

1. Executive Summary

- **Mission**

Alpine Academy is to ensure students receive a quality education and obtain the necessary skills and knowledge needed to progress in life.

Alpine Academy's mission will guide all aspects of student life from daily communications with students, staff, and guardians to post-graduation goals. Staff will utilize a diverse range of techniques to address the needs of the whole student.

- **Belief Statements**

1) We believe each student fundamentally possesses the ability to meet and exceed rigorous educational and character goals.

2) We believe in cultivating an intrinsic love of learning and critical thinking that prepares students to succeed in college and lead choice filled lives.

3) We believe in establishing a curriculum that supports individualized learning experiences, equitable opportunities for success, and expectations that all students achieve at high levels.

4) We believe in fostering an environment characterized by academic, intellectual, and physical safety through our culture of mutual respect, maturity, and positive relationships amongst all stakeholders.

5) We believe in guiding students to become discerning and service-oriented leaders in a complex and competitive world.

- **2020-2021 GOALS**

MOTIVATING

Archer staff will strive to increase overall student attendance 90% and individual student attendance for at-risk students by 5% each year. Staff will engage students in the following ways: Small group and individual mentorship, high school career academic planning and goal setting, and creating meaningful partnerships with families.

CHALLENGING

Archer staff will increase College and Career Readiness by recruiting and retaining students who will participate and complete Dual Credit and CTE coursework. Alpine will increase the number of Advanced diploma recipients by 5% each year. Staff will identify upon enrollment, challenge, and support all students in these endeavors via mentorship, utilize individualized academic plans, and rigorous coursework in all subjects.

EFFECTIVE

Archer staff will work to retain an average of 65% or more students each year and increase retention rates by 5%. Staff will seek opportunities for teambuilding and peer mentorship among students as well as develop systems of student recognition and rewards to acknowledge efforts both academically and socially.

Alpine Academy is a charter high school built on academic achievement and connections to the community. We focus on rigor, relevance, and relationships in each class to best foster an environment of education.

Talented teachers facilitate rigorous learning in small-class settings. These teachers hold high standards for our students. Lessons are relevant and personalized leading to authentic learning. Close relationships also develop via personal attention, a caring atmosphere, and supportive culture. Students at Alpine Academy receive this personalized education with many support services, guiding them towards further education and successful careers.

All courses align to the State of Nevada's common core standards. These standards define what students at Alpine Academy should know and be able to do in particular subject areas by the time they complete the twelfth grade. They allow parents and schools to hold students accountable for developing certain knowledge and skills.

Finally, the development of character is as important to us as teaching rigorous academic skills. We recognize and promote these skills with a character program weekly. Alpine Academy is the best place for students to learn and excel in a uniquely personal setting.

- **Alpine Academy Model and Target Community**

- Alpine Academy Model – Alpine Academy is a small class sized, individualized student experience focused on student and school created goals. Alpine Academy is both focused on individual achievement as well as developing the student to serve their community.
- Alpine Academy primarily serves those students residing in Washoe County in grades 9-12. Alpine Academy provides a small learning environment focused on student achievement. Parents often seek out Alpine enrollment for various reasons including: Seeking a more academically rigorous environment, small class sizes, ease worries or concerns about bullying, etc.

- **Alpine Academy Expected Outcomes (Next Charter Term)**

- Alpine Academy will produce graduates with skills needed to succeed in post-secondary settings whether it be college, trade school or workforce. Alpine strives to produce graduates who are ready for the many challenges and responsibilities of our ever-changing democratic society and the influences of evolving technology and digital media.
- Alpine Academy will increase College and Career Ready graduates via enrollment in dual-credit coursework, Advanced Diploma recipients, and CTE course completion (via TMCC).

- Alpine Academy will employ highly qualified, dedicated staff that will both connect with students and engage students academically and via enrichment.
- Alpine Academy will measure student progress in a variety of ways including (but not limited to) individualized student meetings, school and student created goals and tracking, required State of Nevada testing, graduation rates, and behavior/social/emotional data.
- Alpine Academy will engage learners through a variety of methods to ensure 21st century competency.
- **Key Components of Alpine Academy (Current)**
 - *Small Class Sizes/Individualized Approach* – up to 24 (2-4 less than the district average). Most classes average 10-15 students. Most students (dependent on credits and scheduling) currently have a Seminar class designed to maximize success via small group instruction.
 - *College Prep Rigor* – Philosophy: All students college-ready by graduation
 - Promise Scholarship applications for Seniors
 - ASVAB test for Seniors
 - College Tours
 - TMCC onsite class
 - TMCC entrance preparation in English and Math classes: Accuplacer test
 - Grade level advisory. Topics include GPA, College entrance, Scholarships.
 - Rigorous execution of standards
 - Automatic enrollment in Advanced Diploma track for incoming students and Freshmen
 - ACT preparation in English, Math, and Science classes each semester
 - End of Course Exam preparation in English each semester for 9th/10th graders
 - Homework Club implemented to help students who were falling behind
 - Quarterly parent meetings were enacted for below C students before report cards are distributed
 - *ACT Prep* –
 - All core classes incorporate ACT Practice within the curriculum
 - ACT Writing across the curriculum implemented in 2016-2017 and 2017-2018 school year
 - Checked out ACT practice books to individual students for at-home ACT practice
 - Pre-Test and Practice Tests
 - A morning in November or December is typically set aside for the Juniors to take an entire practice. This allows students to fully prepare for the length and rigor of the ACT.
 - Boot Camps

- 2 periods or more a week for 4 weeks is set aside for techniques from the ACT Practice Resource book.
- Collaboration
 - English, Social Studies, and Science collaborate on prep since the science exam is mostly reading and graph analysis, and those are the classes that do the most reading
- Results
 - Every year Alpine Academy math scores, specifically, have improved up to one whole point each year.
 - Over the years and through these efforts, staff have remarked that students appear to be more ready and less anxious prior to the exam.
- *Special Education* - Over the past two years Alpine Academy has graduated students with an IEP at a rate over 90% with a standard or advanced diploma. We are working on and confident that we can reach a 100% graduation rate this year.

Alpine has begun working with Vocational Rehabilitation (DETR) more closely, scheduling their specialized instructors to come onto campus to teach. They will focus on helping guide our students towards transitioning from high school to postsecondary life. Whether our students choose to pursue education further or enter the work force, we want all our students to be ready for the challenges that they may face.

Alpine Academy has been working with the Nevada Student Leadership Transition Summit to help mold students with disabilities to become or continue to be leaders on our campus. This summit and the work done with the young adult facilitators has led to increased confidence and performance for the students that have chosen to participate.

Alpine Academy implements many of the student accommodations into the regular classroom ensuring that all students have equal access to the curriculum. The special education department works closely with the students, families and other teachers to ensure that students are receiving the accommodations and services they need. Alpine Academy adheres to the provisions of the IDEA and applicable Nevada education laws and regulations. The school also complies with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled.

- *Social Emotional Learning Environment* –
 - Alpine Academy provides a small-class sized learning environment focused on the whole child. Students feel comfortable discussing concerns with staff and due to the nature of the school, staff are personally vested and aware of student concerns – both academically and emotionally.
 - Alpine Academy was awarded the Social Emotional Academic Development grant for 19-20 school year and professional development included units concerning sexual harassment, character education, and restorative justice.

- Norms were created by staff and distributed and created a basis for interaction within the classrooms.
- Advisories and class periods instituted “Welcoming Openers” and “Optimistic Closures.”
- *Social Worker in Schools/School Safety Professional* –
 - Alpine Academy was awarded the Social Worker in School Grants for 19-20 and 20-21 school years. This allowed for staffing of a social worker on campus to assist in the diverse needs of our students.
 - Supports/interventions include (but are not limited to):
 - Academic/College counseling, mediating conflict, engaging students/families, coordination of agencies concerning wrap-around services, and staff training and development.
- *Enrichment* – Student enrichment in a wide variety of areas including social/emotional growth, community involvement, leadership and overcoming personal challenges.
- **Key Components of Alpine Academy (Planned)**
 - *Individualized Academic Support* – all students will actively participate in personalized, one-to-one meetings to discuss progress toward student created and school created goals, progress toward promotion (to high school) and graduation, credit accrual, and parent contact toward academic goals. These plans will focus on using the students’ interests to guide career and college preparation throughout their high school years, with regular meetings and updates to ensure that they are getting the support they need to reach their potential and achieve their goals.
 - *Student Internship/Job Shadowing Programs* – Alpine Academy will partner with community agencies to provide job shadowing/internship opportunities in fields of interest for students. Alpine Academy will also re-institute job fairs and the Career Project which includes an extensive research project and interview day.
 - *Archer Parent University* - expand on courses and workshops based on survey data/needs of students as evaluated via data. We believe increasing guardian involvement directly affects the chances of student success.
- **Key Supporters, Partners, or Resources That Contribute to Alpine Academy’s Success**
 - Alpine Academy has benefited from various grants over the previous charter terms (Federal, State, and Local) including: Department of Employment, Training, Rehabilitation, Social Emotional Academic Development Grant, Social Workers in Schools/School Safety Professional Grant, CARES ESSER, Title IIIMM, Title II, CARES AB3.
 - Alpine will establish partnerships with organizations via the “Friends of Alpine” donor and sponsor program. Alpine will contact the following entities and seek to establish relationships:

Boys Scouts of America, Girls Scouts of America, Boys and Girls Club, Dean's Future Scholars, student internship/student worker programs, and more.

- Alpine Academy will continue to conduct fundraising through the school as well as application of grants (both individual teacher and schoolwide program grants).
- Alpine Academy will continue to create partnerships via volunteer opportunities for both our Senior class requirements as well as our student organizations - Leadership and National Honor Society - who volunteer as part of their membership.

2. Renewal Application Form

2020 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Alpine Academy Charter High School Address: 605 Boxington Way Suite 112 Phone: 775 356 1166 Website: www.alpineacademy.net		
School Leader Name & Contact Info	Name: Tawni Novotny Title: Executive Director Contact info: tnovotny@alpineacademy.net , 775 356 1166		
Governing Board Names & Contact Info	Chair/President	Name: Justin Vance	Email: jvance@dotsonlaw.legal Phone: (801) 787-9109
	Vice Chair/Vice President	Name: Adam Larson	Email: alarson52@gmail.com
	Treasurer	Name: Douglas Goodman	Email: dandsgoodman@yahoo.com
	Secretary	Name: Nurit Stites	Email: nuritstites@charter.net
	Member	Name: Michelle Petie	Email: coastie6@icloud.com
	Member	Name: Arlene Savala	Email: asavala@washoeschools.net
	Member	Name: Kathleen King	Email: kathking64@gmail.com

ACADEMIC PERFORMANCE¹

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 Alpine Academy			
	3			
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 Alpine Academy			
	4			
2017 NSPF Rating	High School Rating			
	4/Not Rated			
2015 NSPF Rating (Frozen from 2014)	High School Rating			
	3/Not Rated			
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.			
	2015-16	2016-17	2017-18	2018-19
NDE-Validated Four-Year Graduation Rate	85.2	88.2	86.2	90.6

¹ For schools applying for a third charter term, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2020] = 107							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
65	42	70	2	31	0	2	2
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
18	4	0	17	0		0	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2019-20	Percentage returning staff 2020-21	Number of out of school suspensions Total 2019-2020		Number of expulsions	
9	11	75%	82%	8		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct. 1] ²							
2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019	2019 - 2020
61%		62%		61%		59%	59%

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings	
2019	Good Standing
2018	Good Standing
2017	Good Standing
2016	Good Standing
2015	Good Standing

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings	
2019	Good Standing
2018	Good Standing
2017	Good Standing
2016	Notice of Concern
2015	Good Standing

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings	
2019	Good Standing
2018	Good Standing
2017	Good Standing
2016	Good Standing
2015	Good Standing

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

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Planned Total Enrollment	115	125	130	135	140	140
Planned Grade Spans	9-12	8-12	7-12	6-12	6-12	6-12

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect.

Proposed change to Enrollment Gap or Grades Served

Alpine Academy will propose an amendment to the original charter to serves Middle Grades (6-8) in a staggered method beginning with a pilot group of 8th grade students beginning 2022-2023 school year.

We want to begin with this age group to accommodate this cohort with existing staff and onboard additional grades subsequently.

Alpine Academy recognizes the needs to additional options for small-class environment with the best interests of students in mind. Alpine provides a safe school environment where individualism can be celebrated and academic preparation for high school rigor can be addressed on site.

3. Academic Plans for the Proposed Charter Term

- **Key Elements**

- *Instructional Approach* - Teaching staff will utilize a variety of instructional strategies to appeal to learners from diverse backgrounds who have diverse learning needs. These strategies will include (but are not limited to):

- Direct instruction
- Independent student practice
- Data-based differentiated instruction to include differentiated delivery of material, differentiated practice of skills, and differentiated assessments, based on individual student needs
- Teacher modeling
- Peer interaction and group discussions
- Student-led inquiry
- Peer instruction where students master content and teach it to their classmates
- Instruction on study skills and note-taking strategies
- Written and oral self-reflection
- Cross-curricular application of course content
- Project-based learning
- Schoolwide reading program to improve literacy in all content areas
- Ongoing formative and summative assessments to provide necessary data to drive instruction

Teaching staff will receive on-site professional development. This will be provided by the administrative staff, experts within the staff, and/or consultants (Such as Northern Nevada Tahoe Leadership Academy), and topics will be based on needs identified through classroom observation, staff feedback gathered through formal surveys, and identified needs based on the actual enrolled student population. Staff members will also be encouraged to seek additional PD through Washoe County School District, the University of Nevada, Reno, and online vendors.

The school will also utilize the ELEOT observation tool to both evaluate and guide teaching practices. Regular classroom observations will be conducted for and by all staff members to develop a clear understanding of effective practices outlined in this student-focused instructional model.

- *Yearly Schoolwide Goal Creation and Progress Monitoring*
 - Each year, Alpine Academy staff participate in yearly assessment of goals and progress toward the year's previous goals. Staff participate in the creation and execution of the School Performance Plan.
 - Alpine Academy's 10th year of operation letter concerning goals and progress toward goals: Alpine Academy is celebrating its tenth year in operation. The school continues to make strides toward achieving its vision and plan. The Academy's

vision and plan for the academic framework is to increase career and college readiness. The financial plan is to maintain a positive budget. The school's plan for organizational framework is to continue to work toward 100 percent compliance in all indicators.

It's plan of increasing career and college readiness is going well. Alpine Academy's college participation goal was an increase of 5 percent. The school's Senior class has 39 percent dual college credit completion or enrollment for 2018-2019 which is a 13 percent increase; the school also has 43 percent of its Juniors and 4 percent of its Sophomores enrolled in Dual College Credit courses. These percentages are significant to Alpine Academy's overall dual college credit enrollment for the school as compared to the 2017-2018 school year. Alpine's goal of 60 percent of teachers receiving outside professional development increased last year when 93 percent of teachers participated in outside Professional Development. Character education is a big part of the culture and students are embracing them as shown by a substantial decrease in daily instructional disruptions for behavior. Further, there has been a significant decrease in tardiness, and a decrease in missed instruction due to absence. Lastly, all indicators identified in the goals for the academic framework have been met and or exceeded.

Alpine Academy's vision and plan of increasing the residual funds at the end of the year by five percent is being met. The school's average enrollment during the 2017-2018 school year was 131 students, and the current enrollment for the school is 113. The school is actively seeking and participating in venues to attract, attain and retain students. The school is also actively seeking donors and partners in education that will assist with resources to expand the educational opportunities. The school will continue to maintain a strict budget, and work toward stronger student enrollment and attainment.

The school actively practices and develops policies to ensure 100 percent compliance concerning standards identified by the Nevada Department of Education and Nevada State Public Charter School Authority. Since 2015 the school has not been, and is currently not out of compliance.

The 2018-2019 school year has recently completed the first quarter making strides in the right direction to meet the goals set forth in the vision and plan. The school will benchmark the current progress defining a baseline to measure the rest of the year's accomplishments and short comings to ensure an equitable year.

o *Planned Changes*

- Observation Look Fors - The school staff will identify Observation "Look Fors" to evaluate and gauge student engagement within the classroom.
- Observation Protocol - The school will also utilize the ELEOT observation tool to both evaluate and guide teaching practices. Regular classroom observations will be

conducted for and by all staff members in order to develop a clear understanding of effective practices outlined in this student-focused instructional model.

- Professional Learning Communities – job shadow, peer observation – connection with colleagues facilitated via consultants and/or administration to help provide staff with subject-specific colleagues.
- Engaging Curriculum/21st Century Skills –
 - Digital Lab Science Software via ESSER Competitive Grant (20-21).
 - Digital Learning School – all students have adequate access to digital learning resources and curriculum is primarily delivered via online classes and 100% online if full-distance learning is instituted (20-21).
 - Synchronous Learning executed to help minimize disruptions to learning during pandemic (20-21).
- MAPS Testing (beginning with student groups who often are more susceptible to gaps in proficiency (EL, IEP)) (Planned - dependent on funding)
 - Alpine Academy will utilize schoolwide assessments, such as MAP tests, along with regular teacher-created formative and summative assessments (including quizzes, unit tests, final exams, projects, essays/written responses, and oral presentations) to measure students' progress and identify individual needs. Teaching staff will begin new units of study with appropriate pre-assessments to determine each students' current level of performance and identify his/her instructional needs. Additionally, the school may utilize commercially available assessments, such as STAR Reading, to assess students' performance and growth.
 - Based on these assessments and students' performance in their classes, as reflected in their grade in each course, teachers will identify struggling and underperforming students. Once students are identified as needing additional support, an Alpine Academy Student Concern Referral (created Sept 2020) will be completed and parents will be contacted to discuss student progress. The staff will then work as a team to analyze the students' needs and consider whether such students require remediation to help them understand the content, behavioral interventions, or both. Time will be dedicated during regular staff meetings to discuss student needs/concerns and to identify effective interventions. For each student who is referred for intervention, the staff will develop a clear and specific intervention plan identifying specific intervention strategies that will be implemented and documenting the student's response to each new intervention. Alpine Academy will continue to implement a daily tutoring intervention program during lunch and after school for students who are missing assignment or are earning D or F grades in any course. During this time, a staff member will tutor the assigned students and provide them with an opportunity to review difficult concepts and complete missing work.

- Gifted and Talented Program (Planned) – Alpine Academy recognizes a need for Gifted and Talented program to address the categories for giftedness. Alpine Academy will utilize a combination of the annual schoolwide assessments (MAP tests) or State Standardized tests, teacher-designed assessments, teacher observations, and students’ classroom performance to identify intellectually gifted students. The school will seek to hire a staff member who has certification for teaching gifted students; if unable to make such a hire, the school will designate a staff member who is committed to obtaining certification within the next charter term.

The staff will develop an educational plan for any student who is identified as gifted to develop effective enrichment opportunities and more rigorous curriculum. Within the classroom, teachers will utilize research-based differentiation strategies to extend the learning of gifted students and meet their individual needs.

- Biliteracy Program – Alpine Academy will research requirements, programs, resources, and professionals to determine if Biliteracy Diploma program can be successful and is of the benefit to our students over the next charter term.
- ELL/LEP Alpine Academy Protocols and Procedures (created 2020-2021)
 - Alpine Academy has created a thorough process for identification, screening, and testing that is specific to the school. Two staff have been trained in WiDA Access for the 2020-2021 school year.
 - General education teachers will undergo training prior to the start of the school year to address the process of ELL classification and program plans, as well as how to modify curriculum and instruction. staff will be trained on effective teaching strategies including (but not limited to): vocabulary building, rephrasing, project-based learning, learning styles and preferences, as well as effective assessment of learning. These strategies and professional development strategies should positively impact all students – including those identified as ELL. Monitoring ELL students include comprehension of grade-level content knowledge and growth benchmarks. If a student is failing to meet the projected growth benchmark, then additional assistance is required. Alpine will conduct all required post-exiting monitoring per NDE.
 - Bi-annual ELL workshops with parents and staff can be held at Alpine Academy so that parents can become educated about the school’s ELL program, activities, and exit assessment, as well as ask questions and talk to staff members. Parents will be notified of the workshops, conferences, open houses, and other school activities via letters home in both English and their primary language if possible.

- Alpine Academy 504 Process (created 2020-2021)

Although Alpine Academy has implemented 504 plans over the previous term, an extensive, informative process is being created to help ensure that student needs are accurately and timely being identified, assessed, and accommodated. This includes information to staff, flow charts of identification to implementation, training provided by the school psychologist, and dedicated time in weekly staff training and professional development concerning 504 students.

A school psychologist with expertise in the following areas: BS and MS Degrees in Behavioral Psychology, PhD in progress as well as Certified Behavior Specialist and School Psychologist. Lila Allen has been hired to provide guidance, assess, and create 504 plans for the school.

Commented [TN1]:

- Restorative Discipline – (Expanding)

- Norms created in 2019-2020 and discussed with all students. Questions asked for restorative justice conversations:
 - What do you think happened?
 - Why do you think we're having this conversation?
 - What norm did you violate?
 - What do you think needs happen to make this right for everyone involved?
- Increased expectations for guardian communication, documentation, and partnerships with families.
- Reflection activities for specific discipline consequences (20-21)
- Post-Suspension (Re-Entry) conference with students (20-21)
- Student Concern Referral Form (20-21)
- Intervention Tracking Form (20-21) – Staff keep an updated log of previous interventions as well as student and parent acknowledgement of concern and interventions used. This step occurs at the class level prior to discipline referral to the front office.

- Individualized Academic Success Plans - This includes individualized academic plans for all students – regardless of academic levels, classification, etc. Because these are individualized, student and school-created goals directly align with the student. Students will complete “intention statements” designed to identify key interests in college and career – further helping the staff to develop curriculum, activities, enrichment to help these students be successful. Students will receive goals based on their individual data, their interests, and most importantly, their goals. Students identified as needing the most assistance will be given tiered interventions which will directly affect their success.

- **Structures**
 - *The Personalized Experience* – Alpine Academy aims to produce graduates that are hard-working and goal-driven. Throughout a 4-7 year plan (depending on when students enroll and/or future grades served), students will receive individualized attention via small group and personal meetings. During this process, students will explore interests, set goals, track progress toward goals, as well as determine a direction after graduation. Alpine Academy’s graduates will be prepared to serve their communities in a wide range of areas including joining the workforce, attending trade school, or attending college/university courses.
 - *21st Century Learning* – Professional development and high standards will both stimulate a meaningful integration of technology into the classroom. We believe that technology can be a critical tool in a 21st digital world and utilizing it in the learning process can produce students who are both confident and skilled in its use.
 - *Advanced Diploma/College and Career Ready Diploma Recipients* – Alpine Academy, all students will be placed on an academic track to receive an Advanced, Honors, or College and Career Ready Diploma. Alpine believes that the first option is always the Advanced or Honors and students and parents will participate in meetings to discuss alternatives to this preferred track dependent on ability level/IEP goals, credit accrual. Alpine Academy will require an “Opt Out” form (20-21) to document the decline of preferred graduation track. Alpine Academy believe that if students Start with Alpine, they Stay with Alpine, they Succeed at Alpine.
- **Principles**
 - *Character Education* – Alpine Academy has incorporated character education on the following traits over the last charter term: Accountability, Curiosity, Gratitude, Grit, Kindness, Optimism, Self-Control, Social Intelligence, and Zest. Various activities and professional development have occur dove the years including (but not limited to): Grade level advisories, school-wide challenges/activities, small group discussion, and goal setting.
 - *Individualized Learning* – All students will receive individualized learning plans that include a credit evaluation of transcripts, student and school-created goals, student intervention plans, and documented meetings to discuss goals post-high school.
- **Academic improvements charter has made over the last term**
- **College Prep Culture – Philosophy: All students college-ready by graduation**
 - Increased the number of College and Career Ready Diploma and Advanced Diploma recipients each year
 - Computer labs created and fundraised by student Leadership program 2018-2019
 - Increase the number of CTE/DC participants and completers overall over the last term
 - Promise Scholarship applications for Seniors
 - ASVAB test for Seniors
 - College Tours
 - TMCC onsite class
 - TMCC entrance preparation in English and Math classes: Accuplacer test
 - Grade level advisory. Topics include GPA, College entrance, Scholarships.

- Rigorous execution of standards
- Automatic enrollment in Advanced Diploma track for incoming students and Freshmen
- ACT preparation in English, Math, and Science classes each semester
- End of Course Exam preparation in English each semester for 9th/10th graders
- Homework Club implemented to help students who were falling behind
- Quarterly parent meetings were enacted for below C students before report cards are distributed
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 - Alpine Academy was awarded the Social Worker in School Grants for 19-20 and 20-21 school years. This allowed for staffing of a social worker on campus to assist in the diverse needs of our students.
 - Supports/interventions include (but are not limited to):
 - Academic/College counseling, mediating conflict, engaging students/families, coordination of agencies concerning wrap-around services, and staff training and development.
- Social Emotional Academic Development Grant and Curriculum/Training –
 - Alpine Academy provides a small-class sized learning environment focused on the whole child. Students feel comfortable discussing concerns with staff and due to the nature of the school, staff are personally vested and aware of student concerns – both academically and emotionally. Alpine Academy was awarded the Social Emotional Academic Development grant for 19-20 school year and professional development included units concerning sexual harassment, character education, and restorative justice.
- Increased CCR/Advanced Diplomas –
 - Increased the number of College and Career Ready Diploma and Advanced Diploma recipients each year
 - Increase the number of CTE/DC participants and completers overall over the last term
 - Revised requirements for Dual Credit to include Freshmen based on Administrator approval
- Adoption of formal Advanced Archer Program -
 - ACT prep with results – All core classes incorporate ACT Practice within the curriculum
 - ACT Writing across the curriculum implemented in 2016-2017 and 2017-2018 school year
 - Checked out ACT practice books to individual students for at-home ACT practice
 - Pre-Test, Practice Tests, and Bootcamps
 - A morning in November or December is typically set aside for the Juniors to take an entire practice. This allows students to fully prepare for the length and rigor of the ACT. 2 periods or more a week for 4 weeks is set aside for techniques from the ACT Practice Resource book.
 - Collaboration

- English, Social Studies, and Science collaborate on prep since the science exam is mostly reading and graph analysis, and those are the classes that do the most reading
 - Results
 - Every year Alpine Academy math scores, specifically, have improved up to one whole point each year.
 - Over the years and through these efforts, staff have remarked that students appear to be more ready and less anxious prior to the exam.
 - Virtual Study Sessions/Office Hours - During Hybrid Model time is established each week as virtual study sessions, office hours, and required seat time for struggling students.
- **Addressing Opportunity Gaps**
 - *Definition* - “At-risk” students can be defined as any students who, whether due to behavior or academic performance, is in danger of academic failure, such as dropping out of school or failing to graduate “on time” with his or her cohort. “At-risk” students may lack the social, behavioral, and/or academic skills necessary to be successful in the career or college environment after leaving Alpine Academy.
 - *RTI* - The school will utilize a formal referral process for both behavioral and academic concerns and use the RTI model described below to escalate the level of interventions as needed. The staff will take advantage of the small-school environment by tracking behaviors and struggling students throughout the school using a shared online form, rather than individual teachers tracking these separately for their own classes. When a teacher updates the online referral form for a student, he or she will be able to see if any other teachers have observed similar behaviors or expressed similar concerns. In addition, a portion of each regular staff meeting will be dedicated to discussing these student concerns, brainstorming interventions for individual students, developing individualized intervention plans to be implemented in every course a student is taking. Teachers will monitor and regularly assess student progress and determine the appropriate level of intervention needed to ensure the student’s success.
 - **Behavior**
 - *Response to Intervention* - The school’s RTI model will involve a three-tiered approach:
 - Tier I**
Teachers will provide whole-class instruction using research-based methods and differentiating content, practice of skills, and assessments as needed. Teachers will regularly assess students, using both standardized tests, such as MAP, and teacher-created assessments to determine students’ progress and identify any students who are struggling to master course content at this level of intervention.
 - Tier II**
Students identified as struggling learners at Tier I will be given additional small group instruction and practice to remediate and provide the additional support needed. Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle at this level of intervention.

Tier III

Students identified as struggling learners at Tier II will receive more intensive interventions, including: targeted small-group or individual lessons; assignments adjusted for length, difficulty, or process; assignments and course materials read aloud to the student; additional tools such as calculators and talk-to-text programs; and potential referral for special education services and the development of an IEP or 504 plan. Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle and may need additional accommodations such as special education services or a 504 plan.

- *Early Indicators of Behavioral Supports Needed* - Students exhibiting early signs of behavioral concerns may be offered a variety of interventions, including (but not limited to):
 - A new seating location in the classroom
 - Teacher proximity
 - Praise and reinforcement for positive behaviors
 - Logical consequences related to the behavior (i.e. failing to complete class work may result in a lunchtime or afterschool intervention session where the student is provided tutoring and an opportunity to successfully complete the assignment)
 - Providing a clear, written schedule for the class so the student knows what to expect
 - Short breaks during class
 - Opportunities to move during class
 - Opportunities to stand while working
 - Rewards or incentives
 - Review of positive alternate behaviors to employ in future situations
 - Conference with the student
 - Conference with the guardian
 - A signal or reminder to the student (using an agreed upon cue to which other students will not be privy)
 - Redirection
 - Varying the level of structure based on the student's needs
 - Differentiating instruction to engage the student and allow him/her to work in a mode that is most engaging to him/her

In cases where a formal behavior plan is needed to help the student adjust behaviors and demonstrate success, a meeting will be held involving the student, the teacher(s), the guardians, and the counselor to discuss the behavior and develop a clear plan of action. A formal behavior plan will be drafted wherein:

- The behavior or behaviors that are interfering with the student's success are clearly identified.
- The negative impact of these behaviors on the student's success is outlined.
- The data relating to the student's behavior is reviewed (i.e. how regularly is the behavior observed and how often has the student received a formal behavior referral for this particular behavior).

- Behavioral expectations are outlined and reviewed.
- Appropriate interventions to help the student adapt to more appropriate behaviors are clearly identified.
- A plan for monitoring the student's behavior and collecting data relating to this behavior is clearly identified.
- Positive reinforcement methods or incentives are clearly outlined if appropriate.

All members of the team (student, guardians, administrator, counselor, and teachers) will demonstrate their agreement with the drafted plan by signing it. The plan will be revisited and revised as needed to best support the individual student.

○ *Plans to Address Disproportionate Disciplines*

- Special Education - Alpine Academy will ensure that all students, especially those identified as having special needs, have protected rights in regards to discipline by providing proper documentation of behavior and discipline (along with accommodations – should they include behavioral supports) as well as provide all necessary documentation of a manifestation of disability should the student be suspended more than 10 days in a school year or be recommended for expulsion. Special education staff will be provided to students for required minutes – per IEP in alternative settings such as In-House Suspension, Out of School Suspension, etc.
- Race – Alpine Academy will ensure it utilizes restorative discipline practices and to help ensure these groups are not disproportionately affected.
- FRL - Alpine Academy will ensure it utilizes restorative discipline practices and to help ensure these groups are not disproportionately affected. Students and guardians will still be given information and or resources as appropriate if student is in an alternative setting such as In-House Suspension, Out-of-School Suspension, etc.
- Credit Deficient/Drop Out Risk - Alpine Academy will employ several strategies to help identify at-risk students. Upon enrollment, a credit evaluation (thorough analysis of credit accrual) will be completed and discussed with both student and parent. Based on this information, students will be identified as on track for graduation, approaching grade level credit accrual, or credit deficient. Students and parents will be given a detailed plan for reclaiming credits. Each plan will be individualized based on the student's need and periodic progress checks will be put in place to measure progress toward meeting goals. Progress checks will be discussed with students as well as parents. For those students performing below grade level, a remediation plan or tutoring plan will be put in place to help regain skills needed to perform at grade level.

Alpine Academy will plan for the hiring of a Parent and Family Engagement Coordinator OR utilize current position of Social Worker in Schools (via SWxS grant) to help contact students at risk of dropping out and/or difficult to contact parents. Alpine Academy will also enforce strict attendance policies and enlist the aid of truancy officers as needed.

3. Organizational Viability and Plans for the Proposed Charter Term

- **Current board capacity and skills**

The diversity of knowledge and experience of current Board members, as evidenced in their resumes, provides the administration and faculty varied points of view to ensure the mission of Alpine Academy is carried out and our students achieve all goals and educational outcomes. These same attributes provide an environment where the Board can openly discuss issues and policy and reach consensus through collaboration among themselves and the Executive Director further advancing the goals and mission of the school.

- **Elected Positions – Leadership on the Governing Board**

- Officers were elected during the 2020-2021 school year to include Chair, Vice-Chair, Treasurer, and Secretary per bylaws. Board Officer position responsibilities will be detailed in further training over the course of the year.

- **Policy and Procedure Creation/Adoption**

- Alpine Academy Code of Ethics Conflict of Interest Policy and Statements were will be created during the 2020-2021 school year
- Alpine Academy Governing Board Bylaws and Procedures Manual will be created and/or undergo revision to suit the current needs of the Board and Organization.

- **Alpine Academy Governing Board Workgroups**

- Alpine Academy Governing Board voted to create the following workgroups per bylaws: Governance, Finance, and Academic. Each of these workgroups will consist of no more than 2 Board members. Each workgroup is open to stakeholders (staff, community, and guardians). This allows for more participation from governing board members, recruitment of potential board members, involve Alpine Academy school community members involvement opportunities in school activities, policy creation, and program development. Board members were selected based on volunteer and/or area of expertise.

- **Increasing Board Involvement and Capacity**
 - Alpine Academy hopes to continually increase the capacity of the governing board in the following ways: Increase involvement of board members in school events and outreach activities, provide leadership opportunities to board members (elected positions), committee leadership and workgroup participation, and elect members as interest in serving on the board grows.
- **Plans to implement over the next charter term:**
 - Create a formal onboarding/orientation of board members with partnership with CSMC.
 - Each new board member will receive an individual orientation session where they will be introduced to the school, existing policies, and can ask questions of school leadership. The governing board will receive yearly training on ethics, roles of the governing board, and board meeting procedures.
 - Develop the roles/duties of board members via training and professional development.
 - Increase board engagement and involvement via workgroups, committees, school activities.
 - Provide information and transparency to stakeholders via the Alpine Academy Governing Board webpage. Introduce Governing Board to the public via biographies.
- **Alpine Academy has contracted with Charter School Management Corporation** for back office support per FY20 SPCSA Site Visit summary and recommendation. This partnership allows for professional fiscal management to help ensure that Alpine Academy not only manages current finances responsibly, but also for long-term success. CSMC also provides Human Resource/Employee File assistance.
- **Decrease in Administrative Salaries 2020-2021**
 - Alpine Academy restructured and decreased a sizable salary from the administration to help meet financial goals.

Student Concern Referral – Targeted Team Meeting

Student Name: _____ **Grade:** ____ **Date:** _____

Staff Referring Student: _____ **Subject/Course:** _____

Reason for Referral: Academic Behavior Attendance
 Substance Abuse Other:

Please check the appropriate rating for the following items below concerning this student:

(1= Not Acceptable, 3=Acceptable, 5=Outstanding)

A. Classwork and/or Homework

	1	2	3	4	5
Completes assignments	<input type="checkbox"/>				
Requests help when needed	<input type="checkbox"/>				
Follows instructions/directions	<input type="checkbox"/>				
Does well on assignments	<input type="checkbox"/>				
Contributes to class discussions	<input type="checkbox"/>				
Shows initiative	<input type="checkbox"/>				
Other:	<input type="checkbox"/>				

B. Classroom Behavior

	1	2	3	4	5
Displays cooperative attitude	<input type="checkbox"/>				
Pays attention	<input type="checkbox"/>				
Follows classroom rules of conduct	<input type="checkbox"/>				
Develops positive peer relationships in class	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Other:	<input type="checkbox"/>				

C. Attendance

	1	2	3	4	5
Attends school/class regularly	<input type="checkbox"/>				
Makes up absent work	<input type="checkbox"/>				
Comes to school/class on time	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Other:	<input type="checkbox"/>				

D. Please check areas of concern:

<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Overactive	<input type="checkbox"/> Inconsistent performance Overly dependent
<input type="checkbox"/> Easily frustrated	<input type="checkbox"/> Evidence of recent acute stress (i.e. divorce, illness, death, etc)	<input type="checkbox"/> Short attention span
<input type="checkbox"/> Doesn't get along with peers	<input type="checkbox"/> Coordination	<input type="checkbox"/> Overtired in class
<input type="checkbox"/> Delays starting tasks	<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Talks excessively
<input type="checkbox"/> Speech	<input type="checkbox"/> Does not stay on task	<input type="checkbox"/>

Other:

E. Describe classroom interventions that have been done to help this student:

Intervention	Person Responsible	Start Date	End Date	Results

F. Dates/Results of Parent Contact:

Date	Concern	Guardian Name	Result

G. Action Plan

B. Written Narrative

- **Current Enrollment**

Alpine Academy provides a safe, personalized learning environment that often attracts those students and guardians desiring a different educational setting than traditional, comprehensive high schools. Alpine offers a college prep environment with class sizes an average of 4 students less per classroom than the WCSD average. Alpine often enrolls students after 9th grade year – often transferring with low GPA and credit accrual after students needs were not being met at surrounding schools.

Grade Level	Total Number of Students					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	34	16	27	31	20	28
10	32	43	34	24	32	27
11	22	27	45	23	29	37
12	32	25	27	35	22	25
Total	120	111	133	113	103	117

- **Future Enrollment**

- Alpine Academy will increase enrollment in the following ways:
 - Alpine Academy will reach out to area middle schools and coordinate “Meet and Greets” with potential students. Alpine will specifically ask middle school teachers, counselors and administration if they feel they have students who would benefit greatly from the Alpine model.
 - Alpine Academy will conduct periodic Open Houses for prospective students.
 - Alpine Academy will launch digital marketing campaigns via website and social media
 - Alpine Academy will conduct “Refer a Friend” challenges for current students whose needs are not being met at comprehensive high schools.
- Future Grades Served (Amendment Proposal Spring 2021)

- Alpine Academy will propose an amendment to the original charter to serves Middle Grades (6-8) in a staggered method/timeline beginning with a pilot group of 8th grade students beginning 2022-2023 school year. We want to begin with this age group to accommodate this cohort with existing staff and onboard additional grades subsequently. Alpine Academy recognizes the needs to additional options for small-class environment with the best interests of students in mind. Alpine provides a safe school environment where individualism can be celebrated and academic preparation for high school rigor can be addressed on site.

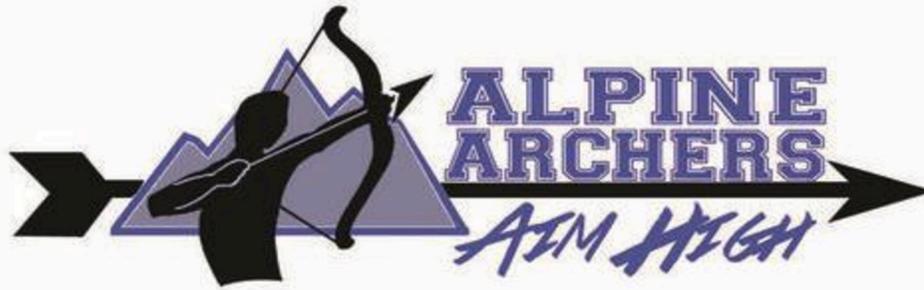
Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2021-22	2022-23	2023-24	2024-25	2025-26
6	0	0	0	0	10
7	0	0	10	12	15
8	0	15	15	15	15
9	25	25	25	25	25
10	25	25	22	24	24
11	26	27	27	25	24
12	35	25	25	27	24
Total	111	117	124	128	137

- Student Retention
 - Alpine Academy strives to provide a safe, caring environment that students thrive in. All students have access to supportive staff for academic, social, emotional needs.
 - Stary, Start, Succeed – We believe those students who start with us as Freshmen have the best chances of accruing credits, earning a high GPA, and are most successful in completing dual credit coursework.
 - Student of the Month Recognition (2020-2021)
 - 2019-2020 - 1 Silver Key and two honorable mentions for the National Scholastic Art Contest. 2018-2019 - 2 Silver Key winners for the National Scholastic Art Contest.
 - Assemblies: Veteran’s Day speakers, Reno Philharmonic percussion group performance, Leadership assemblies quarterly for team-building, Yearbook Senior assemblies, National Multiple Sclerosis Society assembly.

- Clubs from 2015-2020 at various times: Running Club, Art Club, Debate Club, Book Club, Lunch Bunch, Outdoors Club, Drama Club, Archery, Robotics, Homework Club, National Honor Society, Anime Club, Pokémon Club.
 - Special Education department took students on an overnight field trip to Circus Circus 2016-2017 and 2017-2018 for an empowerment workshop through WCSD.
 - Science classes 2017-2018 raised fish fry in the classroom in tanks with a grant from the USFW and released in the Truckee River on a field trip.
 - Students entered the VFW Auxiliary Patriot Contest each year. 2018-2019 State qualifier for artwork .
 - Alpine Academy has a number of students who receive the Presidential award for Academics at graduation each year.
 - Government classes visited the State Legislature 2016-2017 and 2017-2018 to meet representatives and see the Capital building.
 - 2019-2020 - Two students participated in the city wide Poetry Out Loud contest at the Nevada Museum of Art.
 - National Honor Society has produced induction ceremonies the past 4 years each year for new members, as well as completed countless volunteer hours for projects such as: Dress a Doll, Alzheimer's Association Walk, Walk for MS, adopting an Alpine family for a holiday meal/gift basket, tutoring, cleaning the school exterior, and buying beehives for families through Heifer International
 - Leadership organizes dances for Fall, Winter, and Spring Prom each year
 - 2019-2020- Archery -4- students placed statewide in Archery Contest
 - 2019-2020- First Robotic Team at Alpine Academy
 - 2018-2019- First Musical production for Drama Club
 - 2019-2020 – Multiple theatrical performances via Drama Club
 - 2018-2019 - First Annual student Art/talent show and family dinner for 60 people
 - 2016-2017 and 2017-18: Harvest Festivals, Winter Festivals, and Spring Talent Showcase
- Attendance
 - Chronic Absenteeism is a current issue for Alpine Academy. Several interventions have been put in place to help curb chronic absenteeism. Alpine Academy's student population has a high percentage of those students suffering from health and/or mental illness (2020-2021 SY - 10.3% of student population either in process or has establish 504). Alpine estimates that an additional 10% or more students have diagnoses that may qualify students for a 504. 2019-2020 student population estimates 14% of population had an active 504 plan. Attendance interventions have been put in place with a high importance places on re-engaging students and families. Student Success Contracts (which include academic, attendance, and/or behavioral expectations/goals) have been created for the 2020-2021 school year.
 - Alpine will create mentorship programs and curriculum/activities to address absenteeism

- Detailed 504 plans and accommodations are being created to help minimize disruptions to the learning process for these students.
 - Thorough process for documentation of prescriptions taken on campus and systems are being created 2020-2021.
 - Community partners will be created to help provide wrap-around services for struggling students.
 - Partnerships with county Truancy officers are being established/re-established to help reduce truancy/chronic absenteeism.
 - Alpine Academy has also developed a synchronous learning model during hybrid and/or closures due to the pandemic. We believe this creates a more engaging environment and attendance is easier to track.
 - The school will engage in personal and timely communication with stakeholders and students/guardians will receive documentation regarding attendance.
- Discipline
 - Historically, Alpine Academy disciplinary offense have includes primarily Electronics Confiscation, Possession and/or of Substances (recent years primarily Vape), and willful defiance. Confrontational behavior and/or fighting and bullying instances are lower than those rates of larger schools.
 - Administration has developed a formal Disciplinary Referral for the 2020-2021 school year. This includes documenting prior steps of behavioral intervention.
 - Staff will begin using an Intervention Tracking Form 2020-2021 school year that includes students in conferences regarding disciplinary or behavioral concerns, tracks interventions used, and provides multiple steps for remediation prior to office referral.
 - Staff have collaborated on a communication methods to document attempts and successes of guardian contact. This provides a view of all team contact with a student’s guardian regarding discipline.
 - Staff developed school “Community Norms” during the 2019-2020 school year regarding interactions in the classroom and school. This provides a basis for communication regarding behavioral expectations not being met. Staff have utilized this methods as a means to integrate restorative justice in the classroom.
- Staff Retention
 - Alpine Academy seeks to attract and retain highly qualified, passionate educators. Alpine provides retirement and benefits for those qualifying as full-time employees. In addition to competitive wages for instructional and classified staff, Alpine Academy also features the following:
 - Supportive and positive co-workers/administrators
 - Working in a “small school” environment
 - Supportive parents and community
 - More flexibility in designing and implementing different curriculum
 - Student centered focus
 - Implemented a “pay for unused sick days” plan 2018-2019 school year

- Professional Development provided on site
- Ability to pursue passionate subjects in club advisories
- Planned
 - Job Descriptions will be created for all staff members. Job descriptions will be approved by the Governing Board and will help to provide a better framework for employee expectations and performance.
 - Formal Onboarding Procedure for Staff – A template for onboarding has been created and is being revised for the 2020-2021 school year. This process will help alleviate confusions that can occur during the hiring process as well as ensure all needs are being met of the staff and the organization.
 - Job Shadowing – Staff members will participate in subject level (or like field)/area of interest peer observation outside of school. This will allow for a better facilitation of knowledge and skills outside of Alpine Academy’s limited staff/areas of expertise. Administration and/or consultants will help to facilitate observations.
 - Peer Observation on campus.
 - PD Plan – Each staff member will set goals for personal and professional growth outside of PD provided at the school. Staff will be required to meet renewal licensure PD requirements as well as school-level requirements for growth. Administrations will coordinate Professional Development as needed.
 - Policies and Procedures – Revised and meeting the needs of staff and organization
 - Teacher Leader Opportunities (expanding) – Staff will participate and instruct colleagues in both areas of interest as well as expertise. Staff will share what they have learned in their various professional development ventures. Staff will continue to serve on various committees. Staff will be invited to participate in Governing Board Workgroups in the areas of Governance, Finance, and Academics beginning 2020-2021 school year.



Why Choose Alpine Academy College Prep High School?

ALPINE ACADEMY'S 3 S'S

START



WE BELIEVE THAT THOSE WHO ENTER AS FRESHMEN BENEFIT THE MOST FROM WHAT ALPINE HAS TO OFFER. ALPINE ACADEMY OFFERS SMALL CLASSES WITH INDIVIDUALIZED ATTENTION SO FRESHMEN CAN ESTABLISH A GREAT FOUNDATION FOR THEIR ACADEMIC CAREER. EACH FRESHMEN RECEIVES AN INDIVIDUALIZED STUDENT ORIENTATION AND OUR EXPECTATION IS THAT EVERY STUDENT IS SET ON A TRACK TO RECEIVE AN ADVANCED DIPLOMA, COLLEGE AND CAREER READY DIPLOMA, OR COLLEGE CREDIT RECIPIENT.

STAY



ALPINE OFFERS A VARIETY OF ACTIVITIES DESIGNED TO ENGAGE STUDENTS ACADEMICALLY, SOCIALLY, AND EMOTIONALLY. HERE AT ALPINE, EDUCATORS PREPARE CURRICULUM AND ACTIVITIES THAT ARE RIGOROUS, RELEVANT AND COLLEGE PREPARATORY. OUR TEACHERS COLLABORATE TO DELIVER A.C.T. PREPARATORY SKILLS AS WELL AS 21ST CENTURY LEARNING SKILLS. ALPINE IS A SOCIAL AND EMOTIONAL LEARNING SCHOOL FOCUSED ON CHARACTER DEVELOPMENT. STUDENTS ARE ELIGIBLE TO BEGIN TMCC DUAL CREDIT COURSES THEIR SOPHOMORE YEAR.

SUCCEED



HERE ARE SOME STATS FROM OUR CLASS OF 2020:

68% EARNED COLLEGE CREDIT

41% EARNED COLLEGE AND CAREER READY DIPLOMAS OR ADVANCED DIPLOMAS

41% EARNED MILLENNIUM SCHOLARSHIP (BASED ON GPA AND COURSELOAD)

63% OF STUDENTS ATTENDED ALPINE 3 OR MORE YEARS

91% OF STUDENTS ACCEPTED TO COLLEGE

THE SENIOR CLASS PERFORMED OVER **440 HOURS OF COMMUNITY SERVICE** (DESPITE COVID!)

Attendance Interventions

Event	Response
Tardy	
Each Tardy	Auto-dialer/Detention
Repeated Tardies (# TBD)	Auto-dialer/Detention/ Individualized phone call to guardian/Meeting with student
Absences	
Each Absence	Auto-dialer
Absences 3-9	Attendance letters sent out each week with current status/allowable absences/attendance printout for both student and guardian
Absences 5+	Meeting with student/contact guardian
Absences 9+	Referral to Truancy Office/meeting with student and guardian/Potential loss of credit/Attendance Contract
Unexcused absences	Print outs/reminders for students and guardians included in weekly attendance letters + printout reminders
Truancy	
1 st Event	Detention/Guardian contact/Meeting with Student
Multiple Events	ISS/Meeting with Guardian/Student/Attendance Contract

Alpine Academy College Prep High School Disciplinary Referral Form

Student Information

Name: _____ Grade: _____ Date: _____

Referred by: _____ Time/Period: _____

Previous Teacher Interventions (check all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> Student Warning | <input type="checkbox"/> Change Seating Chart | <input type="checkbox"/> Loss of Privilege |
| <input type="checkbox"/> Parent Contact by Teacher | <input type="checkbox"/> Detention with Teacher | <input type="checkbox"/> Previous Referral to Office |
| <input type="checkbox"/> Social Worker Referral | <input type="checkbox"/> Other _____ | |

Major Problem Behavior

- | | |
|--|--|
| <input type="checkbox"/> Inappropriate Language | Swearing or use of inappropriate language. |
| <input type="checkbox"/> Bullying/Harassment | Threats, intimidation, gestures, and/or verbal attacks. |
| <input type="checkbox"/> Disrespect/Defiance | Refusal to follow directions and/or socially rude interactions with staff/students. |
| <input type="checkbox"/> Disruption | Interruption to the learning process, the learning of others, or the learning environment. |
| <input type="checkbox"/> Physical Contact | PDA or other inappropriate physical contact. |
| <input type="checkbox"/> Theft | |
| <input type="checkbox"/> Vandalism/Property Damage | Destruction of personal or school property. |
| <input type="checkbox"/> Weapons | Knives, guns (real or look alike), or objects capable of causing bodily harm. |
| <input type="checkbox"/> Other | _____ |

Specific Information Regarding Incident (do not include the names of other participants):

Action Taken By Administrator

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Time in Office | <input type="checkbox"/> Alternative Placement (ISS) |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Guidance Referral | <input type="checkbox"/> Out-of-School Suspension |
| <input type="checkbox"/> Documented in Student Information System | <input type="checkbox"/> Detention x _____ | | |

Signatures

Referred By _____	Date _____
Student _____	Date _____
Administrator _____	Date _____
Parent _____	Date _____

Please Sign and Date and return to the school.



Intervention Tracking Form

Student Name: _____
Teacher: _____

1st Offense

Date: _____ Student Initials: _____

Incident: _____

Staff Intervention _____

2nd Offense -PARENT CONTACT MANDATORY

Date: _____ Student Initials: _____

Incident: _____

Staff Intervention _____

3rd Offense -PARENT CONTACT MANDATORY/TEAM MEETING

Date: _____ Student Initials: _____

Incident: _____

Team Intervention _____

Office Referral Date: _____

Incident: _____

Admin Resolution _____

Administrator: _____ Date: _____ Student Initials: _____

Archer “Shout Out” Nomination Form

Students will be selected to be our “Shout Out” student each month in the following categories:

Academic Ace – Goes above and beyond and doesn’t settle – always strives to get the most out of their education.

Positive Promoter – when the going gets rough, this student gets tough! This student tries to find the positive in any situation.

Legendary Leader – The student who takes charge and willing to be the leader in a group or class. This student takes initiative and advocating for themselves and their education.

Comeback Kid – This student has made mistakes in the past – but continually makes better choices to improve their grades, behavior, etc (it’s never too late for a second chance!)

Alpine Achiever – This student involves themselves in extra-curricular activities, clubs, organization, sports, volunteer work. This student is an all-around outstanding citizen within the community.

Student Nominee:

Grade:

(Check one)

- Academic Ace Positive Promoter Legendary Leader Comeback Kid Awesome Athlete

Reason for nomination:

Student Re-Entry Form

Student: _____

Date: _____

____ Work Completed

____ Meeting with _____

____ Meeting with Admin

____ Acknowledgement of Restrictions (if any)

____ Student Success Contract/Counseling Needs (if needed) (attached)

Restrictions:

Courses Classwork Completed:

Class	Notes from Teacher

Student Signature: _____

Alpine Academy Archer Community Norms



- Engage in respectful exchange
- Take responsibility for your own learning
- Assume good intentions
 - Be positive
- Social Awareness - Pay attention to self and others

Archers Aim High!

ALPINE ACADEMY | 2021-2022 CALENDAR

No School on Shaded Days
of School Days =

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

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

No School on Shaded Days
of School Days = 20
3 School Resumes
17 M.L. King Day

No School on Shaded Days
of School Days = 17

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

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

No School on Shaded Days
of School Days = 19
21 Presidents' Day

3 First Day for Teachers
3-5 Staff Professional Dev.
9 First Day of School

No School on Shaded Days
of School Days = 21

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

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

No School on Shaded Days
of School Days = 13
14-25 Spring Break

No School on Shaded Days
of School Days = 15

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

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

No School on Shaded Days
of School Days = 21

No School on Shaded Days
of School Days = 18

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

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

No School on Shaded Days
of School Days = 30
30 Memorial's Day

No School on Shaded Days
of School Days = 12

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

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

No School on Shaded Days
of School Days = 3
3 Last Day of School
6-8 Contingency Days

16 Last Day of Grading Period
17 Teacher Work Day
17-31 Winter Break



Regular Day Schedule

1st Period: 8:00 - 8:50
2nd Period: 8:54 - 9:44
3rd Period: 9:48 - 10:38
4th Period: 10:42 - 11:32
Lunch: 11:32 - 12:07
5th Period: 12:07- 12:57
6th Period: 1:01 - 1:51
7th Period: 1:55 - 2:45

2 hour Delay Schedule

1st Period 10:00-10:33
2nd Period 10:37-11:10
3rd Period 11:14-11:47
Lunch 11:47-12:22
4th Period 12:22-12:55
5th Period 12:59 -1:32
6th Period 1:36-2:09
7th Period 2:13-2:45

3 hour Delay Schedule

1st Period 11:00-11:29
2nd Period 11:32-12:01
3rd Period 12:04-12:33
4th Period 12:36-1:05
5th Period 1:08-1:37
6th Period 1:40-2:09
7th Period 2:12- 2:45

Arlene Savala

1069 Bradley Sq.
Sparks, NV 89434
(775) 762-6685

- 9 years – Special Education Resource Teacher at Reed High School
 - Highly Qualified in English and Math
 - Co-Teaching in Algebra and Geometry
 - ELL Certification
 - SIOP Trained
-
- Lived in the Reno/Sparks area for 30 years
 - Volunteered in various youth and teen groups for 35 years
 - Home schooled my daughter for one year
-
- Graduated from UNR in 2001 with a degree in Elementary Education/Special Education in

Adam Larson

6346 Walnut Creek Rd, Reno, Nevada 89523
adamjmlarson@gmail.com – (218) 770-4700

WORK HISTORY

- Engineering Manager – Innovative Drive Corporation** 2016 – Present
- Project Management, 4 direct reports, Quality Management
 - R&D Engineer from 2016-2020, promotion to Manager in June 2020
 - Design, develop, assemble, and test medical device prototypes and products
 - Mechanical, electrical, and control design for semi-autonomous systems
 - Generate and maintain Quality Management System documentation
 - SOLIDWORKS, Autodesk Simulation Multiphysics, MATLAB, Microsoft Office, Asana
 - Component Design Experience – Injection Molded, Machined, Sheet Metal, Extruded
 - Machine Shop Experience – CNC, Lathe, Mill, Band Saw, Drill Press, Grinders
- Engineering Intern – Nevada Terawatt Facility, UNR Physics** 2014 – 2016
- Design, develop, and fabricate components for HED plasma physics experiments
 - Maintain, repair, and improve pulsed power generators and vacuum systems
 - SOLIDWORKS, Creo Parametric, Mastercam, MATLAB, LabVIEW, Microsoft Office
 - Machine Shop Experience – CNC, Lathe, Mill, Band Saw, Drill Press, Grinders
- Science/Math Tutor** 2008 – 2016
- Worked with college and high school students to help them excel in their studies
 - Chemistry, Physics, Biology, Algebra, Calculus, Geometry
- Science Teacher – Alpine Academy College Preparatory High** 2012 – 2013
- Taught Chemistry, Integrated Science, and Physical Science
 - Oversaw a 28% increase in science proficiency scores for 10th grade
 - Set and maintained high expectations for participation and learning
- Peace Corps Volunteer Teacher – Namibia, Africa** 2010 – 2012
- Lived and worked in a rural village teaching science and coaching athletics
 - Prepared and delivered daily lessons for classes of 40+ students

EDUCATION

- Bachelor of Science in Mechanical Engineering** May 2016
University of Nevada, Reno – 3.8 GPA
Dean's List; Jackson, Clough, and Contri Scholarships
- Bachelor of Arts in Secondary Science Education** May 2010
University of Great Falls – 3.7 GPA

SKILLS AND QUALIFICATIONS

- President, UNR Human Powered Vehicle Challenge
- Excellent collaborative and communication skills
- Resourceful, Efficient, Strong Work Ethic, Apt Learner

COMMUNITY SERVICE AND INTERESTS

- Member, Reno Midtown Rotary Club 2018 – Present
Governing Board Member, Alpine Academy 2013 – Present
- Interests and Pursuits: Cycling, Guitar, Hiking, Reading, Running, Skiing

Douglas E. Goodman

Education:

BA in political science

MBA with emphasis in government contracting and acquisition

Professional:

Retired U.S. Army Major. Specialized in logistics

Retired Manager; warehousing, distribution, and quality assurance

Board Experience:

2014 – Present: Founder and Executive Director, Nevadans for Election Reform, a registered political action committee advocating for election reform through legislation or ballot initiative

2018 – Present: Member and Vice Chair, Nevada Secretary of State's Advisory Committee on Participatory Democracy

2008 – 2017: Member-at-large, Vice President, President, Immediate Past President Board of Trustees, Temple Sinai, Reno, NV

2002 – 2004: Livermore, CA representative to the Alameda County BART bond oversight committee

2002 – 2004: Livermore Main Street non-business member.

2001 – 2004: Member and Chair of the Livermore Redevelopment Project Area Committee, advising the Livermore redevelopment agency on matters pertaining to the revitalization of downtown Livermore, CA

1991 - 1993: Member and Chair, Department of Defense School Advisory Counsel, Zweibruecken High School.

1985 – 1987: Member and Chair, Department of Defense School Advisory Counsel, Ramstein Elementary School.

JUSTIN VANCE

Education	The University of Iowa College of Law Iowa City, IA J.D., May 2008 Jessup Moot Court Spring Competition Stephenson Trial Advocacy Competition Member, J. Reuben Clark Law Society Research assistant for Iowa Non-profit Resource Center
	Brigham Young University Provo, UT B.A. in International Studies, April 2004 Minor in Latin American Studies
Experience	Dotson Law Reno, NV Litigation Associate September 2019 – Present Handle all aspects of litigation with emphasis on business and construction litigation.
	Bremer, Whyte, Brown & O'Meara, LLP Reno, NV Litigation Associate September 2018 – September 2019 Handle all aspects of litigation with emphasis on insurance defense.
	Laxalt & Nomura, Ltd. Reno, NV Junior Partner March 2016 – August 2018 Litigation Associate August 2008 – March 2016; Summer 2007 Handle all aspects of litigation with focus on commercial litigation, insurance defense, mortgage fraud, and personal injury. Experience handling appellate matters, and argued before the 9th Circuit Court of Appeals and Nevada Supreme Court. As a senior associate and junior partner, supervise and train junior associates.
	Johnson Law Associates Orem, UT Law Clerk Oct. 2003 – Aug. 2005, Summer 2006 Assisted clients in immigration processes, conducted research, wrote memos, drafted motions and contracts, and translated documents from Spanish to English.
	Cole, Vondra, & Thompson Iowa City, IA Law Clerk Dec. 2005 – May 2008 Conducted legal research, drafted pleadings, and assisted with immigration work.
	The Council on Hemispheric Affairs Washington, D.C. Research Associate, Office Manager May 2003 – Aug. 2003 Conducted research on political and economic issues in Latin America. Published articles on international trade and U.S. foreign policy. Interviewed in Spanish on live radio as expert on Argentine elections.

Extracurricular**Alpine Academy College Prep. High School**

President, Board of Directors

Sparks, NV
Sept. 2014 – Present

Review and advise school administration on various issues, conduct and participate in board meetings, review and approve budgets and other administrative actions, and speak at graduation ceremonies.

Model United Nations

Competed at the Model United Nations Conference in New York City in April 2004. Conducted research, drafted resolutions and debated issues dealing with Intellectual Property. Team placed in top 10 of nearly 200.

Interests

Golf, tennis, fishing, biking, camping, NCAA sports, coaching youth sports, and spending time with my family.

Resume

Kathy King
2175 Canyon Point Ct
Sparks, NV 89436

Education and Employment History

1964: Graduation from West High School, Salt Lake City, Utah

1968: graduation from Brigham Young University, BS Degree, Mathematics Major, English Minor

1968-1975: Mathematics Teacher, Murray High School, Murray, Utah

1984-2012: Mathematics Teacher, Washoe County School District, Reno, NV

Reed High School

Sparks High School

2008-2012: Inservice Instructor/Teacher Trainer, WCSD Teacher Training Cadre

1998: Achieved National Board Certification

1999: Nevada State Winner, Presidential Award For Excellence in Mathematic Teaching

2012: Retired from Washoe County School District

2012-2015: Part Time Mathematics Teacher, Specializing in Proficiency Test Preparation,
Alpine Academy, Sparks, NV

Michelle Petie

1042 Hallertau Drive Sparks, NV 89441 (415) 269-3386 mpetie@verizon.net

Experience:

August 2020- Current

Board Member at Alpine Academy College Prep High School | Sparks, Nevada

- Held position of Board Member-approved budget, salaries and contracts, attended meetings, and helped to support the mission to educate Alpine students

2019-Current

Staff at Northern Nevada Juniors Volleyball | Reno, Nevada

- Coordinated, trained, and conducted fundamental volleyball mechanics and techniques, skill drills for individual players and teams for camps, clinics, and local leagues
- Followed all safety procedures for first aid and Covid-19 response
- Communicated effectively with children and parents to insure that they benefitted from various programs offered

2016-2018

Volunteered at Seaside Heights Elementary School | Seaside, Oregon

- Assisted students during centers for reading comprehension, math, and standardized testing
- Instructed up to 10 students individually and in groups
- Presented subject matter to students under the direction and guidance of the teacher in varying subjects
- Provided extra assistance to special needs students, such as students with an IEP or non-English speaking students
- Assisted teachers with photocopying, filing, and other classroom tasks
- Chaperoned multiple field trips

2007-2018

Homeschooled children | New York, Virginia, Oregon and Nevada

- Lead reading groups and facilitated book discussions using a variety of literature
- Facilitated monthly homeschool field trips for over 20 families in New York
- Organized special events and fundraisers including graduation ceremonies

1999-2006

Licensed In Home Day Care Provider | Novato, CA

- Provided care for up to 6 children at a time
- Prepared meals according to food program standards and nutrition
- Maintained all health records for children, provided tax documents for record keeping
- Maintained CPR and First Aid requirements according to California and provided tax documents for record keeping
- Provided a stimulating and safe environment

2003-2004

Volunteer Coast Guard Family Representative I Pt. Reyes, CA

- Served as a liaison between the command of the base and the base families
- Wrote newsletters which communicated upcoming events, deployment notifications, and community resources
- Provided contact information for members who were deployed including emergency Red Cross information
- Partnered with childcare facilities to assist with childcare costs and coordinate volunteer hours

Education

- Santa Rosa Junior College Santa Rosa, CA -Associate of Arts, 1996
- San Marin High School Novato, CA -High School Diploma, 1994

Nurit Stites

nstites@washoeschools.net

(775) 247-1116

Objectives:

Seeking to obtain an Education Programs Professional position with the Office for a Safe and Respectful Learning Environment. This position entails responsibility for overseeing the SafeVoice Program, monitoring the School Safety Facilities Improvement grant, supporting LEAs with their crisis response plans, and maintaining positive relationships with all partners at the Department of Public Safety and the Department of Emergency Management.

Professional Profile:

Classroom Educator Since 1989

Member Assistant Principal Pool, WCSD

Member Dean of Students Pool, WCSD

Member Teacher Leadership Pool, WCSD

SEAD and SEL Specialist, Alpine Academy Charter School

Implementation Specialist Since 2011, WCSD

Extensive Experience in Coaching and Instructional Leadership in NVACS and Language Acquisition Designs

Expertise in PLC Development and Facilitation.

Adult Educator

Highly Skilled in Data- Driven Decision Making.

Professional Learning Developer and Presenter

Highly Qualified Educator K-6, Mathematics K-8, Literacy K-12, TESOL K-12,

Speaks 4 Language

Education & Training:

M.Ed. Education Leadership •2018 • University of Nevada, Reno

NV Leads Cohort 1, Dean's List, Honor Society

M.Ed. Literacy Studies • 2010 • University of Nevada, Reno

Title I Cohort, Dean's List, Honor Society

B.A. Liberal Studies • 1990 • California State University, Long Beach

Emphasis is Human Development, CA. Clear Multiple Subject Teaching credentials

Northern Nevada Writing Project • Summer Institute 2014-2016 • NWP

Cognitive Coaching • 2015 • WCSD

McRel Balanced Leadership • 2014 • WCSD

CUE Technology Camp • 2013 • WCSD

CCSS Mathematics Instruction Cohort • 2011 • University of Nevada, Reno

K-12 Reading Specialist Endorsement • 2010 • Nevada State Department of Education

K-12 TESOL/ESL Endorsement • 2005 • Nevada State Department of Education

Nurit Stites

nstites@washoeschools.net

(775) 247-1116

Experience

Principal/SEAD Specialist • Alpine Academy Charter School • July 2019- June 2020

Instructional leader of an independent state-sponsored charter high school responsible for staff supervision, building level instruction, coordinating ESSA and internal assessments, providing professional learning and development, discipline, family engagement and data reporting and decision-making. As the Executive Director of the school, my responsibilities include school and facilities safety, budgeting and finance management, Federal and State level accountability and reporting, Board engagement, grant procurement, curriculum and resource procurement, fostering positive relationships with all government and community partners, communicating with all stakeholders using multiple platforms. SEAD Specialist responsibilities include SEL and School-Connect Curriculum implementation, Dual Credit and academic counseling, ensuring a safe and respectful learning environment, as well as supervise the school's safety professional.

Implementation Specialist • WCSD • July 2018- June 2019

Responsible for providing coaching and instructional support through professional learning opportunities, PLC facilitation, co-teaching, and modeling. Planning with and assisting administrators with cultural and instructional change to improve learning and social outcomes for all students. Engaging in walkthroughs, observations, and data review for the purpose of studying and replicating school improvement efforts. Collaborating

with district departments to ensure cohesive support and uniformed messaging.

Instructional Coach • Traner M.S. • July 2016 – June 2018

Responsible for leading educators in improving literacy for students who are English learners and Title I recipients. Successful in more than tripling the growth and exit rates of English learners. Implementing the NV Ready 21 and Zoom Grants. Facilitating grade level and vertical PLCs. Providing professional learning and data driven dialogue opportunities. Led Family Data Night. Supporting teachers, counselors, and administrators with scheduling and MTSS. Covering administrative and Dean of Students duties.

Training Coordinator • Striving Readers Comprehensive Literacy Grant, WCSD • July 2013 – June 2016

Responsible for planning and delivering professional learning around NVACS-literacy. Budgeting for resources and professional learning events. Assessing and reviewing instructional practice. Providing accountability for expenditures and educator learning. Leading coaching cadre and MTSS teams at multiple sites. Collaborating with district and state-level personnel. Presenting at district and state conferences.

Implementation Specialist • WCSD • July 2011 – June 2013

Responsible for providing coaching and instructional support through professional learning facilitation, co-teaching and modeling around NVACS. Planning with and assisting school leaders with positive cultural and instructional change to improve learning outcomes for all students. Engaging in walkthroughs, observations, and data review for the purpose of studying and replicating school

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improvement efforts. Collaborating with district departments to ensure cohesive support and uniform messaging.

Literacy/ESL Intervention Specialist •Cannan E.S. • August 2008 – August 2011

Responsible for providing intervention supports to students grades Kindergarten-6th using instructional practices such as SIOP and GLAD. Supporting classroom teachers by planning instruction in literacy and language acquisition. Coaching and modeling high-yield instructional strategies. Participating in PLCs and MTSS teams across all grade levels. Serving on the School Improvement, Vertical Alignment and Multicultural Committees.

ELA/ESL Teacher• Traner M.S. • August 2003 – August 2008

Responsible for providing language arts instruction to 7th and 8th Grade students using instructional practices such as NV State Standards, Marzano, trait-based writing, and language acquisition design. Served as ELA Department Chair. Member of the Leadership, Vertical Alignment, and MTSS Committees. Pioneered Middle School Teaming.

ELA/Drama/Journalism/Algebra/GT Teacher • Dilworth M.S. • August 1998 – August 2003

Responsible for providing instruction to 7th and 8th Grade students in language arts, journalism, drama, and GT. Published a monthly student newspaper. Produced and directed two student shows annually. Prepared and escorted GT students for competition such as Mini-Model Congress and Destination Imagination. Served on Faculty Senate and as the WEA Building Representative.

5th Grade Classroom Teacher •McMillan E.S., Las Vegas, NV• July 1996 – July 1998

Responsible for providing instruction to 5th Grade students in all core subjects. Supported colleagues with piloting new science curriculum. Organized grade-level field trips and events. Promoted family education evenings.

English/Math/Exploration Teacher • Von Tobel M.S., Las Vegas, NV • July 1995- July 1996

Responsible for providing instruction to 7th and 8th Grade students in ELA, Math, and exploration of Japanese, Speech, and Drama. Taught writing during Intersession. Served as the Drill and Dance Team Coach.

Related Experience:

Alpine Academy College Prep Charter High School Board of Directors • 2020

Nevada Governor's Advisory Council on Education Relating to the Holocaust • 2011-Present

Ethnic and Diversity Standards Committee• 2018 • Nevada State Department of Education

Temple Sinai Board of Directors• 2015-2017

Administrator of Middle School Intersession• 2015-2017 • WCSD

CAFE Presenter• 2013-2015 • WCSD

Visual Literacy Facilitator • 2015 • Nevada Museum of Art

CCSS Working Group• 2013-2014 • NEA

Smarter Balanced Digital Resources Review Committee • 2013-2014

Temple Sinai Religious School Director• 2012-2014

Nurit Stites

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**Hebrew Language Instructor• TMCC•
2011-2012**

**New Teacher Mentor• Traner M.S. • 2004-
2008**

Professional Membership:

ASCD, Since 2017

NASA, Since 2017

**NDE Council for Ethnic & Diversity
Standards, Since 2017**

Learning Forward, Since 2014

Core Advocates, Since 2013

**NV Governor's Advisory Council for
Holocaust Education, Since 2014**

**International Literacy Association, Since
2010**

TESOL, Since 2008