior intervention for scholars will be overseen by the Executive Director in years 1 and 2 and then transition to the DSC in year 4 and beyond with support from the Executive Director. When a scholar’s behavior impedes his or her learning, or that of others, and Tier II interventions have been in place for at least 2 data cycles (we operate on 6-8 week data cycles), Tier III interventions will begin with a team that consists of the Executive Director, DSC, general educator, Special Educator, and a parent or guardian, convening to develop a Behavior Intervention Plan (“BIP”). Once the plan is written, all Tier III supports will begin. General educators will be required to keep daily observational notes about the scholar’s behavior. The plan will be implemented for 6-8 weeks before the team revisits the plan to assess any necessary adjusts or shifts in tiers.

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.*

The proposed Executive Director has experience teaching in the Baltimore City School District, which has a special education population of 14.6%.⁸⁴ Her experience as a classroom educator required her to educate scholars with varying types and levels of disability, including children identified as autistic, having severe speech and language impairment, auditory impairments, Oppositional Defiance Disorder, severe intellectual disability, and emotional disturbance. As a general educator, the proposed Executive Director worked diligently to meet the needs of all scholars, providing all necessary supports for scholars to thrive. She has demonstrated her ability to support children reaching high levels of academic success regardless of identified disability.

Building Excellent Schools (“BES”) Director of Leadership Development will serve as BES Follow On Support (“FOS”) Leadership Coach for proposed Executive Director Biante Gainous in the planning year and first two years of operation. Aidin Carey has extensive experience working directly with students with disabilities as a teacher and instructional leader, as well as through FOS support of other schools founded through the BES Fellowship. Ms. Carey taught middle school ELA in New York City for 8 years in schools with high populations of students with disabilities. She taught 5th grade ELA at Ocean Hill Collegiate Charter School (a member of the Uncommon Schools Network) in Brooklyn, NY to a population of students that included 15% students with disabilities. Ms. Carey’s students with disabilities demonstrated high growth on the New York State Exam as well as on the Uncommon Schools Interim Assessments. Through BES Follow On Support, Ms. Carey has supported schools with high populations of students with disabilities to great academic success. In the 2017-2018 year, Vega Collegiate Academy in Aurora CO had the highest growth on PARCC of any school in Colorado in math and the 4th highest in ELA, including students with disabilities, who make up 17% of their student population. In 2018-2019, Excelencia Academy students in Los Angeles CA. achieved

⁸⁴ <https://www.baltimorecityschools.org/district-overview>.



high growth on the NWEA MAP Assessment; 89% of students achieved their winter to spring growth goal in math and 75% of students in ELA.

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

Las Vegas Collegiate will utilize the RTI model for all scholars enrolled in our school. To identify scholars with disabilities that do not have an existing IEP, the Executive Director in year 1 will train all teachers in the process for identifying scholars with special needs. Beginning in year 2, the Dean of Scholar Supports will lead the training, supported by the Executive Director. In year 2, the Dean of Scholar Supports will be supported by the Dean of School Culture, with general oversight provided by the Executive Director. Time will be provided in our weekly data meetings to monitor the academic and behavioral progress of any scholar observed struggling academically or behaviorally. This will allow us to closely monitor and identify scholars who may need intervention beyond our general education instruction in RTI Tier II as described above. Scholars will be monitored on their response to Tier II supports and will be elevated to Tier III if significant improvement does not take place. If a scholar is not improving within the 6-8-week monitoring window, s/he will be considered for referral to the Special Education program. At this point, a comprehensive data collection will be initiated, including parent surveys, a teacher observational data report, and analysis of scholar work and data results. If there is significant evidence of a disability, our Executive Director will initiate the formal diagnostic process, working closely with a Special Educator. The assessment process will indicate whether a scholar qualifies for development of a 504 plan or Individualized Education Plan.

- 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?*

We will ensure that scholars who enroll receive the services they are entitled to beginning on their first day of school. On our enrollment form, available in English and Spanish, families will identify if their scholar previously received special education services. Based on information provided, we will utilize previous school records and the Clark County Department of Child Find to obtain the scholar's IEP. We will use the RTI model for all scholars until all documentation can be obtained.

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

This question is not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate Charter School will not offer middle school and high school programming.

- 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?*

We understand the risk of misidentifying/over-identifying scholars as having a disability and the extensive educational and emotional challenges over-identification can pose. Therefore, we have created an RTI model that includes extensive data tracking and instructional interventions to ensure that only scholars who truly need Special Education Services qualify for them. If scholars have been identified as needing Tier III supports and have not demonstrated progress towards their goals, a Scholar Support Team ("SST") will convene to determine next steps. With written parental approval, the school will conduct testing, either in-house or through contracted related service providers. Once tests have been conducted and results received, the SST will reconvene with the parents, and a decision will be made about eligibility for Special Education Services. If the scholar is eligible, an Individual Education Plan ("IEP") is developed. Each IEP will be reviewed at least once each school year, and each scholar will be re-evaluated at least once every three years. We will evaluate any scholar for a disability when a legal guardian so requests. To support scholars who require transition



out of Special Education services, a team inclusive of the Executive Director, Dean of Scholar Supports, General Education Teacher, and parent of the child will convene to create a specified data collection plan gathered through our RTI framework. After data has been collected using the RTI 6-8 week data cycle process, the Team will reevaluate the scholar based on the evidence gathered to support the decision that the scholar either does not qualify for services or no longer needs them. If a scholar is determined to no longer need or qualify for services, s/he will shift to a transitional cycle of 6 weeks where they will still be closely monitored by the Special Educator, ensuring their continued success without the additional supports the IEP provided.

- 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.*

Section 504 requires schools to provide scholars with disabilities appropriate educational services designed to meet the individual needs of such scholars to the same extent as the needs of scholars without disabilities. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under the Individuals with Disabilities Education Act (“IDEA”) and Section 504. We will immediately evaluate and identify any scholars protected under Section 504. This includes any scholar determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The Executive Director in years 1 and 2 will serve as the Section 504 Coordinator to ensure scholars’ legal rights are met, and their special needs are adequately served. After year 2 the Dean of Scholar Supports will acquire this responsibility, with support from the Executive Director. We will work with local service providers to secure related services (Speech/Language, OT, PT, etc.) in accordance with IEPs and provide time and space for these services to be administered onsite. We have budgeted \$20,000 in Y1 for contracted Special Education Services. As scholars are identified, we will provide all necessary supports for success. We recognize a potential need to adjust our model to fit the needs of all scholars we will educate. With that in mind, we will consider supports such as classrooms with a 12:1 scholar to teacher ratio, hiring paraprofessionals for additional classroom supports, increasing the number of contracted hours with related services providers, hiring full time, in-house related service providers, acquiring adaptive equipment and devices such as speech to text, hiring one-on-one support aids, or creating a life skills program. We will allocate resources to meet the needs of all scholars, whatever those needs may be.

- 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?*

We value collaborative work and have created clear systems to ensure such collaboration, including between Special Education and Related Service Personnel with General Education Teachers. Our teachers will have the opportunity every week for 75 minutes to collaboratively plan. During planning, General Education teachers and Special Education teachers will review lesson plans to ensure the needs of all scholars are being met daily. They will review scholar work and data together during weekly professional development to make informed decisions. Special Educators will take the approach of ensuring all lesson plans include IEP required supports and that General Educators have the support they need to deliver services effectively. Special Educators will also push into classrooms to co-teach, specifically during daily phonics instruction. To ensure alignment, Special Educators will be required to participate in all General Educator professional development to ensure they are trained in general education approaches to be able to better support General Educators.

- 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, including those which may qualify for licensure flexibility in other subject areas.

Las Vegas Collegiate is committed to ensuring that all IEPs are appropriately implemented. It is our goal to employ at least one general educator in each grade band that is certified in Special Education, in addition to a team of full-time Special Educators. In years 1 and 2, the Special Educator and Executive Director will primarily be tasked with ensuring all aspects of IEPs and 504s are appropriately implemented. All teaching staff will be adequately trained to implement services and accommodations required by scholars' IEPs and 504s and all related service personnel including psychologists, will be appropriately licensed in the State of Nevada. Beginning in year 2, Las Vegas Collegiate will hire a Dean of Scholar Supports who will be a licensed special educator in the State of Nevada who will ensure all plans are implemented with fidelity in compliance with all applicable laws. As enrollment increases each year, the SST will grow to meet the needs of all scholars.

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?

All staff participating in the education of scholars with disabilities will receive annual training during summer PD and throughout the year on the following Special Education topics: Mindset and high expectations for scholars with special needs; Using the RTI model to support all scholars, avoid overidentification, and for those scholars identified who potentially need SPED services; Special Education Referral and Scholar Support Team ("SST") process; Goal setting and monitoring scholar data; IEP Implementation; Differences between accommodations and modifications; Evaluation of data aligned to individual IEP goals; Specific reporting and communication requirements between school and home; and Discipline of scholars with disabilities.

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.

Scholars with disabilities will follow the same discipline systems as general education scholars, receiving individualized behavior supports when needed. Behavior interventions for scholars with disabilities will be overseen by the Executive Director in years 1 and 2 and then transition to the Dean of School Culture in year 4 and beyond, supported by the Dean of Scholar Supports, and monitored by the Executive Director. When a scholar's behavior impedes his or her learning, or that of others, Tier II interventions will begin. The Scholar Support Team, consisting of the Executive Director, Dean of School Culture, General Educator, and Special Educator will meet to ensure extra data tracking for the scholar and develop a Behavior Intervention Plan ("BIP"). For a scholar with a BIP included in their Individual Education Plan ("IEP"), disciplinary action will always be in accordance with his or her BIP and IEP. All discipline for scholars with disabilities will be governed by the federal Individuals with Disabilities Education Act ("IDEA") and NRS 388A.495. To ensure compliance with all state and federal laws and regulations, we will maintain written records of all suspensions and expulsions of scholars with a disability including scholar name, behavior description, disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons. For Special Education scholars with an IEP, we will ensure that we meet all necessary requirements to comply with IDEA regarding scholar discipline. Prior to a student being suspended for more than 10 days or prior to an expulsion recommendation, the Executive Director will conduct a Manifestation Determination by convening a Review Committee consisting of the Executive Director, General Educator, Special Educator, and other related services providers included in the scholar's case (i.e. social worker or psychologist) to determine whether the student's misconduct was a manifestation of his or her disability, whether the scholar was appropriately placed and receiving the appropriate services at the time of misconduct, and/or whether behavior intervention strategies



were in effect and consistent with the student's IEP. If it is determined that the scholar's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that behavior intervention strategies were in effect and consistent with the IEP, the student is eligible for suspension beyond 10 days and/or expulsion. Scholars removed for a period of fewer than ten (10) days will receive all classroom assignments and a schedule to complete assignments during the time of suspension. Provisions will be made to permit a suspended scholar to make up assignments or tests missed as a result of the suspension. The school will provide the scholar with additional alternative instruction for the first ten (10) days of suspension so that the scholar is given full opportunity to complete assignments and master the curriculum. Alternative instruction might include additional instructions, phone assistance, and/or computer instruction. If there is further removal, equal to ten or more school days during the year, that does not constitute a change in placement, services will be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and achieve the goals of his or her IEP. In these cases, the Executive Director, in consultation with the SPED Team, will make a service determination.

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

Progress monitoring occurs in alignment with IEP goals and is reported out accordingly. All teaching staff will be annually trained to ensure proper implementation and monitoring of services are provided in accordance with a scholar's IEP or 504. The Executive Director and Director of Scholar Supports will lead teacher development through our summer and weekly PD as grade-level teams and whole staff to ensure teachers are adequately equipped and capable of meeting the needs of all scholars. General and special educators will work collaboratively to monitor the progress of scholars with IEPs. We will monitor improvements in performance on the NWEA MAP, STEP, and interim assessments to determine our program's effectiveness. We will disaggregate assessment results between scholars with and without disabilities to continuously monitor and improve the effectiveness of our special education program. The Special Education Team will meet annually to review each scholar's IEP goals and progress. The meetings will also serve as a platform for staff to discuss the progress of scholars on IEPs. For example, if a scholar will likely meet his/her IEP goal well before the annual IEP meeting and a revised goal is needed or a scholar appears to need more intensive or frequent counseling support, the team will discuss these adjustments and initiate an IEP amendment meeting. In monitoring scholars with IEPs, the team will use all sources of available data (i.e., interim assessments, STEP, and NWEA MAP scholar growth percentiles, writing samples, running records, behavior records, and classroom observations) to determine whether the scholar is progressing according to his/her IEP goals. General Education teachers, Special Education teachers, and outside Service Providers will all be involved in tracking the progress of IEP scholars and will regularly participate in these meetings. In addition to all the other parent programs and activities, annually families will receive training on the IEP process, accommodations and modifications and the difference between the two, and on their parental rights within the special education program. Families will meet annually to review their child's IEP to ensure that it reflects current goals and needs. Families will be provided an additional survey each year, calling for feedback on their experience as a family whose child is receiving special education services at the school.

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



This question is not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate Charter School will not operate a distance education program of any kind.

English Language Learners

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

All incoming scholars will receive a Home Language Survey to complete to determine if English is not the first language spoken in the home. Scholars with an identified home language other than English will take the WIDA assessment to determine the scholar's level of proficiency in four domains: (1) Listening, (2) Speaking, (3) Reading, and (4) Writing. Based on results using the WIDA provided Can Do Descriptors, a WIDA and ELL certified educator will determine the scholar's ELL status. ELL instructional supports provided by the ELL certified teacher will ensure all scholars can access the academic content and master performance and content standards.

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

We believe in robust communication between school and home. The lines of communication are of increased importance with the families of scholars identified as English Language Learners ("ELLs"). Our staff will communicate regularly with families about their scholar's progress in classes, as well as their progress towards achieving their language goal(s), proficiency levels, and the special education programming for their scholar. Written communication will include monthly reports of progress and documentation of services. In addition, regular school-wide communication, such as progress reports and report cards will continue the lines of communication between Las Vegas Collegiate and our families. Parents of scholars who require additional language services will also receive a biweekly phone call from the Dean of Scholar Supports or the Special Education teacher. Families will be active in the review of the annual goals. Las Vegas Collegiate will adhere to all communication and consent requirements outlined in state and federal law. Additionally, to support effective communication and understanding, Las Vegas Collegiate will make all school documents and communications available in the family's home language, and translators will be available for all meetings, as necessary.

(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.

In Year 1, we will hire a Special Education teacher licensed in the State of Nevada and with TESOL endorsement to support the expected 18 ELL scholars. In year two, these numbers will double to ensure we have adequate staffing as scholar enrollment increases. In year 2 we will hire a Dean of Scholar Supports who will be both Special Education certified in the State of Nevada and have TESOL endorsement to support our Special Education teachers and to facilitate the special education and English Language programming. We anticipate an ELL population of 26%, based on the demographics of the targeted community and surrounding schools. We will work as a team to support our ELL scholars in their English language development, making scholar success a responsibility of all members of our team. Our Executive Director will take the primary responsibility for the scholar identification process in year 1 and then this will become the primary responsibility of the Dean of Scholar Support starting in 2, while the instructional strategies, including but not limited to accessing grade level content, as well as support and intervention services, will be the responsibility of classroom teachers and the certified Special Educator, with support from leadership.



Our entire staff will be familiar with the Home Language Survey. All teachers will have the responsibility to provide daily support and services to our scholars who are identified as ELLs and at all levels of English proficiency. General Education teachers will provide rigorous, grade level curriculum with supports individualized to the needs of our ELLs. The Special Educator will be responsible for pull-out service minutes and the case management of ELL scholars. We will reconfigure our staffing structure if the needs of our ELLs are more significant than originally anticipated. The Executive Director will work with Scholar Supports Team (“SST”) to develop a service plan for each of our ELLs, specific to their current levels of English language proficiency and academic need. The Dean of Scholar Supports will maintain the documentation and scholar records of our ELLs, as well as coaching and supporting the General Education teachers. Additionally, the Dean of Scholar Supports will conduct regular family outreach. Each year, a team consisting of the Dean of Scholar Supports, Executive Director, General Education teacher, scholar, and family will review the most recent performance on the WIDA test, along with the scholar’s academic performance in class and on standardized assessments. Using these data points, the Team will determine if the current supports in place are effective, making adjustments as necessary. The same process will be followed for scholars recently exited from ELL services. We will ensure that all ELL scholars maximize general education classroom time. If current levels of English proficiency limits the accessibility to instruction in the general education classroom, our staffing plan will be restructured to support the scholar with limited English proficiency, primarily through small group or one-on-one instruction during Guided Reading and Intervention, with an emphasis on maximizing productive opportunities to be in the general education classroom. By design, Las Vegas Collegiate includes a daily 45-minute Intervention period in which all scholars can receive individualized support by their teachers. For scholars with limited English proficiency, this block is an opportune time for specialized small group or one-on-one instruction with peers with similar levels of English proficiency. This same opportunity is available during Guided Reading when a scholar can be pulled during one of the three rotations in which s/he is not in a small group with the general educator. Like all Las Vegas Collegiate scholars, those identified as ELLs will have regular classroom and standardized data collected by our teachers, which will be analyzed and used to inform individualized instruction specialized for ELLs. Our teachers and administrators will keep regular, open lines of communication with the families of our EL scholars.

(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?

We will prioritize hiring educators who bring TESOL endorsement or are willing to complete the necessary coursework to receive the endorsement via one of Nevada’s 11 approved programs.⁸⁵ All staff will participate in training, and professional development relevant to effective ELL supports within our programmatic design. Staff will participate during our four-week intensive summer PD and ongoing training throughout the year, facilitated by the Executive Director and Dean of Scholar Supports who will be a licensed Special Educator in the State of Nevada and TESOL certified, along with external facilitators as needed. Topics of training during the summer will include identification processes, interventions, and supports. All staff participating in the education of ELLs will receive summer and ongoing training focusing on the following special education topics: Mindset and high expectations for scholars identified as English Language Learners; Using to RTI model to support scholars who are suspected to potentially need ELL services; Identification and Exiting process; Goal setting and monitoring specific to language proficiency needs; Inclusion of SEI strategies; Inclusion of English development standards; Differences between accommodations and modifications;

⁸⁵ <https://www.eslteacheredu.org/nevada/>.



Evaluation of data aligned to English proficiency goals; Specific reporting and communication requirements between school and home.

(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?

Per Title VI of the 1964 Civil Rights Act, federal law requires that ELLs have equal access to rigorous, high-quality education and the opportunity to attend the schools and colleges of their choice. We will ensure that our ELLs have a program that supports scholars in developing academic English proficiency, as designated on the WIDA assessment, while also providing scholars support within the rigorous general classroom instruction. To provide the necessary ELL supports while also providing a rigorous college preparatory curriculum, we will use a Sheltered English Instruction (“SEI”) program. Scholars will benefit from SEI supports within the classroom, as well as from the school’s overarching focus on literacy and individualized intervention groupings. Each day, scholars will participate in 180 minutes of literacy instruction inclusive of Guided Reading, Phonics, Read Aloud, Writing, Blended Learning, and Intervention to build reading fluency and comprehension skills. All classrooms will be labeled in both English and Spanish to help support new learners connecting to and understanding vocabulary words and literacy instruction infused with English Language supports such as an abundance of visual cues, pre-teaching, and intentional scaffolding. Each day scholars will participate in 105 minutes of math that is inclusive of the daily lesson targeting numeracy skills, cognitively guided math stories, Blended Learning, and daily Intervention. Our content area classes emphasize scholar development by prioritizing scholars doing the active, intellectual work during small group instruction. We believe that these areas of focus will support our scholars with English proficiency needs. For each grade, the WIDA English Language Development Standards will be aligned by grade level and within each of the content area classes, ensuring that English language development is purposefully considered and embedded into all areas of instruction. Our daily Intervention block is designed to support all scholars with additional independent, small group, or one-on-one work time based on scholar need. We will use this time as well as our Guided Reading rotations to support our ELLs

(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?

As our teachers provide our ELLs with individualized supports to successfully access their rigorous classroom instruction, our leadership team will also focus on purposeful progress monitoring during regular intervals, as well as on an annual basis, as required by law. Each year, scholars classified as ELLs will take the WIDA assessment. Scholars who earn a composite score of 4.5 or higher will meet the criteria for exiting from the program, and those who score below the cut score will remain in the EL program and continue to receive services and supports. Parents will be notified annually of their scholars’ status and services to be received. Those scholars with a composite score of 4.5 or higher will exit ELL status and be designated as “Reclassified Fluent English Proficient” (RFEP) and will continue to receive monitoring services for the next two years. Las Vegas Collegiate will use our interim assessments, STEP assessments, as well as the NWEA MAP to monitor our ELLs in regular intervals. Interim assessments will be aligned to grade level content standards in each content area. Teachers will analyze overall scholar performance on the assessments, as well as isolate scholar subgroups, including ELLs, to identify any performance gaps. If performance gaps are present, the Dean of Scholar Supports, with the support of classroom teachers, will determine what additional supports the ELLs need. The NWEA MAP will provide us with data to determine how our ELL scholars are performing compared to the average scholar in their grade level and the average ELL scholar and non-ELL scholar at the national level. When working with ELLs, monitoring scholar progress and adapting the instructional strategies to



support individual scholar needs will be vital. In addition to ELL programming, scholars in ELL programs benefit from research-based best practices, a structured environment for learning, and tiered systems like RTI. We will use the framework to support and monitor scholar success with our ELL scholars, ensuring that we are supporting their academic needs and not over-identifying language proficiency as a learning disability.

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

Las Vegas Collegiate believes that providing the best supports to scholars includes ensuring parents have resources available to support their scholar at home. In addition to all the other parent programs and activities, annually families will receive training on the support process for scholars identified as English Language Learners. Families will meet annually to review their child's progress to ensure that it reflects current goals and needs. Families will be provided an additional survey each year, calling for their feedback on their experience as a family whose child is receiving English Language services at the school. To ensure we meet both the needs of the scholar and the family, all materials will be translated, and we will ensure translation services are available.

(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.

This question is not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate Charter School will not operate a distance education program of any kind.

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?

Homeless/migrant scholars and families will be identified through registration and enrollment processes. Once a scholar has been identified, the Executive Director (Dean of School Culture in year 4 and beyond) will locate additional support services on a case-by-case basis, building a trusting relationship with the families through open lines of communication and support. Ensuring lines of communication stay open and fluid will allow us to keep updated information on scholars and families to ensure we can meet their needs in a timely manner.

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

In compliance with McKinney-Vento Homeless Assistance Act, we will work closely with families of homeless scholars to ensure they can remain in our school. The Executive Director in years 1 and 2 and Dean of School Culture starting in year 3 will work with families on an individual basis to find a solution that meets their needs. To ensure we remain aware of any changing developments, the Executive Director/Dean of School Culture will include an agenda item in weekly teacher training to ensure updated information of any changes to scholar housing or transportation needs.

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

This question is not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate Charter School will not operate a distance education program of any kind.

SCHOOL STRUCTURE: CULTURE



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

We intend to establish and maintain a culture that prepares scholars with the foundational skills necessary to thrive in middle school and high school and excel in college. We believe in cultivating a culture of excellence that develops students into community leaders and thus reinforces scholars' intellectual and social development. For students to be empowered leaders with access and opportunity to lead change within our communities, they must be excited about and invested in their future. Students will be surrounded by the importance of college, ranging from university flags hanging in our hallways, college chants and cheers recited daily, and visits from community members talking about their experience in higher education. Each student, along with a family member, will culminate their year with a trip to a college or university to learn about the campus and begin to foster the reality that college is attainable. Fifth graders who joined us in Kindergarten will have toured six colleges/universities and will matriculate to middle school and high school with a structured academic plan and the foundational skills necessary to succeed. Scholars' social development is built through a focus on our ASPIRE values (see below for more detail) and our building of both individual and community through our daily Community Circles within the classroom and our weekly schoolwide Community Circles that brings all of us together to celebrate who we are, the goals we are reaching, and the values that we are demonstrating. We also provide an enrichment opportunity in all grade levels focused on service learning, developing in scholars the joy in giving to others, and being part of a team that celebrates service to others. To prepare scholars to thrive after graduating from Las Vegas Collegiate in fifth grade, character education will be critical. We will provide a structured, student-centered environment of learning where students and staff feel safe and championed, and where a growth mindset of high achievement and expectations for all. We prioritize a warm-strict atmosphere where there are clear procedures and practices, rituals, and routines, in order to minimize disruption and confusion for students, allowing them to focus, feel confident in their abilities as scholars, and achieve. We expect much from scholars and staff and therefore will provide strong support, praise, and affirmations, to create an enthusiastic, joyful, positive environment for students and teachers to thrive and become successful collegiate leaders.

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

we believe that family engagement is vital to student achievement. Students with involved parents, regardless of income, are more likely to earn higher grades, attend school regularly, have better social skills and behavior, and enroll in higher level courses, and, eventually, postsecondary education. We view families as core partners in our work and have developed an array of family engagement efforts that support our mission of all scholars reaching ambitious goals and being firmly on the path to a four-year college. Our family engagement process begins during with our recruitment efforts throughout the community. In a community that currently lacks the choice of a high-performing elementary school, we take seriously our duty to inform families of the choice of the school. We do this through a variety of outreach events, always cognizant of our responsibility to seek participation of all families, regardless of home language spoken. These outreach events include tabling at community events and churches, neighborhood canvassing, information sessions, stop and chats at local stores, and coffee meet and greets throughout the community. We will use the feedback we have gathered, and additional feedback gathered during the planning year to inform our cultural design. Two specific ways that we intend to do this involve (1) Family Surveys taken throughout the planning year (available on our website and in hard copy at all of our tabling events and information sessions throughout the community) and (2) Home Visits with every new family as we get to learn the hopes and dreams of our families and their desires for the school community that their child(ren) will be



joining. Through both of these avenues we will have opportunity to think through in culturally responsive ways how to express, communicate, and ritualize the various layers of our culture and how we build it starting on day one. Further, we will ensure to include parents on the development of our discipline system, dress code, and what it means to families to demonstrate leadership. Based on what we hear, we will make finalized decisions on how we embody leadership qualities and our approach to discipline. Once enrolled, we will continue to build trusting relationships with our families through open dialogue through daily communication tools between teacher and parent/guardian, biweekly phone calls between teacher and home, monthly cafecitos for families to meet with the Executive Director, and annual surveys.

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

Building a warm-strict culture where scholars are met and supported to achieve high-behavior expectations requires a commitment to partnership with families, explicitly teaching scholars behavioral expectations and building opportunities for community and team-building. Setting high expectations and mutual accountability starts with our initial meetings with parents and actively continues as we partner with them throughout the year. Through individual Home Visits upon enrollment and Parent Orientation Nights prior to the first day of school, parents learn about what makes Las Vegas Collegiate different, including our expectations of students and what families can expect from us. These personal and small group settings ensure parents receive this information and are comfortable asking their individual questions. Our Student and Family Handbook ends in a contract or commitment for parents, students, and the school which outlines all three parties' commitment to the scholar's success and accountability to one another. We also spend the first several days of school with Student Orientation, where students are taught the Las Vegas Collegiate Way and practice the school's systems and routines. For many of our students, this will be their first formal educational experience. This approach to conducting schoolwide, scripted, and practiced Student Orientation days ensures our youngest, newest learners are prepared to thrive in this new, high-expectations environment. Finally, we purposefully spend time supporting the development of community through daily Community Circle as a class as well as weekly Community Circles with the whole school. These times are spent celebrating students and classrooms for demonstrating leadership through the values, academic achievement, as well as for reaching distinct goals.

Students. At the root of our work, grounded in our beliefs that leadership character development cultivates excellence, are our core leadership values – **ASPIRE: Ambition, Scholarship, Partnership, Integrity, Resourcefulness, and Enthusiasm.** We know character development is a critical life skill for children and therefore is a critical part of our school design. We have six leadership values that we model, teach, and honor daily through action of both students and adults.

Leadership Values	
Core Values	Description for the Las Vegas Collegiate School Community
Ambition	Ambition is the commitment to working and achieving goals. Scholars will internalize the meaning of Ambition through these child-friendly statements: (1) I have a dream. (2) I have goals. (3) I work hard
Scholarship	Scholarship is dedication to learning and aspiring to go to and graduate from college. Scholars will internalize the meaning of Scholarship through child friendly statements: (1) I am focused. (2) I am responsible. (3) I am dedicated to learning
Partnership	Partnership is about teamwork and treating each other with care and respect. Scholars will internalize the meaning of Partnership through these child-friendly statements: (1) We care. (2) We share. (3) We work together



Integrity	Integrity is about doing the right thing when no one is watching because it's the right thing to do. Scholars will internalize the meaning of Integrity through child-friendly statements: (1) I am honest. (2) I am trustworthy. (3) You can count on me
Resourcefulness	Resourcefulness is about using tools to find solutions and solve problems whenever we find them. Scholars will internalize the meaning of Resourcefulness through child-friendly statements: (1) I look for a way. (2) I solve problems. (3) I ask for help when I need it.
Enthusiasm	Enthusiasm is joy for learning and curiosity in learning. Scholars will internalize the meaning of Enthusiasm through these child friendly statements: (1) I am excited about school. (2) I am excited about learning. (3) I am excited about life.

For those children who enter in the middle of the school year, we will assess and orient each child's needs accordingly: (1) Review of new student record with attention to historical data such as conduct from previous schools, any RTI data, services, or other behavioral data to determine if there are any behavior plans already in place for the new student; (2) Review of Student and Family Handbook with parent through a mini-Orientation; (3) Review of Student Code of Conduct and school expectations with new student and parent; (4) Attends their first week partnered with a current Las Vegas Collegiate student as his/her ambassador to shadow; (5) Supply new student with school uniform and Lifework Folder to ensure they are set for an awesome first day of learning. **Staff.** A healthy, positive, purposeful professional development culture is critical to the success of the school and scholars' academic achievement. The retention of a strong team of teachers who positively impact academic outcomes and character development is vital to the well-being and education of scholars, family relationships, and the long-term success of the school. Our professional culture can be described and positive, ambitious, and mission-driven. Every member of the team shares the belief in our mission and has unwavering commitment to doing their part to fulfill it. Just as students are expected to embody our core values, so will staff. Every staff member and partner believes in, supports, and exemplifies our leadership values and we will make explicit what these values look like in our adult actions and words. For example, as an adult professional community, we will demonstrate: **Ambition** through personal goal setting that will result in personal growth and development; **Scholarship** through our dedication to scholars' success and going above and beyond to grow in our skill set and content knowledge to better serve the needs of our scholars; **Partnership** through working collaboratively within in school with other educators and as well with families and community partners that will support moving the mission forward; **Integrity** through transparency, honesty and developing trusting relationships with colleagues; **Resourcefulness** through dedication to solving any issues that impede our ability to achieve our mission; and **Enthusiasm** through demonstrating joy in the work, having the honor to serve and educate the children of our community.

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

Scholars begin four days per week with Community Circle in class. At this time, teachers are using books, videos, or storytelling, to teach scholars about a leadership value and how to demonstrate it. Scholars will have the opportunity to engage in discussion about the value and give examples about how they can embody the values. Teachers will build a positive, joyful, culture in which students learn habits of character for success. We will reinforce positive behaviors through positive narration, public praise, and awards. When any staff member notices a child modeling leadership the scholar will be given a raffle ticket to enter into the drawing during school-wide Community Circle every Wednesday. Scholar names will be drawn for a pull from the prize box. Scholars will also have the chance to be recognized whole school for demonstrating leadership within the classroom. Each week during Community Circle teachers will highlight one for the Scholar Leader Award, given to scholar who went above and beyond modeling any leadership value that week. Scholars will demonstrate our leadership values as individuals and as a team. At the end of each instructional block, the teacher



will review the leadership values and guide the cohort in providing feedback on how well the class has demonstrated each of the core values. When the group shows strength in a specific value, they will be rewarded a scholar dollar. If classes do not earn a point for a specific value, teachers will give the group feedback on how they can improve their practice of that specific value.

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

In creating a community of high expectations and exceptional results, it is imperative that we build a community of adults fully aligned to the mission and vision of Las Vegas Collegiate. For that reason, we will dedicate 20 days to the Onboarding and Orientation of our staff in the month before our first days with students. Our expectations for our teachers are high, and we work diligently to ensure they are prepared with the skills and knowledge needed to execute at a high level prior to the start of school and that we calibrate together exactly what high expectations looks and sounds like in scholars – what our bar of expectation precisely is – and what teaching, supporting, and requiring high expectations sounds like from us as staff when working with scholars. During our Onboarding and Orientation, we will focus first on unpacking the mission and vision of Las Vegas Collegiate and ensure that all staff are dedicated to our mission of equipping all students with the skills necessary to attend the middle schools, high schools, and colleges of their choice. After unpacking the mission and vision, our summer professional development will focus on unpacking the Las Vegas Collegiate way— classroom and school-wide systems of organization, culture, behavior, and instruction. Teachers will practice calibrating language, nonverbals, and instructional moves to ensure all staff communicate the same expectations in similar language and ways.

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

Because we believe in supporting all decisions with data, we track culture data daily. Teachers will record, at the end of each lesson, if students demonstrated leadership during the block, identifying the values of strength for the class and the values of challenge; these data points will be shared at weekly professional development meetings, and we will troubleshoot any negative trends that might emerge and share best practices when there are positive trends within certain parts of the school community that we want to disseminate more widely. The Dean of School Culture (“DSC”) will collect and analyze the data for each class, comparing across grade levels and whole school, assessing which blocks tend to be more successful and which blocks are more challenging. The DSC will push in during blocks that demonstrate challenge for teachers or whole school. If necessary, s/he will use Community Circle as a time to re-orient the whole school to particular expectations of culture (i.e. how we use the bathroom, or how we demonstrate teamwork during transitions when a teammate may be struggling with their supplies, for example. This data will also be compared to student referrals, lunch and recess detentions, and suspensions to target areas of opportunity. Parent feedback will be collected informally throughout the year through the daily communication tools between home and school as well as biweekly calls with teachers and collected more formally through monthly cafecitos and annual surveys, the results of which will be shared with the Board.

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

We will use the RTI behavioral intervention system to support scholars who may be experiencing challenges with behavior or who are demonstrating greater need for supports for their social/



emotional needs. Along with tracking closely scholars' academic growth, we will track social and emotional growth, primarily through weekly reports aligned to our values, and we will maintain communication with families on their child(ren)'s growth. Should a scholar need additional supports through RTI, families will be invested and resources/approaches as they will be an integral part of the SST as we look at the need and come up with solutions. Should a child demonstrate greater degree of need, and may be eligible for special education services, we will ensure the scholar has full access to the individual and/or small group counseling needs to support their success, and families would be part of the writing of the IEP goals and formally approve of the services to be provided.

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.

At Las Vegas Collegiate, we believe that a strong school culture drives academic success. To prepare students to thrive in middle school and high school, as well as ultimately in college, we intend to establish and maintain a culture that is structured, values-based, warm, and joyful. We have high expectations for scholars that we know they can meet; we teach those expectations explicitly, and the why behind them, in grade-level appropriate ways, and then hold them accountable for demonstrating our core values within a culture of excellence, thus setting each scholar up for success. Our discipline philosophy is based on three beliefs. (1) True discipline is about teaching and guiding scholars how to make positive choices, and as part of that process, scholars learn that all choices have consequences, positive and negative. (2) A scholar who makes a poor behavioral decision is not a bad person, but rather a person who has made a bad choice. Scholars recognize that mistakes happen; our job is to learn and grow from them. (3) Scholars must develop an intrinsic sense of responsibility and belief in the behavior and choices that they are making. Our goal is to develop scholars invested in the school's values and who are reflective about and self-monitoring of their own behavior. We will provide a reflective, supportive, and equitable discipline system, grounded in the philosophy that all scholars can learn and achieve at high levels. Our disciplinary approach is based on our Response to Intervention Framework, a data-based model to prevent inappropriate student behavior through decision-making grounded in data and interventions to support scholars' needs. We will use evidence-based practices to support scholars in reducing challenging behaviors and helping them successfully make choices that lead to success. Our RTI Framework will help us to teach scholars appropriate behaviors instead of simply punishing inappropriate ones. Our behavioral expectations are grounded in and taught through our **ASPIRE** values of **Ambition, Scholarship, Partnership, Integrity, Resourcefulness,** and **Enthusiasm**. Aristotle said, "We are what we repeatedly do. Excellence, then, is not an act, but a habit."⁸⁶ Through teaching, modeling, and practicing, and a common school-based language and commitment to these values, students will come to embody these values as individuals and a community, cultivating a culture of excellence. At the start of the year, students will participate in a values- and practice-based culture week during which we will explain, model, and teach our core values and school-wide culture to students in grade-level appropriate ways. Students will begin to learn skills such as communication styles, habits of mind, conflict resolution, and they will learn what it means to show these values within the classroom and across our school community. Teachers will continue to reinforce the **ASPIRE** values in the classroom through the remainder of the year, highlighting, through the use of positive narration, explicit shout-outs, noted on daily reports and biweekly calls to families, or during Community Circle on Wednesdays through values-based shout-outs for particular students. Students will receive

⁸⁶ <http://www.gurteen.com/gurteen/gurteen.nsf/id/X0005FBA6/>.



individual, whole class, and whole school feedback on how well they are embodying the core leadership values will ensure they internalize and continue to exhibit them daily.

Core Values in Action	
Action	Value
I set goals and work hard to meet them.	Ambition
I work hard to be better every single day.	Ambition
I welcome hard work and reflect on the how well I have done.	Ambition
I am alert and engaged during class.	Scholarship
I embrace each day as a new learning opportunity.	Scholarship
I complete my assignments and homework without being reminded.	Scholarship
I am an advocate for all members of my school community.	Partnership
I care about my community and show that by being a part of the team.	Partnership
I uplift my friends when they need support.	Partnership
I show control over my body because as leader I know that I represent myself, my family, and my school.	Integrity
I make good choices even when my teacher is not looking at me.	Integrity
I follow the rules set by my school because I understand they are to help me succeed and be the best me.	Integrity
I ask for help when I need it.	Resourcefulness
I can search for answers when I don't know them. I never give up.	Resourcefulness
I use the tools around me to solve problems.	Resourcefulness
I show up to school everyday excited to learn.	Enthusiasm
I am excited even when work is challenging.	Enthusiasm
I celebrate myself and my classmates on jobs well done.	Enthusiasm

At the end of each instructional block, teachers will assess how well the whole class did on exhibiting the **ASPIRE** values and track the data visually for students. In addition to using a digital platform such as Kickboard that tracks individual student behavior data, core value data tracking will inform how well the whole school is doing on exhibiting all core values. Whole school success data will be shared weekly at Community Circle during which students and classes will be publicly recognized and rewarded for their achievements related to values and academics. One leadership award will be given per core value and one per academic content area in each classroom. This public praise will cultivate a culture of growth, achievement, and recognition, fueling student's ambition and drive to do well. We will capture these moments visually, posting photos publicly and sharing them with families.

Rituals. We believe in the use of values- and mission-based rituals to build community. We will implement scheduled times to highlight our community and engage in bonding rituals, including whole school chants and cheers, individual classroom college chants, and celebrations of achievement. Valuing what highlighting values, achievement, and community can do to build scholar success, we participate in public celebrations during class and school-wide Community Circles.

Class Community Circles. Four mornings per week at the conclusion of breakfast, students will participate in a class-based Community Circle. These Circles will feature a college chant of the college after which each classroom is named, followed by character development mini-lessons/activities using our core leadership values. Students will engage in an activity or reading related to our core values and then engage in discussion about what it means to demonstrate that value. Teachers will reinforce their learning through modeling the core values, positively narrating students who exhibit the values in class, and shining on students who embodied all leadership values throughout the week with a leadership award during Schoolwide Community Circle.

Schoolwide Community Circles. Each



week our school will come together in a celebratory Community Circle, featuring a university chant from each homeroom, with one scholar dressed as each university’s mascot. This celebration will ground our school community in our mission and purpose – school success, leadership, and college graduation. Our celebrations will feature academic and behavioral growth awards, as well as shout-outs and rewards for scholars exhibiting our core values on a consistent basis.

Discipline System. Las Vegas Collegiate has a responsibility to keep students physically, emotionally, and intellectually safe. Because of this responsibility, we have implemented a discipline system that students can easily internalize and through which they can make choices based on their knowledge and understanding of good and poor decision-making. We will explicitly teach our scholars what it means to have choice and that there are both incentives and consequences attached to each choice they make. We believe in the urgency of the work we do teaching young minds and molding young character; therefore, we approach discipline proactively. To do so, teachers participate in extensive development sessions about the vision of culture at Las Vegas Collegiate. They are trained on how to teach and ensure practice of our core values, maintain a structured and orderly classroom environment, deliver directions clearly and concisely, hold scholars accountable for meeting behavioral and learning expectations, implement whole school policies and practices such as uniform expectations and a ready-to-learn position at all times, and commit to ongoing family communication. Informed by Lemov’s *Teach Like a Champion*, teachers utilize proactive management strategies such as proximity, positive narration, scanning, and strong voice to prevent possible behavioral disruptions.⁸⁷ Our proactive approach also includes the use of positive behavior incentives. We use strategies such as team or group points, whole class points, scholar dollars for individual awards, and tracking of core value demonstration at the end of each instructional block when teachers revisit the core values and provide examples of how well students did or did not meet the practice of the value. **Kindergarten – Second Grade.** We recognize this unique developmental stage, and therefore use an accessible color chart system to encourage positive behaviors and self-corrections when scholars are struggling. This system decision was informed during studies of many of the highest performing charter schools across the nation, including such schools as Achievement First North Brooklyn Prep.⁸⁸ The color chart tracks each scholar’s behavior and acts as a visual reminder. Each classroom will have a vertical chart with scholars’ names on clothes pins. Scholars begin every day on green which indicates a good day. Yellow indicates to scholars that they need to make better choices. Orange indicates to scholars that they are continuing to make poor choices and now will lose a privilege such as recess or chat time during lunch. Red indicates to scholars that their continued poor choices have resulted in required parent contact. Scholars also have the option to move to blue for behavior above and beyond expectations. Scholars’ clips can move fluidly up and down the system, recognizing the positive impact of self-correction and the expectation that choices, positive and negative, can be adjusted.

Sample Color Chart Corresponding Behaviors	
Blue My behavior was above average because...	<ul style="list-style-type: none"> • I was leader and showed scholarship by staying focused on my work. • I was a leader who worked hard during learning to achieve my goals. • I was a leader by showing encouragement to a friend who was upset.
Green My behavior was good because...	<ul style="list-style-type: none"> • I stayed on task all day long. • I did not cause any distraction to my community today. • I followed all school rules today.
Yellow	<ul style="list-style-type: none"> • I have been given a warning about talking during instruction time.

⁸⁷ Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA :Jossey-Bass, 2015. Print.

⁸⁸ The Executive Director studied Achievement First on September 28, 2018 and observed the discipline system for scholars. The system was effective and received well by scholars. To read more about Achievement First, please see <https://www.achievementfirst.org/>.



I need to think about my choices because...	<ul style="list-style-type: none"> • I have been given a warning about staying on task. • I have been given a warning about how to be nice to friends.
Orange I loss a privilege because...	<ul style="list-style-type: none"> • I continued to make poor choices after being given warnings. • I caused a class distraction that interrupted friends from learning. • I had a hard time showing core values today.
Red My teacher will contact my parent because...	<ul style="list-style-type: none"> • I continued to make poor choices after my loss of privilege. • I was unsafe with my body. • I was disrespectful to an adult.

Third Grade – Fifth Grade. As scholars matriculate through Las Vegas Collegiate and enter upper grade levels, they will shift to a more age-appropriate discipline system that is based on impression. Teachers will utilize an impression system, with each scholar’s name written on a magnet on the board, determining the impression the scholar is making in his or her community based on their behavioral choices. Scholars will be explicitly taught about the impressions we make on people each time we interact with them and will have discussion about the choices we can make to ensure we make a good impression. At the start of each day, all scholar magnets will begin on “Neutral Impression” and will be fluidly moved throughout the day between neutral, positive, and negative.

Sample Impression Chart Corresponding Behaviors	
<p style="text-align: center;">Positive Impression</p> <p>I made a positive impression on my community today because...</p>	<ul style="list-style-type: none"> • I was leader by showing scholarship, staying focused on my work. • I was a leader by working hard during learning to reach my goals. • I was a leader by showing encouragement to a friend who was upset. • I stayed on task all day long. • I did not cause any distraction to my community today. • I followed all school rules today. • I demonstrated leadership qualities today.
<p style="text-align: center;">Neutral Impression</p> <p>I made a neutral impression on my community today because...</p>	<ul style="list-style-type: none"> • I did not cause huge distraction to learning community today, but I could have done better. • I did not positively, nor negatively, impact my learning community today. • The teacher only needed to redirect minor behaviors, and I followed the direction when given the first time. • I demonstrated some leadership qualities today.
<p style="text-align: center;">Negative Impression</p> <p>I made a negative impact on my community today because...</p>	<ul style="list-style-type: none"> • I continued to make poor choices after being given warnings. • I caused a distraction to the classroom community that interrupted other friends from learning. • I had a hard time showing leadership qualities today. • I continued to make poor choices after my loss of privilege. • I was unsafe with my body. • I was disrespectful to an adult.

Incentives. Aligned with our core leadership values, we have integrated incentives for positive behavior. Students have the opportunity, individually, to earn scholar dollars for positive behavior. If a scholar ends the day on yellow, they earn one dollar, if they end the day on green, they earn three dollars, and if they end the day on blue, they earn 5 scholar dollars *and* a blue leader dollar that goes into a raffle during community meeting each week to be drawn for a prize. Scholars will be able to spend their money to make purchases monthly at the school store. Students can also earn rewards



within their classroom. Each classroom will utilize a token economy to reward individual students, subgroups such as table groups, and the whole class for displaying positive behavior. These behaviors are aligned with our core leadership values. These rewards will be given in the form of a scholar dollar for individuals, groups, and the whole class.

Sample Behavior Incentives Chart		
Individual Incentive Behaviors	I kept working even though my work was hard.	Ambition
	I stayed focused on work even when there were distractions.	Scholarship
	I helped a friend feel better.	Partnership
	I did the right thing when I thought no one saw me.	Integrity
	I took initiative.	Resourcefulness
	I came to school today eager to learn.	Enthusiasm
Group Incentive Behaviors	Our group worked together to reach a goal.	Ambition
	Our group stayed focus on our work during the whole block.	Scholarship
	Everyone in our group participated in the learning.	Partnership
	Our group reminded each other of the expectations.	Integrity
	Our group worked together when the work was hard.	Resourcefulness
	Our group was the first to follow the directions.	Enthusiasm

(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. To create and maintain a safe, supportive, fair, and consistent school community and culture, Las Vegas Collegiate will suspend students from school when there are serious breaches in discipline policies. The Executive Director or Dean of School Culture will approve suspensions of 1 to 2 days. The Executive Director makes all suspension decisions on those requiring a length of 3 days or more. The Board of Directors will be notified of all suspensions regardless of length. In all cases, parents/guardians will be informed of a suspension as soon as possible and will be required to attend a conference to address the behavioral concern before the student can return to school.

Causes for student suspension include, but are not limited to: Fighting, hitting, or physical aggression toward another student, staff member, or adult; Bullying another student; Inappropriately touching other students after a warning from an adult; Willfully causing defacement or substantial damage to school property; Taking or attempting to take property from another student or adult; Constant disruptive behavior and/or willful disobedience; Excessive disrespect; Harassment or violent threats; Open defiance of authority. **Expulsions.** We consider the following offenses to warrant consideration for expulsion: Fighting/violent behavior resulting in serious injury or with the use of a weapon; assault and battery against a school community member; possession of a weapon or explosive device of any kind; and possession, use, or distribution of illegal or unauthorized drugs. Expulsion will only take place after the student and the student’s parents are given notice of their right to appear at an expulsion meeting either in person or through certified mail. All suspensions will be lawful in pursuant of NRS 388A.495. **Appeals Process.** In accordance with NRS 388A.495⁸⁹, parents of any pupil, under the age of 18, who faces suspension or expulsion must be notified of the pending consequences, given an explanation inclusive of evidence, and reserve the right to a hearing with the Executive Director. Las Vegas Collegiate has the following policy as a guide for parents and guardians to request a hearing in the most effective manner. This policy serves as a guideline, but the Executive Director has the final decision in all matters that take place under the management of the school. The following procedure will be followed whenever a parent/guardian has an appeal: (1) The parent/guardian, after notification of consequence, will set an appointment to meet with the Executive Director within 48 hours of the suspension issuance. (2) Executive Director and Dean of

⁸⁹ <https://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec466>.



Student Supports or Dean of School Culture will present evidence and data to parents related to incidents. (3) Parent/guardian will share their concern and appeal of suspension and/or expulsion. (4) The Executive Director and Dean of Student Supports or Dean of School Culture, and family will discuss the rationale for decision and come to a resolution to uphold or remove the decision. If the issue is not resolved, the parent/guardian may ask for a grievance process with the Board of Directors. (5) The parent/guardian is requested to write a letter of grievance addressed to the Chair of Las Vegas Collegiate's Governing Board of Directors for final decision. (6) The parent/guardian will be notified about decision of upholding or removing the suspension or expulsion.

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

In the first year of operation, the Executive Director will uphold, enforce, and oversee the discipline policies and manage all tasks related to discipline and school culture, including maintaining all records accurately. We will track data points such as the number of students suspended overall, as well as disaggregate all data by number in each grade level, number in each classroom, times of day when a high number of consequences are given, student subgroups (those with disabilities and ELLs) and steps taken to remediate the behavior. In year 3, the Executive Director will hire a Dean of School Culture, who will then work collaboratively with the Dean of Student Supports to manage school discipline, maintaining all records, with the support of the Executive Director. All data information necessary for whole school success will be reported by the Executive Director until year 3 when a Dean of School Culture is hired. Data that needs to be reported to the SPCSA will be gathered by the Dean of School Culture with support from the Dean of Student Support. All reports will be closely reviewed by the Executive Director who will ensure appropriate parties, such as the authorizer, are given all required reports. The leadership team, which includes the Executive Director, Dean of Student Supports, Dean of School Culture, and Dean of Operations, will meet at least once per week to discuss the academic, behavioral, and operational progress of the school, reviewing data gathered through Kickboard and observations of the leadership team. As a leadership team, if culture and behavioral issues arise that threaten positive school culture, the team will work collaboratively to create an action plan inclusive of goals and benchmarks to reset the school culture and track and monitor progress of set goals. Plans may include the Executive Director, Dean of Student Supports, and Dean of School Culture pushing into classrooms to support culture and behavior management, ensuring teachers are successfully cultivating our culture as set by the vision. The plan may also include identifying which teachers need more support and providing individual professional development for teachers who are challenged with maintaining school culture effectively.

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

Each scholar will be addressed as an individual, subject to consequences be they positive or negative, equally. As a culturally responsive campus, all staff will participate in equity and inclusion training and ongoing professional development as needed throughout the year to mitigate implicit bias and raise conscious awareness of biases we may have. We will disaggregate data based upon racial, ethnic, gender, and other subgroups (special education, ELL status) to ensure we are tracking the trends and impact of our discipline practices. As we become aware of trends or implicit bias, we will address the issue directly, ensuring students are treated equally and fairly.

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

Grievance Process. In general, we expect that all staff and parent concerns can be handled at the level of the school, with the appropriate individual, and as needed, with the Executive Director. Generally, the Board will direct parent complaints to the Executive Director. Exceptions to this would



be if the matter involved a legal, ethical, or safety concern. The Board would also hear any formal complaints in accordance with our written Complaint Policy found in our Student and Family Handbook, updated, published, and provided annually free of charge to families during Parent Orientation or upon student enrollment, in the family’s home language. Families have the legal right to bring complaint and the Board is bound to act within the law in accordance with the written policy. Please see our Complaint Policy found in **School Structure: Student Discipline**). Any individual or group may bring complaints and/or objections to Board policies or decision, administrative procedures, or school practices. If there are allegations of discrimination on the basis of disability related to identification, evaluation, or educational placement of a person, because of handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, parents will be directed to the Board of Directors. If any student or staff member believes the organization has discriminated against or harassed him or her due to race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in the school’s programs, services and activities, s/he may file a complaint with the Executive Director. If any complaint made involves the Executive Director, the complaint may be filed with the Board Chair. The Executive Director or Board Chair will communicate with the individual(s) who filed a grievance. They will work to investigate the grievance and secure all documentation including interviews and statements related to the grievance. Further, the Board Chair and/or Executive Director will propose a resolution with the intent to stop the harassment or discrimination. Las Vegas Collegiate will not tolerate discrimination and or harassment of any kind and will provide due process to alleged victims. Complaints should be submitted in writing to the Board at least one week prior to the next Board meeting. (No official documents are necessary for filing a complaint/objection but must be done so in writing either through the mail service, delivery to the school in a sealed envelope, or email.) Submitted complaints will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to address each matter to the satisfaction of the individual or group presenting the complaint. The Board, as necessary, may direct the Executive Director or other responsible party(ies) to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate or required.

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

To ensure a consistent and scholarly school culture, scholars will be required to wear a school uniform and maintain compliance with a dress code. Scholars are expected to wear their school uniform daily, as it will be enforced. School-wide uniforms reduce distractions and prioritize learning. We value consistency and prioritize the culture that being in the same uniform maintains. We understand that the community in which we intent to locate is challenged by financial hardships and therefore have included a line item in our budget to support families with one shirt and pair of pants for their scholar(s). If any additional challenges arise in student/family ability to remain in compliance with the school dress code, we will do our best to support families.

Uniform Policy	
Shirts	Scholars must wear their provided purple polo that includes the school logo. Students will be permitted to wear a white polo that does not have the school logo. White short or long sleeve, button ups are permitted. <i>*All purple shirts must come directly from school to ensure it is the right shade of purple. *Shirts must be appropriately sized for scholar.</i>
Outerwear	Outwear worn during class must have the school logo. Other items are not permitted in class. <i>*Outerwear must be appropriately sized for scholar.</i>
Pants	Khaki pants, Khaki knee-length shorts, Khaki jumpers



	Khaki skorts, Khaki skirts <i>*All shorts, jumpers, skirts, and skorts must be knee length. *Jumpers and skirts must be worn with shorts underneath. *Solid white, black, or gray tights and/or leggings are permitted underneath. *Bottoms must be appropriately sized for scholar.</i>
Gym Uniform	White T-shirt, Black sweat pants or gym shorts, Black sneakers <i>*All clothes must be appropriately sized for scholar.</i>
Shoes	All black sneakers – Rubber, flat, closed toe soles. <i>*Sneakers are required as students participate in physical education and recess daily. *Shoes may not have lights, heels, or cause any type of distraction. *Shoes must be appropriately sized for scholar.</i>
Socks	Solid plain white, black, or gray socks are required.
Tie	Gray or dark purple tie <i>*Bow tie or standard ties are permitted.</i>
Belts	If student wears a belt, it must be black. We suggest children’s pants that can adjust size on the inside of pants, especially if student cannot buckle and/or unbuckle pants on their own. <i>*Belts must be appropriately sized for scholar.</i>
Jewelry	Earrings may be studs that do not extend past student earlobe. Any necklace must be tucked into shirt. Students may not wear bangle bracelets, rings, or fake nails as they prevent them from learning to write properly. Watches that light up, talk, beep, or make any noise are not permitted. <i>*Jewelry that is noisy or causes any distraction is not permitted.</i>
Headwear	Wearing hats inside the school is not permitted. Headdresses for religious purposes are permitted.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

The annual calendar and daily schedule align to our academic model and our mission of ensuring all K-5 scholars experience success in middle school, high school, college, and life. To meet the needs of our scholars in reaching such success and the needs of our staff in successfully executing our educational model, our academic calendar and daily schedule prioritize: (1) extended scholar learning time, (2) extended professional learning time, (3) mission-aligned parent communication and involvement, and (4) assessment windows tied to data analysis and action planning. **Extended Scholar Learning Time.** Our extended time model allows scholars of diverse learning backgrounds the time to develop the academic foundation of skills, knowledge, and values needed for success in middle school, high school and college. Currently, as measured by state assessments, local elementary schools average 39% proficiency rates in reading and 32% in math, while middle school students average 27% proficiency rates in reading and 20% in math.⁹⁰ Based on academic performance data for students attending public school in our target zip code of 89106, extended annual and daily time will be critical and one of the key ways by which we will support Nevada’s Read By Three initiative and ensure all students matriculate from grade five proficient in the core subjects. We are proposing starting school on August 3, 2020 and concluding the school year on May 27, 2021, with a total of 185 instructional days which is an additional five (5) days of school when compared to the surrounding district calendar. Our daily schedule consists of an additional 130 minutes each day. In total, our extended model will provide scholars with 24,050 more instructional minutes each year, totaling the equivalent of 66 additional days. This additional time is dedicated to scholars actively engaging in instruction, with a priority on literacy, mathematics, and daily interventions while protecting time for other core subjects and enrichment opportunities.⁹¹ Offering 180 daily minutes of literacy and

⁹⁰ <http://www.greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=4>.

⁹¹ Our use of extended time will mirror practices of other high-performing urban charter schools including Purpose Prep in Nashville, TN, Northstar Vailsburg Elementary in Newark, NJ, and Nashville Classical in Nashville, TN. All of these schools leverage their extended time for small group literacy rotations and extended math blocks, while still offering other core content areas and enrichment.



105 of mathematics in our extended schedule emphasizes our belief that strong foundational skills is what will make the difference in student success not only in elementary school but in all future grades as well. Research shows, for example, that high school graduation rates have a strong correlation to third grade literacy proficiency.⁹² By prioritizing our time where it counts the most, research also shows that extending the right kind of time can improve learning and effectively close achievement gaps between poor children and their more affluent peers.⁹³ **Extended Professional Learning Time.** We believe that every classroom must be led by an engaging, highly skilled, strategically supported, and effective teacher. Therefore, we have 30 professional development days in our academic calendar that consist of 20 summer professional development days, 10 full professional development days during the year, and 3 hours of weekly professional development. Research finds mounting evidence that the single most important factor in a successful school is effective teaching. Data shows that scholars with great teachers can learn three times as much material in one year as scholars with ineffective teachers.⁹⁴ To guarantee a strong teacher in every classroom, Las Vegas Collegiate will dedicate an extensive amount of time in the year to developing and supporting teachers to be successful masters of their trade. Beginning our school year with teacher summer institute prepares teachers to deliver high-quality instruction necessary to achieve our mission and support our scholars. We will base our summer PD on the models of high-performing charter schools such as Elan Academy Charter School⁹⁵ and BES school Purpose Preparatory Academy.⁹⁶ During summer PD, we will norm and practice our intellectual preparation protocol for teachers to internalize their lessons. This professional development time will allow teachers to develop accuracy and precision in the delivery of instructional taxonomy practices vital to an academically rigorous school culture. During the year, full day professional development days will be spent analyzing and reviewing data to make informed decisions and create student action plans for individual students, as well as making class wide, grade wide, and school wide decisions. This time will also be used to reinforce best instructional practices. Weekly PD days will be used to plan collaboratively vertically and horizontally, as well as for teacher to internalize their lesson plan, practice execution and get feedback, analyze student work, and reflect on previous lesson deliveries to ensure each day scholars have high-quality lessons from a well prepared, well developed educator. **Mission-Aligned Parent Communication and Involvement.** Las Vegas Collegiate recognizes and welcomes families as key partners in ensuring the academic and character growth of our scholars. Because of the importance of school and family relationships, we have prioritized multiple in our calendar prior to the start of the school year to begin building relationships through Home Visits made by members of the leadership team with each newly enrolled scholar and his/her family. The purpose of Home Visits is to gain an understanding of the hopes each family has for their scholar(s), as well as to provide a clear picture of the school's expectations. Clearly outlined in the calendar are frequent touch points with parents via parent teacher conferences 4 times per year and 23 family engagement events that include monthly cafecitos, holiday arts celebrations, literacy, math, and college nights, and more. We provide families with weekly reports, biweekly phone calls with teachers, and provide all families with the professional phone and email contacts of all staff. **Assessment Windows, Data Analysis, and Action Planning.** Driven by the research that shows, the school practice across the country that demonstrates, and our unified belief that data drives effective instruction, we have included six assessment windows in our calendar to ensure we are able to assess students and utilize the data to

⁹²Annie E. Casey Foundation. "Learning to Read: Early Warning: Why Reading by the End of Third Grade Matters." 2010.

⁹³ Silva, E. (2007). *On the clock: Rethinking the way schools use time*. Washington, DC: Education Sector.

⁹⁴ Gates, Bill. "National Urban League Remarks." 2011.

⁹⁵ <https://www.elanacademy.org/>. In its first year of state testing, the school was among the top 5 performers in the Parish district. Elan Academy was designed, founded, and remains continuously supported by Building Excellent Schools. Lead Founder and proposed Executive DIRECTOR Biante Gainous studied Elan Academy in the spring of 2019 and is completing leadership residency at Elan Academy in the summer and early fall of 2019, both as part of the Building Excellent Schools Fellowship.

⁹⁶ <https://www.purposeprep.org/>. Purpose Prep remains a high-achieving school in all years, named a Reward School in the State of TN for its outstanding student performance which is amongst the highest in the state and across all demographics of students. Purpose Prep was designed, founded, and remains continuously supported by Building Excellent Schools. Lead Founder and proposed XXX Biante Gainous studied Purpose Prep in the fall of 2019 as part of the Building Excellent Schools Fellowship.



support their individual learning needs. It is imperative that teachers have a constant pulse on what scholars have, and have not yet, mastered, to provide them with an education that meets their needs, progresses them through grade levels, and prepares them to excel in the future. Las Vegas Collegiate will be centered on a results-driven approach which requires the systematic, targeted, and frequent collection and analysis of data to set ambitious goals, track progress, target best instructional support strategies, meet the needs of all scholars, and maintain accountability. Our ability to do so requires the gathering of data on a frequent basis. We believe this component of our model, and the reason it is reflective in our calendar, is because it allows teachers to make the best decisions for scholars.

(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.

School doors will open each day at 7:20 am for scholars to access breakfast and complete daily brainwork (practice academic work based upon daily lessons). The official day starts at 7:40 am and instruction will begin at 7:45 am each day; the official day ends at 4:00 pm M/T/T/F and at 12:30 pm for teachers participate in 3 hours of weekly professional development from 1:00 pm - 4:00 pm. Four days per week, scholars will have 435 daily instructional minutes (525 total minutes), including 180 minutes of literacy daily that consists of 90 minutes of Guided Reading, 30 minutes of Read Aloud, 30 minutes of Phonics, and 30 minutes of Writing. In kindergarten through second grade, Social Studies will be infused during literacy, primarily through the use of non-fiction texts. Students will participate in 105 minutes of Mathematics instruction, inclusive of 75 minutes of Math Rotations, 20 minutes of Cognitively Guided Math Stories, and 10 minutes of Calendar Math. Students will have 45 minutes of daily Science, and beginning in third grade, 45 minutes of daily Social Studies. This allows an additional 130 minutes of instruction as compared to other elementary schools in the 89106 community. On Wednesdays, students will have 270 instructional minutes (315 total), with 120 minutes of literacy instruction, 85 minutes of math instruction, as well as 30 minutes of Community Circle (character education). With our extended school day and school year, Las Vegas Collegiate scholars will receive 91,005 total instructional minutes per year, or 1,516 hours per year, exceeding neighboring schools by 254 hours annually. We believe strong school culture drives strong academics; each grade level begins their day with 15 minutes of daily, class-based Community Circle. The schedule also includes a weekly 30-minute school-wide Community Circle on Wednesdays, which will be an enthusiastic celebration of student learning including chants from our college-themed classrooms. While parents are always invited to watch, once per month, we will extend a formal invitation to families, community partners, and organizations in the community to help us recognize and publicly praise both students and families. Below are sample schedules for grades K-2 and 3-5, depicting a sample full day and abbreviated day at Las Vegas Collegiate.

(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.

Our goal is to maintain a 95% attendance rate or higher throughout the school year and across all years. Each day at by 9:00 am, the Office Manager will communicate with any scholar's family that is absent or tardy via phone and/or email to ensure that we continuously monitor student attendance as quickly as possible and provide supports for families, if needed. Beginning as early as annual Home Visits and annual Parent Orientations, we will orient families to our expectations for attendance and stress the importance of their scholar attending school daily. We will remind parents during our call or through email of our attendance policy and that upon their student's return to send with them the proper documentation for an excused absence. When a student is absent three times in one year, they will receive a letter reminding them of the attendance expectations. When a student is absent five



times in one year, the family will be required to attend a meeting with the Executive Director and Dean of School Culture starting in year 4 and create an attendance plan. When a student is absent seven times, they will be required to meet with the Executive Director to review the attendance plan and support any changes needed to address attendance concerns. Regarding tardiness which is another challenge that we must successfully tackle to ensure scholar success, after a student is late three times in one quarter, the parent/guardian will be sent a tardy concern letter. If the student is late up to 5 times within one quarter, the parent/guardian will receive a phone call from the Office Manager starting in Year 2 and Dean of School Culture starting in Year 4 to discuss implementing an arrival plan. If a student is late 7 times in one quarter, the parent/guardian must attend a school meeting to revisit the arrival plan before the student is permitted participation in other extracurricular activities. To encourage high attendance, we will provide incentives to individuals and to classes at each grade level, and require attendance and on-time arrival be at 95% to access different extracurricular events throughout the year.⁹⁷ We will highlight individual students by recognizing them in Community Circle for weekly perfect attendance. We will highlight the class with best monthly attendance rate at our Community Circle at the end of each month. Each quarter, we will celebrate students with perfect attendance during our quarterly honors programs. As well, we believe parents to be our partners.

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.*

It is **6:15 am**, and Shawn is just waking up. He jumps out of bed so excited to get his day started. He is in first grade and cannot wait for Guided Reading because he knows he has moved up a reading level. He had a goal to move up from a J reading book level to a K reading book level in three weeks, and he has been working so hard at school, with his teacher, and at home with his parents, that he can feel that he is ready for harder books. He is excited to move his name up on the reading level tracker and celebrate with his friends for a quick shout out because they are proud of him too. Shawn gets dressed and runs into his parent's room to make sure they are up and ready. They are. Everyone heads out the door to the car. On the way to school, Shawn knows that he has fast fact games coming up and he must be ready to compete! He reminds his mom and dad that their homework is to quiz him. "Okay, son! Are you ready? What is 3+5?" Shawn quickly shouts, "8!" "Correct!" says mom. "Okay, here's a harder one!" "Bring it on!" says Shawn. "10+2." Shawn takes a moment to think and says, "12!" "You've got it!" says dad. They continue to quiz Shawn on his fast facts all the way to school. He thinks to himself, "Oh, man! I can't wait to practice sight words tomorrow on the way to school!" Shawn and his family pull up to the front of the school right on time at **7:20 am**. It is his turn in the car pick up line. He waits for Mr. B. to come to the door to let him out. He reaches his hand out to Shawn to help him out of the car, says "good morning" to Shawn's parents, closes the door of the car, and makes sure Shawn is safely on the sidewalk and knows where to go. Shawn walks down the sidewalk where he greets other support adults along the way. Shawn reaches the front door where the Executive Director is waiting to greet him. "Good morning, Shawn!" she says with a big smile on her face. "Good morning!" Shawn exclaims back. With her hand outstretched for a handshake and making eye contact, she says, "Shawn, what do you aspire to do today?" Shawn replies, mirroring the eye contact, "I aspire to lead!" Shawn enters the school and heads to the cafeteria for breakfast. When he gets there, he goes to his class area labeled Johns Hopkins University. His teacher, Ms. Branch, is waiting at the table ready to collect his homework. He puts his bookbag in front of him and pulls out his purple homework folder and gives it to his teacher. As his teacher is checking his homework, he is happy to get a sticker and scholar dollars because he did all of his homework last night and was on

⁹⁷ The school will make allowances for documented health issues that may impact attendance and arrival rates. All decisions will be made by the Executive Director and Dean of Culture starting in Year 4.



blue for showing leadership in the class yesterday. Shawn hangs his bookbag up on his hook on the wall labeled with his picture in a graduation cap and gown. Seeing himself in a cap and gown every day makes him think of how excited he is to be a Johns Hopkins pirate one day. After he hangs up his book bag, he gathers his breakfast and returns to his assigned seat. He has a brightwork folder sitting on his seat that he sits on until he finishes his breakfast. As he eats, he reviews his sight words of the week that the teacher has on the table for everyone to see. After he finishes eating, he places his hands on top of his head to let his teacher know he is done. She brings him the trash can, and he throws out his trash. After he discards his waste, Shawn takes out his brightwork folder and begins working. Shawn is able to focus because scholars are silent, listening to classical music. His brightwork is a review of the work he has seen before. Some of it is still pretty tough. Even though it is hard, Shawn keeps working at it. He knows his teacher will look at it and chat with him about how he feels it's going and help him on the tough stuff. It's **7:40 am**, and breakfast is over. It's time to head to class. Following the silent signals of their teacher, scholars stand from their seat, face the direction they are going to walk, shift into line, and transition to class. As scholars head out of the cafeteria, they chorally sing out the school song. Shawn loves the school song because it reminds him to stay focused, be a leader, with hard work he can do anything, and that college is his goal. As scholars leave the cafeteria and enter their classroom, they go straight to their seat and sit in ready position. Shawn is excited to get started with his day. That begins with circle time. This week, scholars are focused on the leadership value resourcefulness. They transition to the carpet to watch a short four-minute clip about a scholar just like them who demonstrated being resourceful. As he is watching the clip, Shawn is thinking about last week when he was resourceful. He can't wait to share with his class because he is so proud of himself for displaying leadership values. At **8:00 am**, after Circle time, it is time for Calendar Math. Shawn is sitting in ready position on the carpet excited to get started because he loves all things math and he knows the teacher is looking for a scholar-leader to lead the days of the week and months of the year song. The teacher did not call on Shawn this time to lead, but that is okay with him. He chants with his class, "You've got this!" to show support and encouragement to his friend, who is a little nervous about leading the songs. After Calendar Math, it is time for Phonics. Shawn is not thrilled about Phonics, but he quickly transitions at the signal of his teacher because he knows to earn scholar dollars his class needs to demonstrate the leadership values for Phonics, showing that they can be better today in letter sounds than they were the day before. Shawn is also focused on getting a scholar dollar for showing scholarship, even though Phonics is not his favorite. The scholars in Johns Hopkins University continue to work hard through Phonics and Read Aloud before having a snack and bathroom break. By **9:20 am**, it is time for Literacy rotations. Shawn loves Literacy rotations. He gets to sit with his teacher in a small group and soak up a little extra attention. After meeting with the teacher, Shawn enjoys two other stations independently. Today that is Blended Learning and Independent Reading, so he gets to practice his literacy skills on the computer and read a book of his choice while relaxing the classroom library. After Literacy rotations, it is time for math stories at **10:50 am**. Excited about his hard work, Shawn was eager to practice word problems. They are his favorite part of math. The daily word problems require scholars to think hard about how to solve the problem all on their own. After the teacher read the word problem and two of Shawn's friends made sure the whole class understood by saying it too, the class got to work independently on solving the word problem. Ms. Branch walked around the room, making notes on her clipboard. After the timer went off, she called on two scholars to show-call their work. Ms. Branch picked them because they found two different ways to answer the word problem. After Math Stories and lunch, Shawn and his friends go back to class ready to learn the daily math lesson. Just like in literacy, Shawn and his friends learn in a small group. At the teacher station, Shawn was able to show how well he knew ways to make 10. The teacher showed them a few ways; they worked together on a few, then Ms. Branch let them show the ways they could come up with 10 on their own. Shawn was the first scholar done. He has been doing his homework every night and practicing, so he knows he will get another scholar dollar for ambition because his personal goal was to decompose 10 all by himself.



After working hard, Shawn and his class get another brain break and snack to fuel them to complete the rest of the day in math, physical education, and intervention. At **2:25 pm**, after scholars have had enrichment and writing, Shawn’s class transitions to science. Today they are hypothesizing whether bubbles can take on different shapes. With a pipe cleaner in hand, Shawn decides he wants to test if bubbles can be a triangle. He continued to try and record different shapes before realizing, through collaboration with his peers, that the only shape a bubble can take on is a sphere. Ms. Branch was so impressed with Shawn’s ability to explain his thinking and findings that she gave him two scholar dollars for showing both ambition and scholarship! “Way to go Shawn!” chanted the class. “That is leadership!” said Ms. Branch. “Please move up to blue, Shawn.” It’s **3:10 pm**, and it’s time for Intervention. Shawn is so excited because it is his time to have a reading conference with Ms. Branch. She called Shawn for his turn. “I’m ready!” said Shawn making his way to her. After reading to Ms. Branch and reviewing his literacy goals, Ms. Branch announced that Shawn had moved up a reading level from a J to a K. “Way to go Shawn!” the class chanted as Shawn went to the reading tracker on the wall and moved it up a level. Beaming from ear to ear, Shawn returned to his desk, took out his independent reading book, and dove into the pages. The day has ended. Packed up and ready to go, Shawn is so excited to get his color chart filled out by his teacher. His hard work today means he is on blue for demonstrating leadership all day. He has earned a lot of scholar dollars and is excited to go to the school store on Wednesday.

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

Day In The Life of a Kindergarten Teacher at Las Vegas Collegiate	
Time	Activity
6:50	Arrive at school
7:05	Morning Huddle – Team meets before scholar entry to give any team-wide announcements such as daily observation “look-fors,” give shout outs/praise, and do at-bat practice of a quick skill such as a taxonomy.
7:20	Morning Arrival - Morning arrival consists of welcoming parents and families, getting scholars safely from cars, guiding them to the line to greet the Executive Director, monitoring the cafeteria as scholars eat breakfast, and collecting and tracking homework.
7:45	Circle Time – Teachers lead scholars in a lesson about the leadership value of the day. As the year progresses, this time will shift to focusing on building classroom community and the habits of mind.
8:00	Calendar Math – During this time, teachers are leading scholars in a lesson about the calendar – days of the week, months of the year, how to read a calendar, etc.
8:10	Phonics – During this time, two teachers in the classroom (the General Education teacher and a Special Education teacher) will divide scholars into two groups, focusing on phonics development to build foundational literacy skills.
8:40	Read Aloud – During this time teachers are leading scholars in a lesson on a literacy skill such as beginning, middle, and end, or characterization, demonstrating expressive reading, fluency, and comprehension through think aloud.
9:20	Guided Reading – The teacher will divide scholars up into three small groups of 9, delivering a Guided Reading lesson to one group at a time to better support individual scholar reading needs, while the other two groups of scholars work independently, read independently, practice a taught literacy skill, or use the computer for Blended Learning practice until their turn to meet with the teacher in small group.
10:50	Math Stories – Teachers are leading scholars through a word problem in which scholars will be required to problem solve to find the answer on their own.
11:10	Collaborative Planning – Teachers plan with their grade level team to ensure grade level alignment in math and guided reading, as well to ensure grading practices are aligned.
11:55	Math Rotations – Teachers break scholars up into small groups of 9. While the teacher is teaching one group the daily lesson such as decomposing numbers, the other groups are



	working independently, practicing automaticity skills, or using the iReady blended learning platform to target opportunity gaps.
1:10	DUTY-FREE LUNCH
1:55	Writing – Teachers are guiding scholar learning in Writer’s Workshop.
2:25	Intellectual Prep – Teachers are given time to intellectually prepare for upcoming lessons, review data to make decisions, and prepare for intervention lessons.
3:10	Intervention – Two teachers in the room, scholars are divided into sub-groups based on need. Using a rotation schedule, teachers will pull a small group to teach a targeted lesson on an opportunity gap skill.
3:55	Pack-Up/Dismissal – Teachers are helping scholars pack up and dismiss, ensuring safety.

(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?*

To meet the needs of Ruby, the Executive Director will first craft a plan to be implemented immediately to support Ruby. The plan includes the following steps: (1) Review the IEP with SPED; (2) Create a pull-out schedule that meets the needs of Ruby as outlined in her IEP; (3) Create a list of any other service providers that Ruby may require; (4) Meet with the general educator to review the plan and ensure that all parties are clear; (5) Create a schedule to monitor Ruby’s goal; (6) Create a parent communication plan with the teacher, SPED, and the parent to ensure we are all aligned and that Ruby’s supports are meeting her needs both in school and at home. An immediate need to accommodate Ruby would be to increase staffing to meet the time needs of Ruby’s required pullout services. We would increase the number of Special Educators to both accommodate Ruby and not compromise the targeted supports of other Las Vegas Collegiate scholars that must be lead by a Special Educator. Should increasing a teacher not be financially sound, we would replace a Scholar Support Assistant with a Special Educator, incurring the additional costs. With 500 minutes (290 on Wednesday abbreviated days) after the start of the day and Ruby requiring pull-out services for 40% of the day, that equates to 200 minutes of pull out services with a Special Educator on full days (116 pull-out minutes on abbreviated days). Our priority is that Ruby not miss her small group instruction with her general educator, ensuring that she still has access to the main lessons for the day. Protecting direct general educator time, the schedule below reflects adequate accommodations for Ruby that also ensures she doesn’t miss any core lessons.

Ruby Sample Schedule (M, T, Th, F)			
Time	Block	Mins.	Description of Time Spent
7:40	Official Start of the Day	0	
7:40-7:45	Transition to Class	5	
7:45-8:00	Morning Circle	15	Ruby will participate in Morning Circle with her class.
8:00-8:10	Calendar Math	10	Ruby will participate in Calendar Math with her class.
8:10-8:40	Phonics	30	Ruby will participate in Phonics with her class.
8:40-9:10	Read Aloud	30	Ruby will participate in Read Aloud with her class.
9:10-9:20	Snack/Bathroom	10	Ruby will have a snack and bathroom break with her class.



9:20-10:50	Guided Reading/ Literacy Rotations	90 60 Minutes Pull-out	To accommodate Ruby, her General Educator will pull her group for the first 30-minute rotation. After her 30 minutes with her general education teacher, Ruby will have pull-out services with the Special Educator for the remaining 60 minutes.
10:50-11:10	Math Stories	20 20 Minutes Pull-out	Ruby will remain with the Special Educator during Math Stories, receiving the same work or modified work if permitted by her IEP.
11:10-11:55	Lunch/Recess	45	Ruby will go to lunch and have recess with her class.
11:55-1:10	Math Rotations	75 45 Minutes Pull-out	Similar to the support provided during literacy rotations, Ruby's general education teacher will pull her group first as Ruby will spend 30 minutes in the general education setting before receiving 45 minutes of pull-out services, targeting her IEP goals.
1:10-1:55	Enrichment	45	Ruby will participate in Enrichment with her class.
1:55-2:25	Writing	30 30 Minutes Pull-out	Ruby will receive 30 minutes of pull-out services during Writing, receiving the same work or modified work if permitted by her IEP.
2:25-3:10	Science	45	Ruby will participate in Science with her class.
3:10-3:55	Intervention	45 45 Minutes Pull-out	Ruby will receive 45 minutes of pull-out services during Intervention, receiving targeted instruction to meet her IEP goals.
3:55-4:00	Pack Up	5	Ruby will return to class to pack up with her class.
4:00	Dismissal	0	
Total Pull-Out Minutes		200	

Ruby Sample Schedule (Wednesday)			
Time	Block	Mins.	Description
7:40	Official Start of the Day	0	
7:40-7:45	Transition to Class	5	
7:45-7:55	Calendar Math	10	Ruby will participate in Calendar Math with her class.
7:55 - 8:25	Phonics	30	Ruby will participate in Phonics with her class.
8:25 - 9:55	Guided Reading/Literacy Rotations	90 60 Minutes Pull-out	To accommodate Ruby, her General Educator will pull her group for the first 30-minute rotation. After her 30 minutes with her general education teacher, Ruby will have pull-out services with the Special Educator for the remaining 60 minutes.
9:55 - 10:05	Snack/Bathroom	10 10 Minutes Pull-out	Ruby will stay with the Special Educator for her snack and bathroom break.
10:05 - 11:20	Math Rotations	75	Ruby will spend the first 46 minutes getting math instruction from the Special educator before returning to class for the remaining 29 minutes. To accommodate Ruby,



		46 Minutes Pull-out	her general educator will pull her group last for math rotations to ensure Ruby does not miss her daily math lesson with her general educator.
11:20 - 11:55	Lunch/Recess	35	Ruby will go to lunch and have recess with her class.
11:55 - 12:00	Pack Up	5	Ruby will pack up with her class.
12:00 - 12:30	Community Circle	30	Ruby will participate in Community Circle with her class.
12:30	Dismissal	0	
Total Pull-Out Minutes		116	

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

Guided by the Interpretive Guide provided by WIDA⁹⁸ and meet the needs of Alejandra, the Executive Director will first craft a plan to be implemented immediately. The plan includes the following steps: (1) Review assessment data; (2) Prepare supports plan with SPED/TESOL Certified teacher; (3) Create a push-in schedule; (4) Create a data tracking plan to monitor progress closely; (5) Review the plan with parents and teacher. According to the data scores, Alejandra is Expanding in Listening and Speaking, demonstrating that she needs continued language and instructional supports to access content areas delivered in English. She is Emerging in Writing and Entering in Reading, demonstrating a significant support need to be able to access content taught in English.⁹⁹ The academic program of Las Vegas Collegiate integrates supports researched as highly effective for English Learners. For example, our focus on individual supports through Small Group Learning and Daily Intervention is a driver of success for English Language Learners: “Intervention can produce sustained improvement in English Language scholar achievement—especially if the groups focus on explicit, interactive instruction in the core areas of literacy.”¹⁰⁰ Our academic model focuses on skill-based intervention to target the needs of individual scholars; as well, our focus on extended time in literacy will increase the number of daily minutes an English Language learner has for literacy practices. Our Phonics program, taught in a Two-Teacher (general educator and SPED/TESOL certified educator) Small Group Model, allows scholars to have more opportunities to hear sounds said correctly, small grouping gives scholars more chances to practice and receive immediate feedback, fostering increased learning at a quicker pace. Staffing to support Alejandra and all English Language Learners, as we anticipate approximately 26%, will prioritize Special Educators who are both SPED certified and TESOL certified, to support during intervention with English Language Learners. Our goal is to hire at least one teacher per grade level that is TESOL certified and can aid with the additional supports needed for ELL scholars. Additionally, we will provide support to scholars by having a certified TESOL educator push into literacy rotations. If Alejandra continues to struggle, we will make plan adjustments and create a schedule that is inclusive of pull-out services during literacy rotations, intervention, and writing to increase supports and increase scholar achievement. We will prioritize effective communication with Alejandra’s family and will, therefore, provide all documents and resources in the Home Language. We will ensure we have a person present

⁹⁸ <https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf>

⁹⁹ <http://www.doe.mass.edu/ell/guidance/guidance.pdf>

¹⁰⁰ This same study found that “students in intervention groups outperformed students in the comparison group in overall reading achievement. Differences were statistically significant on measures of phonological awareness, word attack, word reading, and spelling (effect sizes of 0.35–0.42).”
http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx



during all parent meetings to ensure Alejandra’s parents/family can understand the plan and communicate their wants, needs, concerns, and opinions.

(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_belo w_bsc	pct_bsc	pct_prof	pct_adv	pct_belo w_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



Trends. Trends in this data reflect that Students with Disabilities showed significant regression over three years in both literacy and math. While there was increase from 2013 to 2014, 0% of SWD were proficient or advanced in 2013, demonstrating a need for close review. Comparing non-SWD reflects downward trends in overall scholar proficiency or advanced scoring in both literacy and math. Non-SWD trends reflect that scholars are more likely to decrease in proficiency rather than increase, in either subject area. The overall data demonstrates that in the 2014 school year, shifts resulted in better scholar growth and outcomes for SWD than non-SWD, which leads to questions outlined below in initial thoughts. **Initial Thoughts.** Initial thoughts after reviewing this data results in a line of questioning. (1) Have any significant changes been made to the academic program? (2) Has teacher retention or effective lesson delivery been a challenge? (3) Has this assessment changed? (4) Has the metric for success on this assessment changed? (5) How does this data compare to data on interim assessments? (6) Are the interim assessments the same level of rigor as this assessment? (7) Are the trends similar across all grade levels? Classrooms? Regardless of the answer to any of these questions, this data reflects a severe need to review the school's academic program; how data is being captured, monitored, and evaluated; and how data is informing decision making. These initial thoughts cultivated the components of the next steps listed below. **Next Steps.** (1) Review data with the leadership team and the Board to create an action plan. (2) Take a close look at the interim assessments ensuring the measure of rigor is the same; if not make necessary adjustments. (3) Increase classroom observations. (4) Increase teacher professional development and live coaching. (5) Increase the amount of scholar targeted lessons, i.e. through small groups and/or intervention. (6) Review the curriculum and backward map small action steps to tweak over time to increase scholar success, i.e. increase the number of exit tickets, shift future lesson objectives, etc. (7) Increase data tracking and analysis. In order to effectively address the needs of scholars with such academic performance, a Scholar Support Team (SST) would be necessary to target significant increases in academic achievement. That team should include the Executive Director, the Board, and Dean of Scholar Supports. Once a plan has been crafted by the SST, all Special and General Educators need to be updated on next steps and receive extensive professional development on how to execute the plan effectively to ensure positive results, rapidly. Regardless of the disability severity level, an action plan must target all scholars improving rapidly. Special Educators would benefit from being observed to ensure all lesson delivery is effective and IEPs are being implemented correctly. Should scholars need to shift on the RTI framework, 6-8 weeks of data collection would begin the process of effectively aiding scholars who actually need additional aid, rather than ineffective lesson delivery and supports that impact the proficiency of all scholars.



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.*

Las Vegas Collegiate will be governed by a Board of Directors (“Board”) that will maintain active and effective governance of the school primarily in their relationship with the Executive Director. Las Vegas Collegiate will be governed by a group of high-capacity professionals with diverse backgrounds and skillsets committed to the mission of providing an excellent education for scholars of the Historic Westside. Las Vegas Collegiate’s Board fully understands the Board’s responsibility for accountability through its oversight of the academic, financial, and organizational health of Las Vegas Collegiate. Our philosophy on Governance, adopted from Carpenter, *Charter Board University: An Introduction to Effective School Governance* is (1) Las Vegas Collegiate will produce measurable student achievement as defined by our school’s accountability goals and those of the state and authorizer; (2) Las Vegas Collegiate will properly manage and account for taxpayer monies, and; (3) Las Vegas Collegiate will comply with all applicable state, federal, and local laws, as well as authorizer requirements; and (4) the Las Vegas Collegiate Governing Board will hire, support, and evaluate on an annual basis the Executive Director. Las Vegas Collegiate will adopt the best practices of top-performing schools in the country such as Purpose Preparatory Charter School¹ and Springfield Preparatory Charter School.² We will establish high standards for scholar achievement and maintain a laser-like focus on achieving our outlined goals and annual metrics. All Board meetings will include allocated time to review how scholars are performing academically, if the school is operating effectively, and if the Board has all skillsets needed to achieve the school’s goals. The Board will fulfill its accountability to the authorizer by maintaining a focus on high scholar achievement, financial accountability, and organizational oversight. We will devote time in Board meetings at least bi-annually to review the requirements established in our charter to maintain a sound relationship with the State Public Charter School Authority. In accordance with Nevada State Open Meeting Law, all Board meetings will be open to members of the public and will comply with all notice, access, and reporting requirements. Each meeting will be inclusive of time for public comment, feedback, and questions. If a teacher, parent, guardian, or member of the community has a complaint, we will first suggest he/she attempts to resolve the complaint with the Executive Director and/or another member of the Leadership Team (Dean of Operations, Dean(s) of Culture, Scholar Supports, Curriculum and Instruction); any member of the school community can bring a formal complaint to the Board. To seek feedback from members of the community, surveys will be administered to all stakeholders a minimum of two times per year. The data collected from these surveys will be summarized and presented to the Board of Directors to demonstrate strengths and areas of growth. Once each month, Las Vegas Collegiate will host families for coffee, pastries, and conversation with the Executive Director. This will provide the Executive Director a platform to give updates to families on the progress of the school’s academic program, gather feedback from our families, build community with them, and encourage them to build community with one another. These monthly gatherings will allow for families to offer feedback on things such as school policies, operations, and the general future direction of the school. The Executive Director will then report this feedback to the Board.

- (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*

¹ www.purposeprep.org.

² www.springfieldprep.org.



and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

In accordance with NRS 388A.240, Las Vegas Collegiate's Board will have 5 to 15 members as outlined in our Bylaws (**Attachment 9**) and is currently comprised of 7 diverse individuals who believe in the mission of the school. Their skill sets include Finance, Community Outreach, Law, Education, School Founding, Nonprofit Leadership, and Educational Leadership. All members have come together guided by the collective vision that all children, regardless of their zip code, deserve access within their own community, to educational options that set scholars up for success. Each Board member participated in a selective process including a phone, in person, and public information review. The Board structure includes four elected officers and members grouped into committees to better meet the needs of the Board. The four elected officers include the Chair, Vice Chair, Treasurer, and Secretary. The Board will create a minimum of four standing committees: Governance, Finance, Academic, and Development. Other committees and/or task forces will be formed on an as-needed basis over the life of the school, and in response to a specific, demonstrated need. For example, as we prepare to launch and confirm facilities with the Boys and Girls Club at Agassi Campus, the work will be supported by our Facilities Task Force. When necessary, members from the community with particular areas of expertise will be added to a committee or task force, with the exception of the Governance Committee, which will be constituted solely by official Board members. The roles of various officers and committees are outlined below. Committees will meet a minimum of once per month and will formally report meeting notes and development towards committee goals at each monthly Board meeting. The elected leadership positions on the Board include: **Board Chair - Reports to:** Board. **Supports:** Executive Director **Purpose:** The Board Chair leads the Board, presiding over all monthly meetings, and participating in all committee meetings, as necessary. The Board Chair is also the Chair of the Governance Committee and ex officio member of all other committees, overseeing implementation of Board and school policies and ensuring that appropriate practices are established and maintained. **Vice Board Chair - Reports to:** Board. **Supports:** The Board Chair **Purpose:** The Vice Board Chair is the secondary leader to the Board Chair and is required to fulfill the duties of the Board Chair in the event of an absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate. **Treasurer - Reports to:** The Chair and Board. **Supports:** The Executive Director, Dean of Operations, Back Office Provider, and Auditors, as necessary. **Purpose:** The Treasurer provides direction for the financial management of the school and supports the Board in the meeting reviewing the financial documents to ensure effective oversight. **Secretary - Reports to:** The Chair and Board. **Supports:** The Executive Director **Purpose:** The Secretary provides direction for the keeping of legal documents including minutes of all Board meetings. To effectively manage a Governing Board, the work is managed through the following committees: **Governance Committee - Purpose:** The Governance Committee is convened by and reports to the Board. The purpose of the Committee is to build, support, and maintain an effective Board membership and governance for the charter school. The Committee will establish and drive a continuous improvement process to help the Board and individual members become more valuable as strategic assets of the charter school, contributing to long-term success. **Responsibilities.** (1) Review structure and size of Board and committees. Periodically, review with the Board the appropriate skills and characteristics required on Board in keeping with strategic direction of the charter school. (2) Identify and consider candidates for Board membership. On behalf of Board, assess alignment with the mission and vision and skills and experience of prospective Board members. Present strong candidates to Board for consideration. (3) Review institutional and other affiliations of Board members and Board candidates for possible conflicts of interest. Investigate any potential conflict of interest involving Board member and make recommendation to Board for resolution. (4) Keep up to date on developments in charter school governance field. Annually review and assess charter school governance practices of Board and recommend any proposed changes to



Board for approval. (5) Plan Board training including new member orientation, education of Board members, and Board retreats. (6) Plan training and education of Board related to governance roles and responsibilities with respect to bridging Board knowledge gaps. (7) Conduct assessment/evaluation of Board, Chair, individual members. (8) Evaluate and monitor governance structures and processes, including policy development and processes for Board monitoring/oversight. (9) Identify leadership development opportunities for existing and potential Board members to maximize member's contributions.

Finance Committee – Purpose. Convened by and reports to Board. It has responsibility for: working with Executive Director to create upcoming fiscal year budget; presenting budget recommendations to Board; monitoring implementation of approved budget on regular basis (monthly) and recommending proposed budget revisions; recommending to Board appropriate policies for management of organization's assets. The Finance Committee is assisted by Executive Director and back-office provider as needed.

Responsibilities (1) Review and recommend to the Board for approval annual budget for charter school in collaboration with Executive Director and Dean of Operations. (2) In collaboration with Executive Director, review, and recommend to Board for approval and annually revise, three-year financial forecast and long-range financial plans based on forecast. (3) Review grant proposals when required by funders, and when necessary, recommend action by Board. (4) Review all non-budgeted expenditures over set dollar amount to be determined by Board and recommend action to Board. (5) Annually submit objectives as part of planning and budgeting process. (6) Annually evaluate work as committee and objectives it has committed itself to and report on same to the Board. (7) Arrange annual audit with submission of same to Board. (8) Report to Board at regular Board meetings in manner determined by Board.

Academic Achievement Committee – Purpose. Convened by and reports to Board. Has primary responsibility for working with Executive Director to define academic achievement, ensure that all Board members know the charter promises made to community and authorizer, and devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes.

Responsibilities. This is a governance function, not a management function, and it is anticipated that Executive Director will have great deal of input into work and composition of this committee. Main role is to assure that academic achievement is defined, and that Board approves annual goals to attain academic achievement. (1) Define and continue to refine what academic achievement means for charter school. (2) Ensure all Board members understand key charter promises made to our community and authorizer. (3) Work with Executive Director to devise clear and consistent ways to measure progress towards sgoals. (4) Work with Executive Director to set annual academic achievement goals, to be presented to and approved by Board. (5) Work with Executive Director to share with Board annual successes, barriers to reaching academic achievement, and strategies to overcome barriers. (6) Arrange for Board training on issues related to academic oversight and academic achievement, as needed. (7) Annually submit objectives as part of planning and budgeting process. (8) Annually evaluate its work as committee and objectives it has committed itself to and report to Board. (9) Report to Board at regular Board meetings in a manner determined by the Board.

Development Committee – Purpose. Convened by and reports to Board. Ensure that organization's total development program is in concert with organization's strategic direction and needs. Serves as mechanism by which Board members and other volunteers are involved in fundraising process.

Responsibilities. Charged with focusing the organization and its Board on fundraising. Includes constant attention to: strength of mission and case for support; organization's accountability; resources required to carry out mission; plans for cultivating and soliciting needed private funds; engaging Board, staff, and volunteers in fundraising activities; and cultivation and stewardship of organization's friends, supporters, and donors. Specifically, Development Committee: (1) Works with the staff to develop organization's fundraising plan. (2) Ensures case for support is strong, current, and based on organization's mission and goals; and distinguishes organization from others in field. (3) Develops policies, plans, procedures, and schedules for Board involvement in fundraising. (4) Helps educate Board members about



organization’s plans and resources needed to realize plans. (5) Helps educate Board members about environmental factors affecting fundraising among organization’s constituencies (e.g., current events, other organizations’ activities, economic factors). (6) Familiarizes Board members with fundraising skills and techniques so they are comfortable soliciting contributions on behalf of organization. (7) Sets guidelines for Board members’ contributions and solicits those contributions. (8) Plays strong role in identifying, cultivating, and approaching major donors. The Board will remain reflective on effectiveness through three key areas: (1) self-evaluation. (2) trainings, and (3) school involvement. **Self-Evaluation:** Board will evaluate its effectiveness on quarterly bases using tool that promotes reflection about whether progress is being made toward producing strong academic outcomes for children. Board will work to select, or adapt a mission-aligned, student-focused evaluation tool which will engage members in rating their performance as it relates to competencies and capabilities such as working effectively as a team, using data to inform and monitor progress, and supporting Executive Director. Board will assess its performance related to contract management, oversight, and public accountability and transparency. **Training:** The Board will benefit from the Building Excellent Schools Follow On Support of charter schools and Board development through governance training co-facilitated by BES coach and Chair. The Board will participate in training offered by State of Nevada to ensure continued effectiveness. **School Improvement:** The Board’s responsibility is firmly rooted in student achievement. While the Board has key functions related to ensuring fiscal integrity, supporting and evaluating the Executive Director, and adherence with all state and federal laws, these duties must be maintained with the overarching goal of fulfilling our mission. **School Leader Evaluation.** The Board is responsible for hiring, setting compensation for, supporting, and evaluating Executive Director. Each year, the Board will conduct comprehensive and formal evaluation of Executive Director to determine his/her effectiveness in executing the mission of and delivering on the goals for Las Vegas Collegiate. This written evaluation will be shared with Executive Director and placed in his/her personnel file. This evaluation will evaluate the leader against a set of pre-determined goals and criteria in areas of Academic Performance, Financial Management, Academic Program Fidelity, Family/Teacher/Scholar Satisfaction, and Fundraising/Community Relations. **Attachment 1** depicts our School Leader Evaluation Tool. The tool includes a rubric with specific focus on the roles and responsibilities required for a strong school opening.

- (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.*

Board Members		
Member Name and Position	Experience	Qualifications
David Blodgett Board Member	Founder and Executive Director Nevada Prep Charter School	Mr. Blodgett brings direct experience founding and leading the work of launching a new charter school.
Leland Brandon Board Chair	Vice President American Heart Association - Southern Nevada.	Mr. Brandon brings a wealth of knowledge in community outreach and development. His experience as a successful entrepreneur provides insight into best strategic planning practices and he has lived in the Las Vegas community for 50+ years.
Brent Erwin Board Treasurer	Senior Vice President of Finance	Mr. Erwin has 10 years of financial experience. Mr. Erwin brings to the table expertise in financial



	Capriotti's Sandwich Shop	strategy and management. Mr. Erwin has demonstrated a commitment to the success of our communities through various philanthropic ventures.
Maliq Kendricks Board Member	Current Juris Doctorate student at University of Nevada Former Founding teacher at Democracy Preparatory Charter School	Mr. Kendricks holds a Master's in Education and a Juris Doctorate and brings a unique perspective to the team as an educator and understanding of compliance.
Jill Schreidl Secretary	Education Specialist Pearson Former K-8 Teacher at Connections Educations.	Ms. Schreidl holds two educational degrees, Ms. Schreidl brings to the team experience as a classroom educator and extensive experience as a development coach supporting growth and development of educators, increasing student academic scores.
Dwight Sanders Board Member	Leadership Coach TNTP	Mr. Sanders has over 10 years of school leadership experience. He brings to the team extensive experience in education with strength in coaching and development.
Kathleen Simon Board Member	VP of Finance/Controller at The Influential Network, Inc	Ms. Simon brings 5 years of experience as a successful accountant to the team. Her experience dealing with audits and fund development will aid in ensuring the Board is fiscally sound.

Please see **Attachment 7** for further details.

- (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.*

All members of the Founding Team will transition into the Governing Board, constituting an inaugural body of 7 with all necessary skill sets for governance and oversight. As we transition from founding to governing, we recognize the importance of having an effective Board recruitment and nomination process. We will employ strategies for short-term and long-term recruitment. Our short-term efforts focus on increasing the current number of members to a size of 9-11 by the school's opening, prioritizing individuals with expertise in accounting, marketing, or fund development. Long-term goals require us to identify the right Board members for developing future Board leadership. Therefore, we make recruitment an ongoing practice. Year round the Board will continuously monitor its viability which includes prospecting, recruiting, orienting, training, and evaluating board members. When looking for new candidates, the Governance Committee will review the Board's current composition to determine the skillset and experience needed for new members, prioritizing particular areas as needed for recruitment. As members shift, it is the role of the Board to always prioritize recruitment to ensure we are meeting regulatory statues and meeting the needs of scholars. Additional members will continue to be prioritized post authorization.

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



Our team has drafted proposed Bylaws, Conflict of Interest and Code of Ethics Policies. Upon authorization, at our first meeting, our team will formally review and approve all documents. Each Board member is obligated to reveal any perceived conflicts to the Board Chair who is charged with conducting a full investigation, comparing the evidence to the approved Conflict of Interest and Code of Ethics Policies. If there is a potential conflict, the affected Board member(s) must recuse themselves from any discussion or voting on the matter. Self-dealing is also a very serious matter. If there is suspected self-dealing, it must be reported to the Chair and Governance Committee for a special investigation. If self-dealing is found, the Board will call a special meeting to vote on the removal of the Board member. For all policies, please see **Attachment 9**.

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

At this time, we are unaware of any actual or perceived conflicts if the application is approved. As noted in our Conflict of Interest Policy, each Board member is obligated to annually reveal any perceived conflicts to the Board Chair who is charged with conducting a full investigation, comparing the evidence to the approved Code of Ethics and Conflict of Interest Policies. If there is a potential conflict, the affected board member(s) must recuse themselves from any discussion or voting on the matter. Self-dealing is also a very serious matter. If there is suspected self-dealing, it must be reported to the Chair and Governance Committee for a special investigation. If self-dealing is found, the Board will call a special meeting to vote on the removal of the Board member.

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

Upon authorization the Board will evaluate the current needs of the of the Governing Board. The Board will review gaps in capacity, diversity, and skill set to identify individuals who are mission-driven and mission-aligned and bring the desirable skill sets to the Board. It will be the responsibility of the Board to make recommendations of Board candidates to the Governance Committee and then for the Committee to complete a new member vetting process and present candidates to the full Board for its review and approval. All incoming members will receive governance trainings as required by the authorizer and will be oriented to all Board business by the Governance Committee.

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

A strong Governing Board is the foundation for a charter school that fulfills the promises outlined in the charter document. Training and continued development of the Las Vegas Collegiate Governing Board will aid in our success. Annual trainings, including a yearly retreat, will be led by the Board Chair with support from Building Excellent Schools. The Board will also prioritize any meetings held by the authorizer or state. New Governing Board Members, including our Founding Team after they transition into a Governing Board, will receive training as part of their onboarding process. Internal training is based on best practices highlighted in the text *Charter School Board University* and the expertise of Building Excellent Schools who has the lead the work of supporting over 150 new charter schools. Post authorization, the Las Vegas Collegiate Governing Board will attend introduction training focusing on Governing Board ethics and responsibilities, fiscal requirements, evaluation of academic data, Open Meetings Law, and legal and organizational compliance. As these trainings become available throughout the year, a Board representative will attend. New Board Members who join the Board after the beginning of the school year will be given the same training through support of Building Excellent Schools. New members, or any members absent



during trainings, will be required to complete all trainings within 60 days of joining the team. Individuals supporting new member training will prioritize academic and fiscal review training first to ensure that new member is immediately able to support the work of the team.

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

The oversight plan for the Governing Board includes work of specific committees, as well as the discussions and decisions made by the Governing Board. The Executive Director will report to the Board and be an intermediary between the oversight work done by the Governing Board and management and implementation at the school. The Executive Director will be responsible for providing organizational, financial, and academic data to the Board and committees monthly and more frequently as requested. The academic reporting will include metrics such as interim assessment results, STEP level achievement, percentage of scholar proficiency by subgroups, attendance and discipline numbers, and more. The financial dashboard will review metrics such as the cashflow, forecast and projections, budget to actuals, cash reserves, budget forecasts, and will include all bank statements. The organizational review report will demonstrate compliance responsibilities and will include items as mandated by the authorizer aligned to calendar requirements. The Governing Board recognizes the importance of having clear delineation between governance and management, with the Board's role being oversight of the school, and the Leadership Team's role being management and implementation. The Executive Director is responsible for reporting to the Governing Board and working closely with its Committees. Additional staff that will work closely with Board members, including the Dean of Operations as s/he works with the back-office provider on the financials of the school on a daily and ongoing basis. The Dean of Operations will participate in Finance Committee and Board meetings to provide additional context of the financial dashboard, as the Dean will have had a significant role in its development every month. The back-office provider will also make monthly reports to the Finance Committee and present such reports to the full Board as well within regularly scheduled public meetings.

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

There are no advisory body or councils formed at this time. Upon authorization, the parent ambassador group, It Takes a Village (ITAV) will act in an advisory role to the Board, presenting annually to the Board or more frequently if requested or preferred.

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

In general, we expect all staff and parent concerns can be handled at the level of the school, with the appropriate individual, and as needed, the Executive Director. Generally, the Board will direct parent complaints to the Executive Director. Exceptions would be if the matter involved a legal, ethical, or safety concern. If a matter cannot be handled at the school by the Executive Director, the Board would hear any formal complaints in accordance with our written Complaint Policy found in our Student and Family Handbook, updated, published, and provided annually free of charge to families during Parent Orientation or upon student enrollment, in the family's home language. Families have the legal right to bring complaint and the Board is bound to act within the law in accordance with the written



policy. Any individual or group may bring complaints and/or objections to Board policies or decision, administrative procedures, or school practices. If there are allegations of discrimination on the basis of disability related to identification, evaluation, or educational placement of a person, because of handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, parents will be directed to the Board. If any student or staff member believes the organization has discriminated against or harassed him or her due to race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in the school's programs, services and activities, s/he may file a complaint with the Executive Director. If any complaint made involves the Executive Director, the complaint may be filed with the Board Chair. The Executive Director or Board Chair will communicate with the individual(s) who filed a grievance. They will work to investigate the grievance and secure all documentation including interviews and statements related to the grievance. Further, the Board Chair and/or Executive Director will propose a resolution with the intent to stop the harassment or discrimination. Las Vegas Collegiate will not tolerate discrimination and or harassment of any kind and will provide due process to alleged victims. Complaints should be submitted in writing to the Board at least one week prior to the next Board meeting. (No official documents are necessary for filing a complaint/objection but must be done so in writing either through the mail service, delivery to the school in a sealed envelope, or email.) Submitted complaints will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to address each matter to the satisfaction of the individual or group presenting the complaint. The Board, as necessary, may direct the Executive Director or other responsible party(ies) to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate or required.

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

Goal	Purpose	Outcome Measure
Maintain board development	Have a diverse set of skills and representation on the board at all times to effectively govern the school	The Board will review the composition of the team every 90 days and create an action plan for any skillset not represented. If skill set is not represented, onboarding and appropriate member in the next 90 days constitutes meeting that goal.
Hire, support, and evaluate the Executive Director	The Board will be tasked with identifying a mission-driven and mission-aligned Executive Director to serve as the senior executive of the school. The Executive Director will be responsible for executing on the day-to-day operations and reporting to the full Board, on a monthly basis, the school's academic, financial, and organizational progress.	The Board will utilize the academic data (student progress and achievement), and cultural data (enrollment and discipline); financial data (annual budgets and audits and monthly reports); and organizational data (compliance with state and authorizer) to inform the formal, written evaluation of the Executive Director. A clear and complete job description, compensation package, signed contract, and annual evaluation, with any decisions required out of that evaluation constitutes meeting this goal.



<p>Support in the development of and review of a draft annual budget, approve the final annual budget, and oversee the annual audit</p>	<p>The Board has legal obligation to oversee management of public funds. The Executive Director will develop conservative, mission-aligned annual budget and work closely with Finance Committee and Treasurer to iterate draft budget to ensure it has clear, conservative, and detailed assumptions, is balanced, and aligns to mission, vision, and needs of school. Finance Committee will recommend final draft budget to Board for review and approval. Board, primarily through Finance Committee, will ensure that we secure annual audit, provide all necessary resources completion, and respond to any findings.</p>	<p>The Board will be tasked with approving the annual budget that will support the necessary expenses of the school. On a monthly, quarterly, and annual basis, the Board will be tasked in overseeing the management of those funds to ensure accurate spending and revenue. On an annual basis, the Board will oversee the school's fiscal audit. An approved annual budget submitted on time, monthly healthy fiscal metrics, and an annual clean audit with responses from the Board if needed constitute meeting this goal.</p>
<p>Complete Annual Board Self-Assessments and applicable state and authorizer board trainings</p>	<p>The Board will be required to complete all Board trainings as specified by the state and authorizer, including an internal Board Self-Assessment to ensure compliance and understanding of their roles and responsibility as a Governing Body.</p>	<p>Annual Board Self Assessments provide insight into individual board understanding on governance. It will help identify gaps within Board and encourages members to examine learning and capacity. It will identify areas that require improvement. State and authorizer mandated trainings will support growth of Board in role of governance. Completed self-assessments and all required trainings w/in specified timelines constitutes meeting this goal.</p>
<p>Conduct monthly Board meetings</p>	<p>The Board will hold a minimum of 10 Board meetings each year to ensure adequate academic, financial, and organizational oversight. In addition, the Governance, Academic, Finance, and Development Committees will meet once a month to review the progress of the school and submit reports to the full Board for its review and consideration. In accordance with Open Meeting Law requirements, all meetings are open to the public, and the public will be notified within 72 hours prior to each board meeting.</p>	<p>Board meetings will allow for Board to convene together to review, discuss, and approve necessary policies that help to govern school and work of Board and to make decisions and take action in its oversight and vision-setting role. Board will be able to review recommendation made by committees to ensure alignment to mission and vision of school, and Board's work will be available to public. Monthly Board and committee meetings, with all required documents and sufficient quorums to conduct business and adherence to all public meeting requirements constitutes meeting goal.</p>
<p>Annually review and approve all governing board, academic, financial, and regulatory policies</p>	<p>Upon authorization, Board will operate as legal entity subject to Nevada Open Meeting Law requirements. Board will immediately review and approve Bylaws, Conflict of Interest, and Code of Ethics Policy to support governing of their work and will determine fuller list of policies to be drafted, reviewed, legally vetted, and approved by Board to oversee school (policies found in Board-approved Student and Family Handbook, Staff Manual, Fiscal Policy Manual, and Board Manual).</p>	<p>All policies will serve as guidelines to how the school and the board operate. All policies will be in accordance with federal and state laws to ensure compliance and in accordance with all best practices to ensure effectiveness in all areas of operation at the level of the Board and the school. Annual review and approval of Board, School, Staff, and Fiscal policies.</p>

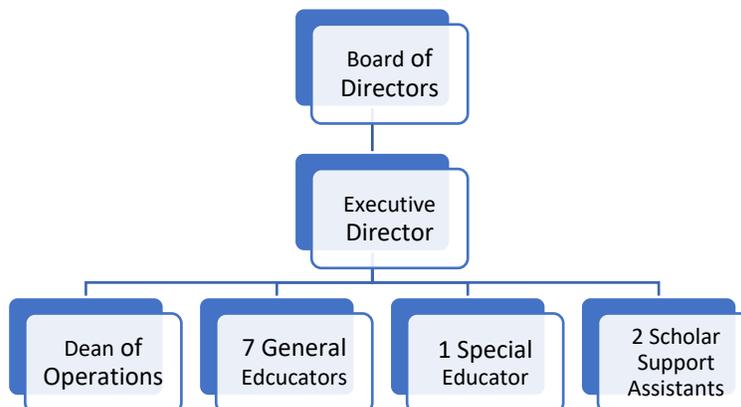


LEADERSHIP TEAM

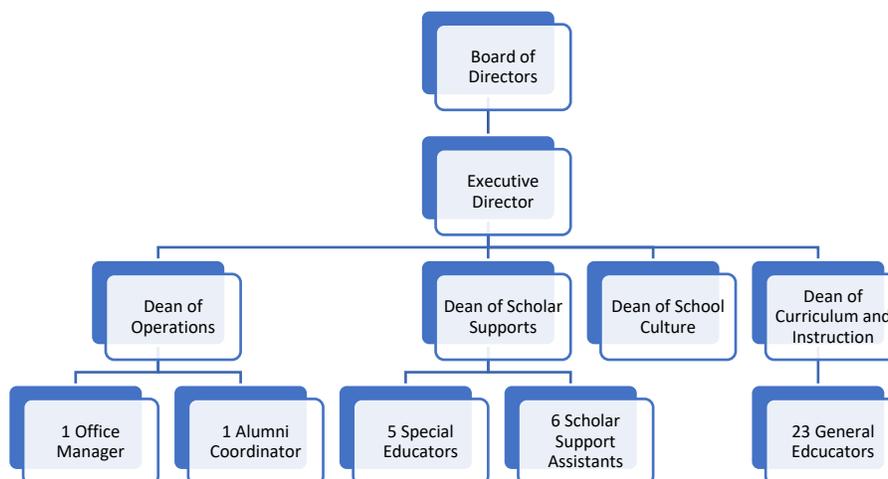
(1) Describe the proposed organizational model; include the following information:

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

Organizational Chart Year 1



Organizational Chart Year 5



(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 (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2018-19 school year.

Please see **Attachment 3**.

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

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.

Lead Founder, Ms. Gainous, and the Founding Team are deeply rooted in the communities within Las Vegas. Together they share a firm belief in the mission and vision that all students regardless of race, socio-economic status, ability, or home language should have the right to receive a high-quality education. The Founding Team is comprised of 7 high-capacity, mission driven individuals who will populate the Governing Board, and who bring a diverse set of skills that include education, finance, community engagement, law, and fund development. All members are fully equipped to support the Executive Director and govern Las Vegas Collegiate to ensure its success. **Mr. David Blodgett**, Founder/Executive Director of Nevada Preparatory Charter School, brings extensive knowledge in school leadership with experience in curriculum development. **Mr. Leland Brandon**, Youth Market Director with the American Heart Association, brings strong community partnerships and experience in organizational development. **Mr. Brent Erwin**, Vice President of Finance for Capriotti Sandwich Shop, brings extensive experience in finance and deep knowledge in fund development. **Mr. Maliq Kendricks**, recent Juris Doctorate graduate from the University of Nevada and founding teacher with Democracy Preparatory Charter School, brings experience in developing school design and compliance. **Mr. Dwight Sanders**, Leadership Coach at TNTP, bring extensive experience in school leadership, supporting students with disabilities, and parent and community engagement. **Ms. Jill Schreidl**, Educational Consultant with Person Education, brings extensive experience in teaching grades K-8 and a background in educational leadership. **Ms. Lauren Torre**, Assistant Federal Public Defender, District of Nevada brings experience with the law, regulatory compliance, and community engagement. The Founding Team will be tasked with academic, financial, and organizational oversight of: the academic program – with over 40 years of academic experience represented on the board, it is the focus of the school to support student readiness to graduate from high school, college and lead a life of opportunity; the management of public funds – several members on the Founding Team have been responsible for managing budgets of over 4 million dollars. Together, the Team is equipped to support the development and success of the 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).*

The proposed Executive Director Bianté Gainous has been trained by Building Excellent Schools (“BES”) from August 2018-August 2019. Beginning in September, 2019 and continuing for a minimum of three consecutive years, Ms. Gainous will have BES coaching and support, and most specifically through her work with a dedicated leadership coach. BES is a well-respected national non-profit that has incubated and supported some of the most successful charter schools in the country. BES has trained Fellows to open Democracy Prep in NY with school now in Las Vegas (Andre Agassiz turnaround), Futuro Prep, Nevada Rise, and Nevada Prep. For detail on the BES Fellowship/Follow On Support and sample Leader Evaluation tool, please see **Attachment 4**.

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

All recruitment, hiring, development and retention of staff will be the responsibility of the Executive Director; s/he will have the support and input of a Dean of Curriculum and Instruction beginning in year 3. Our commitment to teachers starts by recruiting top talent from around the country and reserve money each year for teacher recruitment. We recruit teachers with the unwavering belief in



the potential of all scholars, the skillset to hold scholars to high expectations, and a mindset grounded in growth and self-reflection. We prioritize recruiting teachers with at least three years of teaching experience and demonstrated success in an urban classroom; for more novice teachers, we look for potential for immediate dramatic professional growth via an ability to receive and implement feedback. We draw upon local existing contacts such as Teacher For America (“TFA”), The New Teacher Project (“TNTP”) and Teach Plus and intend to create new contacts with local universities and diverse nonprofits, as well as tapping into national networks through BES and Ms. Gainous’s connection with HBCU alumni networks. We continually reach out to organizations to identify and recruit quality teachers from around the country. We will post and promote positions through our newsletters and website. Recruitment for year 1 will begin immediately following authorization and will start no later than November 1 each year. Top teacher talent is a competitive market and we will need to act quickly to hire high capacity individuals. We do this not by skipping recruiting steps but by condensing the amount of time between them if we are compelled by a candidate. Our rigorous interview process includes resume and short answer screening, phone interview, demonstration lesson with immediate, real-time feedback and an opportunity to reteach, and an in-person interview. The school design is informed by the models of high-performing charter schools across the country. High-quality instruction measured by scholar performance is a vital element of these models and will be true with us. The Executive Director and growing leadership team will ensure the growth of teachers’ and leaders’ understanding of our academic model, content, curriculum, and research-based instructional practices, and school culture. Teacher growth will be supported through regular observations, coaching sessions, evaluations, and celebrations. Each teacher will receive at least one full class observation per week to include live coaching. After the observation, teachers will receive immediate feedback and have a debrief within 72 hours to review the feedback. In addition to weekly coaching meetings and informal evaluations, teachers will have formal observations. Formal evaluations will include coach-collected notes, scholar performance data, classroom management and culture data, and a self-assessment. The purpose of the evaluation system is to quantifiably convey a teacher’s strengths and growth areas for the categories of instruction to drive upcoming coaching meetings and professional development. The coach and teacher will meet to debrief evaluation results and to build a plan to meet their growth goals. Likewise, second semester formal evaluations will occur at the start of the third quarter and will have the same components as in the first cycle of evaluations. The formal evaluations will be a factor in determining a teacher’s overall yearly satisfaction score and aid in determination of contract renewal for the following year. End-of-year evaluations and debriefs will occur during the last two months of school, before the end of staff closeout. When staff members are excelling and positively responding to their professional development, they will be recognized. We will evaluate components such as scholar growth and achievement, classroom culture, and professional expectations including punctuality, professionalism, collaboration, parent and family engagement and attendance.

(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?

Instructional Guidance. The role of the Executive Director is to provide instructional oversight and guidance through planning and execution of summer and ongoing professional development, teacher coaching and development cycles, to include weekly observations, debriefs, live coaching, and annual teacher evaluations. **School Culture Guidance.** The role of the Executive Director is to establish a strong culture through staff and scholar onboarding, creation of the campus wide culture rubric, weekly culture walk throughs with feedback, data driven decisions based on the rubric, overseeing our merit-based system with weekly reports, school values, and monitoring culture goals and metrics. **Leadership Support.** The leadership team will support the Executive Director through weekly leadership meetings with discussion about the progress of culture and instructional metrics, along with monitoring metrics. Las Vegas Collegiate will build an invested and ambitious school



community through focusing on our school wide culture. We know that our scholars can meet our high expectations, so we hold them accountable for demonstrating our **ASPIRE** leadership values and developing the academic and character habits that will allow them to thrive academically and socially in middle school, high school, and college. We believe that structured, predictable learning environments that are consistent school-wide and across classes, and which provide targeted supports for all learners, best allow scholars to focus on instruction and excel academically and are shown to be particularly effective for scholars with special needs. We will consistently use objective measures to evaluate our school culture and ensure an environment that is free from discrimination and harassment. The Executive Director will create and distribute a Culture Dashboard at the beginning of the school year where all teachers and culture rubric data will be stored. The school wide culture rubric will evaluate how staff are upholding different aspects of our school culture that impact out scholars' learning environment. Staff culture will be evaluated weekly in years one and two (to establish strong culture for continued years), bi-weekly year three, and monthly year four and beyond. If culture weakens, we will go back to weekly evaluations for as long as needed. The culture rubric includes, but is not limited to, leader tone, Community Meeting, physical space, transitions, dress code, scholar demonstration of **ASPIRE** values, lunch, dismissal, teacher tone, strong voice, what to do, 100%, scholar response to correction, do it again, tracking, joy/engagement, entry, classwork distribution and collection, and transition between activities. The Executive Director will conduct weekly walkthroughs in year one using the culture rubric. In years 4 and beyond, the Executive Director will conduct walk throughs with the Dean of School Culture, using the culture rubric to inform grade-wide or school-wide culture pushes and be available to provide additional support and coaching to new teachers. We will track progress and use the rubric for coaching and development during a professional development. The school wide culture tracker will contain key school culture performance indicators for scholars that impact the learning environment. It includes the number of scholars earning lunch or homework detention each week, homework completion percentages, numbers of send-outs by grade, cohort, and teacher, and number of restorative practices conversation. The Culture Team (Executive Director and Dean of Operations in year 1, and to include the Dean of School Culture in year 4) will analyze this data on a weekly basis and use the data to create action plans, problem solve, and support individual teachers, scholars, and plan professional development. The culture rubric will also be used to track trends across grade levels, teachers, and scholars by entering data into an excel sheet tracker. The culture team will track trends and respond accordingly with professional development, parent conferences, or coaching conversations. The Executive Director will report out all culture data, to include gaps and action plans, to the Board of Directors at monthly board meetings. Strong culture allows our scholars access to rigorous, high-quality education without distractions. We understand that not all stakeholders, to include parents, will be happy but we value all our families and their voices. We will implement a family feedback survey for parents starting in our planning year and scholar feedback survey beginning in third grade for scholars concerning our school culture twice per year. The survey will be the same one given each time to identify changes, strengths, and areas of growth. The culture team will evaluate results and create an action plan that identifies the changes we can make to improve culture on our campus for both parents and scholars.

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

The roles of our leadership team will ensure that all needs of the school are addressed and that systems exist to share knowledge and skills across the team ensure that there are no gaps. The Executive Director directs the leadership team and reports to the Board of Directors, maintaining school culture and ensuring academic achievement and fiscal well-being. The Dean of Operations, hired in year 1, manages all operational details, from vendor and contract relationships to the facility and overseeing school-wide system and procedures. The Dean of Scholar Supports, hired in year 2,



coordinates all services and IEPs for scholars with special needs and ensures proper recordkeeping and compliance. The Dean of School Culture, hired year 4, oversees a positive, structured, safe school culture and organizes culturally diverse experiences for scholars. The Dean of Curriculum and Instruction, hired in year 3, leads curriculum and assessment development and teacher coaching. As a team we will have a weekly standing appointment to address the current instructional and behavioral climate of the school. Deans track data daily using rubrics and are required to come to weekly meetings with the data compiled into a dashboard, prepared for review. Deans will share data from the week and present their action plan to address need, maintain success, and points of leverage. All members of the leadership team will be allowed to share thoughts, opinions, and feedback on the action plans and will identify where they will need to support the work of fellow leadership team members. The team will agree on a goal for the following week and the best action steps to leverage for school culture and behavior, instruction, and operations and will present on progress towards the goal in the next meeting.

STAFFING

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

Proposed New School

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Back-Office FTEs						
School Staff						
Executive Director	1	1	1	1	1	1
Add'l School Leadership Position 1 Dean of Operations	1	1	1	1	1	1
Add'l School Leadership Position 2 Dean of Scholar Supports		1	1	1	1	1
Add'l School Leadership Position 3 Dean of Curriculum and Instruction			1	1	1	1
Add'l School Leadership Position 4 Dean of School Culture				1	1	1
Classroom Teachers (Core Subjects)	7	11	15	19	23	23
Classroom Teachers (Specials)						
Student Support Position 1 [Special Educator]	1	2	3	4	5	5
Student Support Position 2 [Gen Ed & Enrichment]	2	3	4	5	6	6
Specialized School Staff 1 Dean of Enrollment and Alumni					1	1
School Operations Support Staff		1	1	1	1	1
Total FTEs at School	12	20	27	34	41	41

HUMAN RESOURCES

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



Our mission, vision, and core beliefs drive all teacher recruitment and staff hiring. We will conduct local, statewide, and national searches to recruit top talent, leveraging our partnerships with organizations such as Teacher For America (TFA), The New Teachers Project (TNTP), Building Excellent Schools (BES), and the proposed Executive Director's HBCU Alumni Network. We intend to recruit and select top candidates that are mission-aligned and believe that all children can succeed regardless of any identifying factors. We are looking to hire committed individuals who are mission fit, genuinely believe that all students can achieve at high levels, and who will support the work of the school, ensuring scholars' academic success. We recognize hiring teachers as being one of the most important decisions we will make as an organization. Our top candidates, in addition to being a mission fit and believing that all children can succeed, must also seek the ability to grow professionally, every day committing to being a better educator for their scholars and embracing robust and impact-focused professional development. Therefore, we will prioritize teachers who take feedback well and desire frequent coaching. At Las Vegas Collegiate, we will be extremely aggressive and proactive in seeking top talent and will ensure that every interaction with a potential candidate is rooted in urgency of our mission. Upon authorization, the proposed Executive Director will immediately begin the recruitment process, leveraging her multi-tiered national connections. She will connect with local colleges such as the University of Nevada – Las Vegas and Nevada State College for talent and will prioritize candidate recruitment, share the mission and vision of the school and pursuing strong candidates to apply. Immediately upon authorization, we will post all open positions on a variety of electronic job boards, social media outlets, and leverage our relationships with TFA, BES, TNTP, and alumni networks. To attract top talent from the local community, we will disseminate information about open positions at local community centers, churches, businesses, and organizations. We will post in local publications and leverage our relationship with local radio station 88.1 to feature the founding team opportunity.

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

Compensation. As the Executive Director is the first hire of the school, the budget reflects an Executive Director salary that complies with NRS 388A.521. All members of the leadership team will have the same base pay beginning at \$47K. All general education teacher will have a base pay of \$41K and special education teachers a base pay of \$41K.. Benefits include the school paying 15.25% into NV Public Employment Retirement System per teacher and 70% of health care costs. At this time, our budget reflects very conservative numbers. Should additional funding be secured through per pupil or other revenue streams, we will reevaluate the base pay of staff and incentives/rewards to include in our compensation package. **Retention.** Las Vegas Collegiate is committed to retaining top talent. We will have developed several key strategies to increase teacher retention year to year. Our teacher retention will be supported by our robust professional development opportunities. We are dedicating immense amount of time, energy, and resources to ensure our teachers are well developed. We are committed to continuously supporting and pushing our staff members to improve their craft. Our emphasis on culture, systems, and routines will create an environment in which teachers can focus on instruction, instead of on excessive behavior management and discipline. While these benefits are not monetary in nature, they have proven to be an attractive component of many schools studied by Lead Founder Bianté Gainous. In conversations with veteran teachers during school studies, they reported remaining at their schools for reasons far beyond money. The robust professional development and constant growth were cited by an overwhelming majority of these veteran teachers. Las Vegas Collegiate will continuously listen to staff members, informally and formally, and empower them to take on leadership opportunities. Twice each year, staff members will take an anonymous staff survey, as well as have a one-on-one conference with the Executive Director. These tools will allow for staff to provide feedback and suggestions for improvement. The



Executive Director will take all suggestions into consideration and will ensure that all staff members feel that their voice is being heard. Staff members will also be encouraged to take the lead on new initiatives and improvements to various systems. Whenever possible, we will also grow and develop new members of our leadership team from within our own staff, providing current staff with the opportunity for upward mobility within our organization. In addition to robust professional development and opportunities for growth, we will offer a comprehensive benefits package including health, dental, and vision insurance, and will pay in retirement benefits for all fulltime staff. The leadership team will constantly reflect on retention data and staff feedback to adjust and improve.

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

We seek to cultivate a professional culture in which all members are valued and recognized as experts of their craft. Our professional culture will be supportive, reliable, safe, and welcoming. To develop this culture, we will ensure that lines of communication are open and clear, that all staff members are aware of their role and how to access support should they need it. To support effective management between the leadership team and staff, staff will know who their direct supervisor is, have clear schedules and calendars that support efficiency, and standing meetings to support professional growth. Our professional culture will be similar to that of the one between adults and students within in the building. There will be high expectations with robust supports, while being a place of joy and excitement. We value our teachers and prioritize cultivating an environment in which they can thrive. Class size will be 27, with two teachers during a significant part of the school to day to allow for a 9:1 ratio supported by in-class Blended Learning technology stations and Daily Interventions with a 5:1 ratio. Class size and thus ratios of adults to students in local "typical" schools is high, with most local schools overcrowded to 120% and class size frequently above 30 with one teacher.

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

We will conduct extensive checks of employment references, educational verification, and criminal background checks on all applicants prior to extending an offer of employment. Las Vegas Collegiate is an Equal Employment Opportunity (EEO) employer and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of 1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant. As a condition of employment and in compliance with NRS 388A.515, we require all applicants be fingerprinted and pass a criminal background check. Any volunteer or consultant working in the school will be subjects to the same criminal and fingerprint background check, including parent volunteers who spend a significant amount of time in the building. As Nevada is a state that recognizes "employment-at-will," employment status gives both employees and school leadership the option to terminate the employment relationship at any time without notice, with or without cause. It is the responsibility of the Board to oversee school policies and operations. However, no person other than the Executive Director has authority to enter into any agreement for employment; and employment agreements negotiated via the Executive Director must be in writing. **Hiring.** In our budget we have allocated revenue in all years for teacher recruitment. We prioritize recruiting teachers who believe that all students can achieve regardless of demographical statistics and who believe in our school's mission and design. When reviewing and evaluating candidates, we will look for educators who have classroom experience, prioritizing those with experience teaching in urban settings and with demonstrable results. For educators who do not have prior experience, we are evaluating their



likelihood of rapid growth through demonstration in a performance-based interview. Recruitment efforts are expansive, leveraging TFA, TNTP, Teach Plus, BES, and the Lead Founder’s Historically Black Colleges and Universities Alumni Network. We will continually reach out to organizations to identify and recruit quality teachers from around the country. We recognize the power of word of mouth in hiring and will also leverage personal networks of other community partners. We will use digital and print marketing, posting job ads on work board websites, our website and social media accounts, flyers in the community, and ads in the newspaper. Recruitment for Year 1 will begin immediately following authorization and will start no later than November 1 each year following. Top teacher talent is a competitive market and we will need to act quickly to hire high capacity individuals; we do this not by skipping recruiting steps, but by condensing the amount of time between them if we are particularly compelled by a candidate. Our rigorous interview process includes resume and short answer screening, phone interview, performance-based task such as delivering a lesson, real-time feedback and opportunity to reteach, and in-person interview. We leverage scenario-based, problem-solving questions to determine a candidate’s self-reflection, commitment to relentless pursuit of results, critical thinking ability, ability to implement feedback, and performance under pressure. **Dismissal.** Teachers will participate in weekly, ongoing PD to build skill sets and capacity. To support our development of teachers, we will use the Instructional Framework Teacher Evaluation Tool (**Attachment 5**); adapted from Baltimore City Public Schools, the tool has strength in its rubric formatting, proving clear, detailed descriptions of the instructional strategies that constitute high effectiveness. The rubric assess teachers on their effectiveness on planning, teaching, and reflecting and adjusting instruction practices. The detailed nature of the rubric will aid with teacher development, resulting in higher student achievement. We will assess teacher effectiveness on pedagogical concepts such as checks for understanding, presenting content clearly, or building a positive classroom culture. Using the framework, the Executive Director (with the support of the Dean of Curriculum and Instruction beginning in year 3) will observe teachers at least once per week at minimum, recording data and feedback to provide to the teacher and target action steps for improvement. Teachers who demonstrate an overwhelming challenge to master their content and deliver high result for children will be put on a Professional Improvement Plan to increase their success with more supports provided directly from the Executive Director. We understand that the work of leading a classroom is difficult and will work extensively with teachers to coach and develop them to success. Only after all avenues for support and success have been exhausted with a teacher will we make the determination that their professional performance in a classroom does not meet standard, and dismissal is necessary. Teachers and non-classroom staff who fail to comply with the requirements of their role , demonstrate lack of mission alignment, are a disruption to the professional culture, or demonstrate a “won’t do versus a can’t do” attitude will be subject to dismissal. All dismissals will be determined by the Executive Director.

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

Professional Development and Supports. A core belief of Las Vegas Collegiate is that with exemplary teachers, we will have exemplary results. We have designed a robust and comprehensive scope and sequence for our internal PD program to ensure we have mission-driven, team-aligned staff who are supported and challenged to be high-skilled, high-capacity educators providing a high-quality education to our scholars. Through annual, monthly, weekly, and daily strategic and well-planned PD informed by the success of high-achieving schools, our teachers and staff will be positioned to educate students to meet or exceed grade level standards.

Proposed Lesson Plan Feedback Cycle	
TIMELINE	ACTION



Thu by 6pm (week and half from execution)	Teachers submit weekly outline annotated daily lesson plans for review.
Mon by 8am	Coaches provide targeted feedback for teacher revisions.
Wed by 8am	Teacher applies feedback and resubmits to coach.
Wed, Thu, or Fri	Teacher meets with coach for targeted practice of lesson components.
Day of Implementation	Teachers post lesson plans to designated online area.

Our school will focus overall PD on four core areas: (1) effective instructional practices, (2) curriculum content development and internalization, (3) school and classroom culture of achievement and excellence, and (4) schoolwide systems, routines, practices, and language. Throughout the year staff have 90 minutes of prep time during the instructional day, 20 professional development days in the summer prior to the start of the year, and 90 hours during the school year that is inclusive of abbreviated student days to allow for 3 hours of professional development each week, and 10 additional full days of professional development throughout the year. Our PD plan includes Follow On Support from a BES Leadership Coach, classroom observations and debriefs, coaching cycles that include live coaching and video analysis of real-time teaching, data analysis and action plan development, grade level team development, individual check-ins with the school leader, and in-service PD days that allow us to target any needs within our four core areas. Below is a description of the types of professional development in which Las Vegas Collegiate will engage.

PD Type	Description of PD	Total Days
Summer Development	The Executive Director will lead summer PD on instructional practices and taxonomies, school culture, and operations.	20 Days
In Service & Data Days	These will focus on practicing strategies, daily lessons, and core taxonomies. They will also focus on data analysis based on data from teacher observation, student work, and assessments. Data days follow major assessments such as STEP and MAP for teachers to analyze data and action plan.	8 Days
Weekly PD	Every Wednesday teachers participate in weekly PD from 1:00 pm – 4:00 pm. This time is used for grade level team meetings, vertical team meetings, coaching meetings, content PD, and lesson practice.	3 hours/week

We begin the school year with 20 days of PD to prepare for a strong and successful year. We have further planned on-going professional development throughout the year for teachers to engage in data analysis, content development, and planned intervention for the needs of our students. Teachers will have 10 additional full in-service PD/data days throughout the year, planned strategically after our interim assessments to permit the facilitation of data analysis. In addition to full day PD, teachers will have individual check-ins with the Executive Director or Dean of Curriculum and Instruction as hired in year 3, weekly grade level intellectual preparation and feedback meetings, content team professional learning communities, weekly coaching observation and feedback, and weekly assessment data team meetings. We will provide teachers with daily planning time to permit meeting with grade level teams. In team planning meetings, teachers will participate in student work analysis protocol to gain qualitative data about student performance across the grade level. Just like quantitative data review protocols, teachers and leaders will develop action plans to support student needs. The Executive Director and Dean of Curriculum and Instruction starting in year 3 will coach teachers during these processes to plan instruction at target student misconceptions and gaps in understanding. To support the work of fairly and successfully evaluating teachers, we have adopted an Instructional Framework to guide our work and maintain consistency. During teacher’s weekly observations, the Executive Director will record notes on successes, challenges, provide feedback, and the highest leverage action step that can quickly improve a teacher’s practice in a short period of time. This tool, formatted as a rubric, can support teachers with their self-development due to its



detailed components. The Executive Director will use the rubric to evaluate teachers on pedagogical skills such as facilitating student talk, using evidence dependent questioning, and engaging all students in rigorous work. The rubric allows for teachers to obtain a score between 1 and 4, with 4 being highly effective, 3 being effective, 2 being developing, and 1 being ineffective, The framework clearly depicts what teacher actions are necessary to demonstrate mastery of the instructional skills. For a better understanding of the framework and the encompassing components, see **Attachment 5**.

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

It is the role of the Board to evaluate the school leader to ensure effectiveness, mission alignment, and progress and attainment of accountability goals as outlined in the charter and required by the authorizer. The Executive Director must demonstrate strong academic results, maintain the fiscal health of the school, and ensure compliance with all authorizer, state, and federal mandates. As a Building Excellent Schools (BES) Fellow, the proposed Executive Director will get a substantial amount of support and have access to extensive PD through continued support from BES. She will participate in Follow On support for the planning year and first two years of operation and will have the support of the organization and access to a network of over 150 school leaders, indefinitely. Follow On Support includes leadership training and guidance with a qualified coach who has school leadership experience. The support includes school visits from the coach, webinars, coaching calls, document review, and video feedback. To evaluate the Executive Director, the Board will use a leadership evaluation tool (please see **Attachment 6**).

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

The staffing model, at full capacity in the 2024-25 school year will be inclusive of four non-classroom leadership roles. The Dean of Operations, hired in April of the planning year, is responsible for supporting the Executive Director, maintaining the operational integrity of the school. The Dean of Operations is in-charge of ensuring the school remains in compliance with all authorizer, state, and federal regulations, policies, and procedures. The Dean of Scholar Supports, to be hired in year 2, supports students and classroom teachers as their responsibilities focus on the academic development and success of special needs students. This role is responsible for overseeing special educators and maintaining the administrative duties of serving children with disabilities, while maintaining compliance. The Dean of Curriculum and Instruction, hired in year 3, will be responsible for supporting the coaching and development of teachers and support instructional operations components such as aiding with the evaluation of our curriculum yearly, developing any additional curriculum necessary, and constantly evaluating the school of the academic program. The Dean of School Culture, hired in year 4, is a role necessary for maintaining the culture of the school as once the schools grows the Executive Director will need support maintaining the culture of the school and ensuring the vision lives successfully. All of these non-classroom roles support the mission and vision of school, allowing for instructional leaders to focus on instruction.

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

As part of its planning year activities, the Board and Executive Director will ensure there is a clear succession plan for all leadership roles, including that of the Executive Director, and such plan will address both planned growth in need for roles and planned transitions, as well as for unexpected departures. All roles will have detailed job descriptions and to the greatest extent possible, identifying who could take on specific responsibilities within emergency situation as they might arise. To the greatest extent possible, potential school leaders will be identified and cultivated from within. For example, we anticipate that the Dean of Curriculum and Instruction and Dean of School



Culture roles will be filled by exemplary teachers showing promise and capacity in each of those areas. We will take full advantage of our formal relationship with Building Excellent Schools and their trainings for upcoming school leadership through their LENS (Leaders of Emerging Networks of Schools) most specifically and we will consider additional trainings and professional development opportunities afforded thorough our vast network of schools and other educational organizations.

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

Using the teacher evaluation tool to record observation feedback, the Executive Director will be able to identify and address unsatisfactory teacher performance. Unsatisfactory performance will result in the Executive Director increasing the direct support of the teacher. If the additional support is not effective, the teacher will be put on a PIP that is a plan of action inclusive of goals with attached timelines for improvement. Should the teacher not meet the goals of the PIP, the Executive Director will develop next steps for employment eligibility. The Board evaluates the Executive Director on an annual basis using the leadership evaluation tool found in **Attachment 6**. The monthly dashboards presented to the Board will aid with the evaluation process and determining if the Executive Director is effective. In the event the Executive Director is not meeting goals as outlined, the Board will make the determination to put the Executive Director on a PIP with outlined goals and timeline for improvement. Should the Executive Director fail to meet improvement goals, the Board will develop next steps for employment eligibility. Costs for leader and teacher turnover are monetary in nature, certainly, including the costs of recruitment, but there are greater costs in the need to continuously onboard and train new people and to lose the opportunity to build on successes already gained, as well as the experience of scholars and families with staff changes. Our goal is to retain for the greatest length of time possible and will continuously monitor staff satisfaction and respond accordingly.

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

As a new organization, Las Vegas Collegiate will evaluate systems for human resources in the planning year. Thus far we have reviewed a system called Little Bird³ which will allow us to track HR paperwork such as tax and banking information and will track payroll based on time and attendance with the option to pay on a 10- or 12-month schedule to accommodate teacher needs.

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

We will continue to evaluate HR and insurance providers during our planning year. We have connected with other charter leaders in the community to aid informing initial budgeting for HR services and employee benefits. Examples of HR services we will require include: **Payroll**. We will select a back-office service provider with strong recommendations from charter schools, especially in Southern Nevada. The provider will work with an established payroll provider. For example, similar schools work with EdTec processes payroll through Paylocity. Our budget includes approximately \$4,200 per month for back-office services and associated payroll fees based on average of similarly sized Las Vegas charter schools and draft scopes of work from back office providers. **Benefits Administration**. Knowing we will be a lean team, we prefer to work with experts experienced in benefits administration rather than communicating with insurance companies directly. For example, we have secured initial medical, dental, and vision plan estimates and information from Distinctive Insurance, endorsed by members of the Charter School Association of

³ <https://littlebird.hr/>.



Nevada (CSAN) and multiple local charter schools. Distinctive or a similar firm would secure multiple competitive health insurance plan options in compliance with the Affordable Care Act (ACA) and would lead employee benefit on-boarding and be available to assist employees with any benefit-related issues. Las Vegas Collegiate would not pay Distinctive directly for its services, but would pay a share of employee insurance premiums, which will vary based on demographics of our founding staff and have included budget costs accordingly. **Employee Relations.** We have not yet partnered with an HR Consulting firm but we intend to do more thorough due diligence during our planning year when we can interview and request proposals from multiple local firms. We have requested initial information from firms such as Direct HR consulting. This firm is available to consult on an as-needed basis but also has annual partnership options that include employee handbook review, personnel file audits, job description and contract review, etc. For certain matters requiring legal attention, we will work with a law firm that is experienced in HR matters for charter schools.

STUDENT RECRUITMENT AND ENROLLMENT

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

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

We have created a recruitment plan to attract an adequate pool of families to apply to meet our enrollment projections. Our intent is to target families of the Historic West Side, as there is currently a limited number of high-quality local elementary schools. We are aware of the challenge enrollment can pose on a new charter school and have designed a plan to exceed enrollment targets, creating a waiting list. We will benefit from the relationships we are cultivating within the community, child care centers, head start programs, churches, and community organizations with deep ties to the community. We will continue to heavily leverage our connection to the Boys and Girls Club at Agassi Campus that is in the center of our target community. The Executive Director and Dean of Operations hired in year one will be responsible for planning, implementation, oversight, data tracking, and evaluation of our recruitment plan pre-opening and in subsequent years. In compliance with all state and federal laws regarding nondiscrimination, we will not discriminate on the basis of race, color, nationality, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, English Language proficiency, or past academic achievement in admitting scholars. We will not discriminate in scholar recruitment practices against scholars who may appear to have disabilities. We will not set any admission criteria that are intended to discriminate or have the effect of discrimination on any of these bases. In accordance with SB208, we will provide notice to parents/guardians within the community when accepting applications in all years through our website, local news, and notices at local venues in accessible languages.

Recruitment Strategies	
Marketing	Upon approval we will increase the amount of print marketing – in the form of flyers and one-pagers – social media posts, and website campaigns to increase awareness within the community. All materials will be printed/posted in English and Spanish.
Door-to-door Canvassing	We will mobilize a group of volunteers and paid canvassers to knock on doors in 89106 to provide families with information Las Vegas Collegiate and application details.



Information Sessions	With the intent to partner with community organizations such as the Boys and Girls Club or local churches, we will hold monthly information sessions for parents to hear more about the school, ask questions, and learn about the application process.
Tabling Events	We will continue to set up tables at various locations in the community, attending relevant events to raise awareness and spread details and information.
Partnerships	Founding team members have begun building relationships with local day care and head start providers. We will be strategic and leverage these relationships to garner prospective parents by attending parent meetings held at the centers and disseminating information to parents whose children attend.
Radio Marketing	Las Vegas Collegiate will leverage their relationship with the local radio station 88.1 and increase the number of features during high traffic shows.
Press Release	We will create a press release with information about enrolling, printing in newspapers and on websites of local businesses. The press release will be created in multiple languages to ensure access.

(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.

Las Vegas Collegiate will be an open enrollment charter school that will always accept applications. Applications received after the lottery closing date will be processed on a first come, first serve basis based upon availability. If Las Vegas Collegiate is at capacity, applicants will be placed on a waiting list in order of receipt and receive information about their number on the list regularly. Pursuant to NRS 388A.453, we will ensure at least 45 days between the day we begin accepting applications and the final day, prior to conducting the lottery.

Enrollment Dates					
	2020-21	2021-22	2022-23	2023-24	2024-25
Application Opens	1/6/20	1/4/21	1/3/22	1/2/23	1/8/24
Application Closes	3/6/20	3/5/21	3/4/22	3/3/23	3/8/24
Lottery Date	3/13/20	3/12/21	3/11/22	3/10/23	3/15/24
Open Enrollment	3/16/20	3/15/21	3/14/22	3/13/23	3/18/24

(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.

We intend to collect two intent to apply forms for all 162 available seats equaling 324 intents to apply. The Executive Director in our planning year will be responsible for tracking all enrollment data, managing all tasks associated such as collecting applications, tracking numbers, contacting parents and families, and ensuring all documentation is collected and processed. The Executive Director will create an organizational oversight dashboard that included enrollment numbers. Should enrollment ever fall below outlined targets, the Executive Director will create an action plan to increase the number of applicants, leveraging Board members who will aid with marketing and recruitments efforts to increase the number of applicants. The Executive Director will delegate these responsibilities to the Dean of Operations our first year of operation. Based on the experience of similar schools serving similar populations, we expect an annual attrition rate of 7% - 11 students in year 1, 22 students in year 3, and 34 students in year 5. We will explore all options to meet our goal of 95% of all scholars re-enrolling each year. If numbers indicate that we will enter the next school year under enrollment targets, we will implement our full pre-operation recruitment plan to increase enrollment and fill all available seats. With enrollment decreased by 33%, down from 162 scholars to 108, reducing the number of classrooms per grade level from 3 to 2, Las Vegas Collegiate would still be able to affectively operate, delivering the academic program as outlined in this RFP. This 33%



decrease in enrollment results in a year 1 ending fund balance of \$51,893 as opposed to \$104,054 in our planned projected enrollment. Reducing enrollment much further would result in significant shifts to our academic model and plans to ensure our scholars reach academic success. Increasing our enrollment in year 1 by 10% would be equivalent to an additional 16 scholars. While we would be within our legal rights and in compliance with our authorizer if done, we will not seek to over enroll our target number of scholars. This would result in an increase number of scholars per classroom (approximately 30 scholars) increasing our scholar to teacher ratio from 27:1 to 30:1. To maintain the integrity of our academic program and prioritize scholar success, we must remain as close to our planned enrollment numbers.

(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?

Per NRS 388A.456, we will adhere to legal requirements of priority enrollment for siblings of already enrolled at Las Vegas Collegiate and the children of persons employed by or who serve on the Board of the school. As it pertains to special populations, all staff, including Board members, will participate in summer PD in which they will receive training on topic such what it means to be a tuition-free public school that accepts public funds, the difference between and process for providing scholars with modified work or alternative accommodations, and how to effectively implement an IEP to ensure legal compliance and scholar needs are met. The Executive Director will be responsible for ensuring all staff is trained. We will also ensure that the Executive Director or other members of the leadership team, such as the Dean of Scholar Supports beginning in year 2, will attend trainings provided by the State of Nevada that pertain to special education laws and best practices.

(7) 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?

Our goal is to develop a robust presence in the community creating a waiting list of parents and families eager for their children to attend. The recruitment plan in the first year of operation and all subsequent years will look very similar. We will target families through information sessions, print marketing, door-to-door campaigns, social media, radio features, and partnerships with local child care centers. These strategies will support backfilling, as we will target all needed age groups. The execution of the recruitment plan pre-enrollment will be the responsibility of the Executive Director with the support of the Dean of Operations; in all subsequent years is the responsibility of the Dean of Operations with the support and oversight of the Executive Director. Should we not be on target to meet our enrollment goals, the Board will be expected to mobilize to provide additional supports.

(8) Complete the following tables for the proposed school to open in 2018-19.

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

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	54	54	54	54	54	54
1	54	54	54	54	54	54
2	0	54	54	54	54	54
3	0	0	54	54	54	54
4	0	0	0	54	54	54
5	0	0	0	0	54	54
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0



9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	108	162	216	270	324	324

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

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	81	81	81	81	81	81
1	81	81	81	81	81	81
2	0	81	81	81	81	81
3	0	0	81	81	81	81
4	0	0	0	81	81	81
5	0	0	0	0	81	81
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	162	243	324	405	486	486

(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					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	90	90	90	90	90	90
1	90	90	90	90	90	90
2	0	90	90	90	90	90
3	0	0	90	90	90	90
4	0	0	0	90	90	90
5	0	0	0	0	90	90
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	180	270	360	450	540	540

(9) 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.



Las Vegas Collegiate will implement a slow growth model, beginning with two grade levels – kindergarten and first grade. There will be three cohorts of each grade level. Our planned enrollment is for 27 children in each classroom, totaling 162 scholars in the first year of operation. We will add an additional 81 scholars each year thereafter. Research shows that slow growth model schools are better able to protect their mission and deliver high-quality results as they are able to better prepare scholars for third grade state assessments. Slow growth school models are better able to create a strong school culture and establish effective governance practices because there are less students in the first year of operation. School leaders are able to learn and make intentional, data driven, calculated adjustments as the school grows, that often results in higher student achievement.⁴ Las Vegas Collegiate will leverage these benefits to meet the needs of scholars in the Historic Westside.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in fall 2020. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.*

Please see **Attachment 10**.

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

Proposed Executive Director will have the full support of Building Excellent Schools and its Follow On Support program, through which Ms. Gainous will work with a dedicated Leadership Coach on all areas of academic, operational, and organizational need. That coach will remain with Ms. Gainous for a minimum of three years, and thus through the second year of the school's proposed operation. The main components of the coaching include effective project management, recruitment and hiring of staff, recruitment and orientation of students and families, curriculum development, culture development, assessment systems, teacher training and coaching, and operational/financial management. The3 work includes coaching calls, cohort-based trainings with other founding school leaders, document review, pre-opening preparations and walk-throughs, and multiple school visits.

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

The first hire will be the proposed Executive Director, Bianté Gainous, who over the past year has worked full-time (compensated through the BES Fellowship) on the development of the proposed school. Her work has focused on developing the academic program and systems and connecting with organizations and vendors to prepare for year one of operations should Las Vegas Collegiate be authorized. The second hire will be a Dean of Operations, hired April 2020, who will support the work of the Executive Director in preparing the operational needs of the school and as outlined in their job description located in **Attachment 2**. As described in the **Attachment 1** in the form of an Intent to Give letter from Opportunity 180, Las Vegas Collegiate will compensate all required persons with the \$100,000 provided from Opportunity 180 and \$60,000 raised by the Board.

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.

⁴ https://my.vanderbilt.edu/marisacannata/files/2013/10/Starting_Strong_final.pdf.



- (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 monitor 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.

These questions are not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate will not operate a program where students may earn college credits.

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 these listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

The school will have an Executive Director and Dean of Operations in all years, Office Manager beginning year 2, and Dean of School Culture beginning year 4. All performance metrics will be aligned qualitatively and quantitatively to core responsibilities of each role, inclusive of all required business services of the school and of that role. Details on supporting operational needs are below.

- (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 not serve as a barrier to enrollment or ongoing attendance.*

As a charter school located in the heart of our target community with the local Andre Agassi Boys and Girls Club of Southern Nevada at 800 North Martin Luther King Blvd. in 89106, our facility will be easily accessible to families. We anticipate reaching full enrollment and providing equitable access without a school bus; if we determine a bus is necessary to make the school accessible, we are prepared to take step to provide transportation. We have consulted with another urban Las Vegas charter school that provides transportation and have reviewed the guidelines for school transportation from Diana Hollander's office in the Department of Education. We intend to submit a Charter School Program grant and have reviewed the supplemental application that would be required if awarded CSP and need to use the funds for student transportation. We also anticipate families taking advantage of public transit since there are multiple RTC bus stops within a block of the clubhouse. We will monitor attendance closely, including punctuality, and will intercede and communicate with families if there are early trends that this is a challenge.

- (b) *Food Service; Outline your plans for providing food serve 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 not serve as a barrier to enrollment or ongoing attendance*

We intend to use Three Square food services in place at the Andre Agassi Boys and Girls Club of Southern Nevada in which our school will be located. The facility and organization is experienced in



preparing and serving breakfast, snacks, and lunch that comply with all federal nutrition guidelines and all other requirements (i.e. temperature, serving, and storage). We will work with families in their home language to ensure that all required documents demonstrating eligibility for Free or Reduce Lunch is completed accurately, and the Dean of Operations will work with School Foods Solutions to set up an electronic filing and management system for all records.

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

As part of our lease, we will have all facility maintenance provided by the landlord; we have allowed for costs for janitorial services. Letter of Facility Commitment can be found in **Attachment 13**.

(d) School health and nursing services

We will establish relationship with local health services for emergency needs and federal required health screenings. We will secure training for the Dean Operations in establishing and maintaining all health records in accordance with FERPA and any other regulations; all records and all medications will be kept in a locked location with clear record-keeping processes and will only be accessible to the Dean of Operations and Executive Director. We will contract with service providers such as a nurse or counselor as needed and/or as required by any student's IEP or health needs.

(e) Purchasing processes

We will establish an operations policy manual during the planning year and establish tools to ensure segregation of duties and accurate record-keeping. We will hire and work in partnership with a back-office provider such as EdTec, which will work with the Executive Director and Dean of Operations to oversee the completion of the operations manual and all required purchasing tools, including all record-keeping requirements and RFP procedures as may be required.

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

We will be housed in the Andre Agassi Boys and Girls Club of Southern Nevada. We will ensure there is a secure and locked entrance at all times, requiring visitors to be allowed access once their identity and purpose are established. We will comply with all fire, safety, and emergency requirements and ensure all inspections and certificates are in place prior to using the facility for school purposes.

(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.

Our facility will provide wireless internet sufficient for all school purposes. We will establish our own server and telephone extensions and will use cell phones for the Executive Director, Dean of Operations, and Dean of School Culture. We will use Chromebooks for students and laptops for staff. The Dean of Operations will be responsible for the purchase, management, and security of all technology needs. Our Staff Manual and Student and Family Handbooks will outline policies on the safe and appropriate use of all technology as used within the school and on school devices and will include safety measures to ensure limited and appropriate access for students to online sources. Both the Staff Manual and Student and Family Handbook will be vetted annually by attorneys experienced in HR and educational law federally and in Nevada and approved by the Board annually upon legal review. While we anticipate that the Dean will be able to troubleshoot the vast majority of small technical issues that will arise with usage, we will also seek to contract with a vendor that can provide wider support as needed as well as any installation or upgrading needs as they arise.



- (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's specific reporting requirement. Detail the staff members who will enter data along with the project manager who will omit to trainings and regularly monitor student information for accuracy.*

The Dean will manage the Infinite Campus system; the Executive Director and Dean will access trainings needed to become proficient in Infinite Campus. The Executive Director will complete leadership role in the planning year at an existing Nevada charter school, developing experience with the system prior to implementation. Our Board includes the Founder and Executive Director of a charter school in Las Vegas and will bring invaluable support and guidance as we establish and implement the system and the various reporting requirements. The Dean will enter all data and the Executive Director, supervising the Dean, will be responsible for monitoring such input for accuracy.

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

All school records will be accessible only through individual permissions and passcodes based upon role and functionality. All personal records kept electronically will have limited and secure access and all kept in hard copy will be maintained within a locked and secured location at all times. We will establish an operations manual within the planning year, vet that manual through our financial back office provider with experience working in education in Nevada, and through legal attorney familiar with regulations. All operational processes will be reviewed, vetted, and updated annually.

- (5) *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 develop 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;*

Working in partnership with the Andre Agassi Boys and Girls Club, Las Vegas Collegiate has plans to co-locate in the club on 800 N. Martin Luther King Boulevard, Las Vegas, NV 89106. Please see letter of commitment found in **Attachment 13**. We will need traditional classroom space, pull-out space, as well as a common meeting area, front office, and administrative office space.

- b. *The number of general education classrooms required each year;*

We need 3 classrooms per grade level, which equals a total of 18 classrooms at full capacity in the 2024-25 school year. The Boys and Girls Club will support us in years one and two within their existing facility and footprint. As noted in the Intent Letter (**Attachment 13**) we are discussing early plans to expand space availability through construction and/or modular on the club's campus after year 2.



- c. *Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;*

We will require additional space to accommodate pull-out services. The Boys and Girls Club offers the spaces necessary to fulfill that need.

- d. *Space requirements for administrative functions, food services and physical education*

We require an office for the Executive Director, a cafeteria, and gymnasium for physical education. We will need professional meeting space for the staff, as well as all bathroom facilities for children and adults. We will also require a sufficient drop-off and pick-up location for families. The Boys and Girls Club offers all spaces necessary to accommodate our needs.

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.*

At this time, we have outlined a partnership for co-locating with the Boys and Girls Club (**Attachment 13**) which we have completed through direct relational and professional interaction and communication between the Lead Founder, members of the Founding Team, and the Executive Director of the Club. Upon authorization, we will employ a real estate attorney for final lease details.

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.*

Facilities for Las Vegas Collegiate have been identified, therefore, this question is not applicable.

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.*

Please see **Attachment 13** for our Letter of Intent. The Andre Agassi Boys and Girls Club is located in the center of the community we intend to serve. As currently the facility operates as a Boys and Girls club, it is inclusive of classrooms, a gymnasium, an open common space, a cafeteria, and other additional offices. Because the club cares for children during after school hours, they are required to comply with all health and safety requirements.

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

Our Board includes the founder and founding Executive Director of a charter school in Las Vegas experienced in facility acquisition and build-out. Our Lead Founder and proposed Executive Director brings BES support which has incubated hundreds of charter schools within the start-up phase, including ensuring the Founding Team has access to local and national resources for facility acquisition, renovation, and financing. This includes the resource of several other BES Fellows in Las Vegas who have successfully navigated the facility search and who continue to provide their expertise and support to the Founding Team, as seen in **Attachment 1**. The proposed Board Chair has secured real estate brokers and a real estate attorney to support our needs in the coming year.



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

Working in partnership with the Boys and Girls Club, we will occupy the space during the daytime hours in which the club is empty. We have begun conversations about the best practices for co-locating in a space that is not independently operated by Las Vegas Collegiate.

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?

Leveraging the support (**Attachment 1**) of local school leaders, such as Nevada Rise, Nevada Prep, Futuro Academy, and Democracy Prep at Agassi Campus, the Executive Director, guided by the Federal Guide for Developing High-Quality School Emergency Operations Plans⁵ will lead the work of developing and maintaining the Emergency Management Plan for Las Vegas Collegiate. The Executive Director will utilize the template provided by Readiness and Emergency Management for Schools (REMS)⁶ to ensure all components, in compliance with NRS 388.229, are being met. The Executive Director will participate in school preparedness professional development offered through the authorizer, state, or trusted community organization(s) to aid in the accurate development of a Crisis Response Plan that includes personnel, technology, equipment, and policies that all staff will receive training on; cross checking it against the Crisis and Emergency Response Model Plan Guidance Checklist⁷ provided by the Nevada Department of Education. All policies will be written in alignment with the requirements of local authorities.

(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.

Please see **Attachment 14** for details on types of Insurance we will obtain and the levels of coverage.

⁵ http://www.doe.nv.gov/Emergency_Management/Home/.

⁶ <https://www.rems.ed.gov/EOPASSISTInteractiveWorkbook.aspx>.

⁷ http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Emergency_Management/CrisisEmergencyResponseModelPlanChecklist2018.pdf.



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.*

Las Vegas Collegiate will develop and maintain financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP). We will follow all relevant laws and regulations that govern Charter Schools in Nevada. **Accounting.** Las Vegas Collegiate will establish an accounting system comprised of the methods and records used to identify, assemble, classify, record, and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions, (2) verify that recorded transactions actually took place, (3) describe the transactions in enough detail to allow classification for financial reporting, (4) ensure transactions are recorded at the appropriate amounts, (5) indicate the time period in which transactions occurred in order to record them in the proper accounting period, and (6) ensure that transactions were properly authorized. **Purchasing.** Las Vegas Collegiate records expense on an accrual basis of accounting, consistent with GAAP. By the adoption of the operating budget by the Board of Directors, the Executive Director becomes responsible for, and generally authorized to, expend the amounts budgeted. While a capital budget may be approved, the Executive Director's expenditure authority, in accordance with our proposed Financial Policies, limits purchasing in excess of \$10,000 per transaction. Commitments for expenditures exceeding this amount must have the co-signature of either the Board Treasurer or the Chairperson of the Board. Any purchase of over \$75,000 will require Las Vegas Collegiate to submit an RFP and identify the best value contractor, taking into account quality, performance, and price. **Payroll.** Las Vegas Collegiate's payroll process will be performed by a third-party service provider, to be determined during our planning year. **Required Annual Audit.** Financial statements will be audited annually by an independent audit firm selected by the Board on the recommendation of the Finance Committee. The audit will include, but is not limited to, auditing the accuracy of the school's financial statements, the attendance accounting and revenue accuracy practices, and the school's internal controls. For more details on the annual audit, please see question 4 of this section. The internal financial controls are detailed below. **Segregation of Duties.** A hierarchical structure of authority and responsibility has been developed. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. **Document Control.** In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately. **Records Retention.** To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with GAAP. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes. **Processing Controls.** These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking. **Reconciliation Controls.** Designed to identify any errors *after* transactions have been posted and general ledger has been run, the process involves reconciling selected general ledger control accounts to subsidiary ledgers. **Security of Financial Data.** Accounting software is accessible only to the Executive Director, Dean of Operations, and third-party service provider. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the school. All other hard copies of financial data, when not in use, will be secured in a locked closet or cabinet at the school. **Risk Assessment.** Our risk assessment process is designed to identify, analyze, and manage risk relevant to preparation of



accurate financial statements. This includes mitigating risks involving internal and/or external factors that might adversely affect the ability to properly record, process, summarize, and report financial data.

(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.

Please see **Attachment 15**.

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

Please see **Attachment 16**.

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

In accordance with Nevada Administrative Code 387.775, Las Vegas Collegiate will have an independent audit conducted of its accounts, consistent with auditing standards generally accepted in the United States of America. Las Vegas Collegiate will hire a state-approved audit firm with Nevada State charter school experience and expertise to perform its annually required audit, to be completed by November 1st of each year. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in the State of Nevada. The Finance Committee will solicit proposals for audit services and recommend an audit firm to the full Board for approval. The selected audit firm will report directly to the governing Board. The annual audit will be completed in compliance with all federal, state, and local auditing requirements and regulations, including those required by public charter schools in Nevada, in addition to any other conditions or criteria required by the State Public Charter School Authority. In preparation for submitting this application, we have reviewed the Nevada Charter School Audit Guide. We will continue to reference the Guide to ensure that our audit meets all requirements for Nevada Charter Schools. We will solicit proposals for auditors listed on the Charter School Approved Auditor List and select an auditor, as outlined in the audit guide by November 1 of each year.

In evaluating back office providers, Las Vegas Collegiate will dig deep to understand the systems and processes each prospective provider implements to support strong financial controls. During our planning year, prior to receiving any public funding, we will develop and adopt a set of rigorous



finance policies. We have reviewed finance policies from existing local charter schools, and we will interview school leaders and finance committee members from other school boards to inquire about best practices. Financial controls will likely include, but not be limited to, the following:

- Two approved check signers for checks exceeding \$10,000.
- Two approved check signers any check written to an approved check signer, regardless of the check value.
- Fastidious record keeping for payments, especially manual transactions not processed through accounts payable. For example, all receipts must show itemized expenses and will be saved securely and organized by fiscal year, vendor, and date. Receipts will be scanned and uploaded using consistent filenames as soon as possible after purchase.
- Board approval of all contracts exceeding \$50,000
- Inventory and receipts for all cash-based transactions, most notably for student uniform sales. All cash, except for a pre-set revolving amount used to provide change to families, will be deposited in the school's checking account weekly. Any cash on site will be stored in a secure, locked location.
- Employee reimbursements to be avoided, except for in cases of emergency. School should provide all resources staff needs to be successful. If employee reimbursements are necessary, they must be approved beforehand by the executive director. Reimbursements to the executive director must be approved by the treasurer or board chair.
- Inventory tagging of non-disposable items purchased with public grant funds (e.g., on computers, copy machines, etc.).
- Monthly reconciliation of books, completed by back office provider, reviewed by the executive director and the treasurer, and presented to the board in a public meeting.
- Board approval of all grant submissions, including grant budgets, in a public meeting as required in each grant's RFA.
- Whenever possible, follow the purchasing process of (1) receive quote from vendor, (2) submit purchase order (PO) to vendor, (3) receive invoice from vendor, and (4) submit invoice to offsite accounts payable department to mail check to vendor.
- Full compliance with all relevant procurement laws, including publishing RFPs when required by law and securing multiple quotes when required.
- School credit card cannot be obtained without a board vote, and use of the credit card is to be limited according to a to-be-adopted credit card policy.
- Annual budget documents (draft annual budget, final annual budget, and amended final budget), will be reviewed and approved in public meetings and submitted on time to the state, per regulations.
- Board adoption of robust finance policies, with regular board training, and annual review of the finance policies.

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