

A. EDUCATION PLAN

A.1 MISSION, VISION AND EDUCATIONAL PHILOSOPHY

A Committee to Form was organized in early 2012 to establish Imagine Centennial to serve children in grades K-8 residing in northwest Clark County. Imagine Centennial will be comprised of a committed Governing Board, an outstanding principal, and highly qualified and caring teachers along with a dedicated support staff. Our educational program will be based upon the Imagine Curriculum, the Six Measures of Excellence, and the use of technologically advanced teaching tools. Imagine Centennial will start with kindergarten through fifth grades and will add grades sixth through eighth; one grade each year.

REQUIRED ELEMENTS:

A.1.1 STATED PURPOSES (NRS 386.520(4) (b))

To create a school of choice for northwest Clark County families, two stated purposes (#1 & #5 in application) are listed below. These purposes lie within our mission and vision.

PURPOSE # 1) Improving academic achievement of pupils. – At Imagine Centennial, all students will be provided with tools for academic learning and with tools to foster personal growth and development. Our nationally recognized curriculum will immerse students in a solid understanding of reading, writing, and mathematics. Students will learn to organize and explain their thinking and produce original and creative work. Real-world situations will be applied to enrich the classroom experience.

The reading program will strengthen comprehension and analysis. Reading and writing skills will be developed across disciplines. In math, students will learn key skills, emphasizing high-level problem solving and critical thinking. Science, history, and geography will encourage interest in the world and how it functions. Technology supports ambitious, engaging lessons. Imagine Centennial will produce mastery of skills, laying a strong foundation for future studies.

PURPOSE # 5) Providing a method for public schools to measure achievement based upon the performance of the schools - At Imagine Centennial, we will measure academic achievement based on the measurement of same-student learning gains, measuring how much students learn from the beginning

of the school year to the end. By testing students at the start of the year, our teachers learn what students know and in what areas they need to improve. Testing students at year-end then shows how far each student advances during the school year. We will use the norm referenced Stanford 10.

A learning gain of 1.0 represents a student that has participated in one year of education and stayed at the same relative position as students in the national norming sample participating in the same year of education. A student with a learning gain greater than 1.0 has made more progress than expected; a gain of less than 1.0 represents less progress than expected.

To illustrate, John Jones, enters the 4th grade in the fall. Since he has not experienced much, if any, of the 4th grade, he is tested as a 3rd grade student. On the fall test, he receives an NCE score of 40. In the spring, John has completed the 4th grade and is tested as a 4th grade student. On the spring test, he receives an NCE score of 50. His learning gain is 10 (50 – 40), reported as the transformed score of 1.10, showing that John has made more progress in academic achievement during his 4th grade year than is expected.

In 2010-2011, students in 93% of Imagine schools achieved average learning gains of more than one year (vs. 50% students nationwide based on Stanford 10 norms). More than two-thirds of students transferring into Imagine Schools from other schools experienced learning gains much less than a full year; meaning they have been gaining less than a year's proficiency for each year they have been in school. Hence, Imagine students have dramatically improved their annual learning gains, giving many of them a chance to catch up and ultimately perform at grade level. The Mission and Vision statements reflect our philosophy of strong student achievement.

A.1.2 – MISSION STATEMENT: *“The mission of Imagine Centennial is to provide a 21st Century learning environment rich in rigorous academic offerings, designed to challenge, educate, and nurture the whole child in a safe supportive atmosphere, with strong parent and community involvement, as we believe all children are capable of success, no exceptions.”*

A.1.3 –VISION STATEMENT: *“We envision an academic community where all children experience success. Our students are encouraged to become creative thinkers, innovative problem solvers, effective*

communicators and emerging leaders, undergirded by strong character and high moral values. These attributes enable our students to effectively influence local and global communities for the greater good.”

A.1.4 –EDUCATIONAL PHILOSOPHY

Our educational philosophy, anchored in the staunch belief that all children are capable of learning and achieving, is grounded in our Six Measures of Excellence referenced in our mission statement:

- ❖ **Parent Choice** – Imagine Centennial founders believe that, given a choice, parents will seek out the best school for their children. On a daily basis, they see the academic, character, behavioral, and social growth of their children, making parents the most reliable measure of accountability and quality.
- ❖ **Academic Growth** – We will evaluate academic growth through same student learning gains. By testing students at the start of the year our teachers learn what students know and in what areas improvement is needed. Testing students at year-end shows student advances during the school year.
- ❖ **Character Development** - Positive character development is not a nice add-on to the curriculum – it is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community.
- ❖ **Shared Values of Integrity, Justice and Fun** - Integrity means wholeness, or how things fit together. It means that we must balance teaching and modeling of character development and academic achievement. Justice means to each person what he or she deserves and to each person what is appropriate. Fun (or decision-making) means those closest to the situation will make the decisions about the situation. We strive for an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the outcomes.
- ❖ **Economic Sustainability**- Economic sustainability at Imagine Centennial means balancing expenditures and revenues to live within our means. Careful stewardship of limited financial resources is essential to eliminate waste and use funds where they most benefit teaching, learning, and school growth.

❖ **School Development** - A sixth measure is focused on school development with a continuing commitment to provide opportunity for school choice in Nevada and elsewhere in the nation.

At Imagine Centennial, our educational philosophy emphasizes academic excellence and positive character development as essential elements of life-long success. Our school will encourage innovative teaching practices that personalize learning based each student's needs. We will also provide, through our Six Measures of Excellence, a system of accountability for results in public education. Finally, we will support our principal, teachers, and school staff as the front-line leaders and decision-makers, who will best know the needs, challenges and opportunities of our school community.

A.2 SCHOOL SPECIFIC GOALS AND OBJECTIVES

Educational performance and organization management goals, developed as per NRS 386.520 (4)(b), are anchored in the Measures of Excellence cited in our Mission, Vision and Educational Philosophy.

REQUIRED ELEMENTS:

A.2.1 – TO PROMOTE STRONG ACADEMIC/EDUCATIONAL PERFORMANCE, IMAGINE CENTENNIAL WILL:

1 Improve academic achievement of pupils.

(a) In grades 1-8, 75% of students at Imagine Centennial will average more than one year of academic growth in ELA and Math as annually measured by the Stanford 10 fall pre-test and spring post-test.

(b) ~~Seventy five percent (75%)~~ **79%** of **elementary (3-5)** students enrolled in ~~grades 3—8~~ for three consecutive years will achieve Proficient or Advanced status on the state's annual assessment ***in reading***.

68% of middle school students (grades 6-8) enrolled for three consecutive years will achieve Proficient or Advanced status on the state's annual assessment in reading.

(c) ***86% of elementary students enrolled for three consecutive years will achieve Proficient or Advanced status on the state's annual assessment in mathematics. 81% of middle school students (6-8) enrolled for three consecutive years will achieve Proficient or Advanced status on the state's annual assessment in mathematics.***

A.2.2 – TO PROMOTE STRONG ORGANIZATION/MANAGEMENT PERFORMANCE, IMAGINE CENTENNIAL WILL:

5 Provide a method for public schools to measure achievement based on the performance of the school.

(a) Eighty percent (80%) of eligible students will subsequently re-enroll, showing positive parent choice.

(For the past three years, internal records of schools, served by Imagine, indicate a nation-wide, average re-enrollment rate of approximately 80 percent. Although records of the individual Nevada schools indicate a record of lower re-enrollments (Valle at 71% spring to fall, 09, 100 Academy at 63% spring to fall, 2011), Imagine Mountain recorded a re-enrollment rate of 98% spring to fall, 2012. The average amongst the three Nevada schools is 77%. As a new school, we feel an 80% re-enrollment rate is rigorous.)

(b) One hundred percent (100%) of staff members will complete the Imagine Schools Shared Values Survey, as a positive indicator of shared values.

(c) In response to questions posed in the Imagine Schools Student Character Education Survey, regarding caring for others and respecting school property, eighty percent (80%) of students will respond with “Always” or “Often” as an indicator of positive character.

(d) The school will demonstrate economic sustainability by operating within a balanced budget; all staff will be knowledgeable about the budget as an indicator of economic sustainability.

A.2.3 – ASSESSMENT TOOLS, DATA AND ARTIFACTS USED TO MEASURE PROGRESS OR ATTAINMENT OF GOALS AND OBJECTIVES

In accordance with NRS 386.520(4) (b), Imagine Centennial will:

#1 Improve the academic achievement of pupils:

a) In grades 1-8, Imagine Centennial students will average more than one year of academic growth in ELA and Mathematics **measured annually by the Stanford 10 fall pre-test and spring post test**

b) ~~Seventy Five percent (75%)~~ 79% of students enrolled in grades 3-5 for three consecutive years will achieve Proficient or Advanced status on **the state’s annual assessment *in reading*.**

68% of middle school students (grades 6-8) enrolled for three consecutive years will achieve Proficient or Advanced status on the state’s annual assessment in reading.

(c) 86% of elementary students enrolled for three consecutive years will achieve Proficient or Advanced status on the state's annual assessment in mathematics. 81% of middle school students (6-8) enrolled for three consecutive years will achieve Proficient or Advanced status on the state's annual assessment in mathematics.

#5 Provide a method for public schools to measure achievement based on the performance of the school.

Imagine Centennial will utilize the Imagine Schools Performance Measures:

(a) Eighty percent (80%) of eligible students will re-enroll for the subsequent school year as a positive indicator of parent choice; **measured by re-enrollment data.**

(b) In grades 1-8, students will average more than one year of academic growth in ELA and Mathematics as annually **measured by the Stanford 10 fall pre-test and spring post-test;**

(c) One hundred percent (100%) of staff members will complete the Imagine Schools Shared Values Survey; **measured by the return rate of Values Survey.**

(d) In response to questions posed in the Imagine Schools' Student Character Education Survey regarding caring for others and respecting school property, eighty percent (80%) of students will respond with "Always" or "Often", **measured by Student Character Education Surveys.**

(e) The school will demonstrate economic sustainability by operating within a balanced budget; all staff will be knowledgeable about the budget as **measured by monthly trend reports and responses to the economic question on the Shared Values Survey.**

A.2.4 REASONABLENESS OF GOALS GIVEN THE SCHOOL'S MISSION, EDUCATIONAL PROGRAM AND TARGET POPULATION.

Goals are derived from the mission, vision, and educational philosophy of the school. The Committee to Form developed an approach to education to meet the needs of students and satisfy parents over the long term, fostering the important goal of sustainability. Strong academic growth and positive character development are essential components of Imagine Centennial's mission and vision. Parents seeking schools of choice are often looking for programs that challenge and support their children academically and socially. The target population includes families who want a choice for various reasons,

but often, they are seeking a safe environment, academic rigor and a focus on positive character development. Each element is essential to Imagine Centennial’s mission, vision, and educational program.

A.3 CURRICULUM AND INSTRUCTION

Our curriculum reflects our mission and educational philosophy, centers on Common Core Standards in Math/English Language Arts, and aligns with Nevada State Standards in science/social studies.

REQUIRED ELEMENTS:

A.3.1 CURRICULUM AND INSTRUCTION

Imagine Centennial will follow the Imagine School’s Standards Based Curriculum developed by our National Education Team, with input from the best education and business leaders, regarding expectations for students in an increasingly global society. Imagine Schools’ proprietary curriculum guides teachers and students toward today’s expected advanced level of learning. Our Curriculum Guide (K-8) promotes challenging academic standards that lead to high achievement for all students. We believe that engaging students in a rigorous standards-based curriculum is essential to successful achievement. The National Common Core Standards Initiative has afforded Imagine Schools an opportunity to collaborate nationally to implement these new standards and assessments. This Standards Based Curriculum is based upon the national Common Core Standards. Until Nevada adopts the Common Core Standards in all subjects, we will continue to use the alignment to current state standards for Science and Social Studies.

The Imagine Schools’ English Language Arts Curriculum embraces the content and philosophy of the Common Core Standards. To meet the charge to define college and career readiness, the Standards also define a vision of what it means to be a literate person in the twenty-first century. Imagine uses the ten Common Core anchor standards for Reading for both literary and informational text and includes texts in history/social studies, science and technical subjects. Our Writing Standards emphasize Common Core anchor standards covering numerous text types and subject areas to integrate reading and writing across the curriculum. Students encounter texts of appropriate complexity at each grade level and develop the mature language skills and conceptual knowledge needed for success in school and life. Grades 6 - 8

focus on content literacy in science and social studies, as per the Common Core Standards. Coupling this solid, standards-based curriculum with a socially interactive classroom environment fosters the love of language, encouraging students to listen, question, discuss, debate, and share all that they learn.

The Imagine Curriculum includes the Common Core Standards for Mathematical Practices focusing on the eight practices consistent across all grade levels. These practices are defined in Common Core language as: (1) making sense of problems and persevere in solving them, (2) abstract and quantitative reasoning, (3) constructing viable arguments and critique the reasoning of others, (4) modeling with mathematics, (5) using appropriate tools strategically, (6) attending to precision, (7) looking for and using structure, and (8) looking for and expressing regularity in repeated reasoning. Educators connect these practices to mathematical content to assist students in exploring math concepts to develop critical thinking skills.

Effective science education begins in early childhood, when parents and teachers respond to a child's natural curiosity about the world around him/her. Imagine Centennial offers a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. They will inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Physical Science, Life Science, Earth and Space Science, Science as Universal Inquiry, and Science and Society. Unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines.

A combination of literature, science, technology, and the arts enrich our Social Studies curriculum, adding interest and integration to this fascinating subject. A personal and a global perspective are essential elements for students facing a world of rapid change, so both elements are present in the four social studies strands of History, Geography, Civics, and Economics. These strands contain themes ranging from cultures to environments, providing for the integration, extension and application of knowledge to active participation in a global society. In addition to History, Geography and Civics, Economic Literacy is also taught through the Imagine Schools Curriculum.

The school's organization model to support teaching and learning is comprised of Primary Academy (Grades K-2), Intermediate Academy (Grades 3-5), and Middle School/Preparatory Academy (Grades 6-8), as is followed in our Curriculum Guides. Each of these grade level units is considered an Academy within Imagine Schools. This organizational structure enhances our ability to individualize our program and to address individual and developmental needs of our students. In addition, this structure serves to coordinate curriculum mastery with student developmental traits and needs. The standards-based curriculum is delivered at each grade level, with standards spiraled from one year to the next as students and teachers work together over a three-year period. Teachers plan horizontally and vertically to ensure student progress and mastery of the Nevada State Standards.

In staying true to Imagine Centennial's mission and vision, our focus will be on 21st Century skills to develop students that will effectively influence local and global communities for the greater good. Our model to implement these "work place competencies" will be MicroSociety. MicroSociety provides avenues to create real life business ventures and government agency activities that are authentic and interconnected. Children find meaning and purpose in their learning and are on their way to becoming productive, contributing citizens and skilled innovators in a global economy. Guiding Principles include:

- **Student Voice and Choice** - Students, who have voice and choice as citizens, construct their own learning and shape their school culture.
- **Learning by Doing** - People learn best when engaged in work that is meaningful to them.
- **Entrepreneurial Spirit** - Motivates dynamic learning and pursuit of new ideas and opportunities.
- **Real World Experiences** -Increasingly sophisticated, intellectual, economic, social, and political experiences and a balance of intrinsic and extrinsic rewards continually engage and challenge students.
- **Teachers as Facilitators** –Teachers facilitate integrated learning with multiple opportunities for success.
- **Shared Responsibility and Authority** - Opportunities for leadership, meaningful decision-making, and responsibility are vested, aligned, and accounted for at every level.

MicroSociety arranges programs and activities by the strands of Economy, Citizenship/ Government, Humanities/Arts, and Technology. Each strand (e.g. Economy) and its sub-strands (e.g. banking) consist of core subjects (e.g. math), connecting the real world and the basics.

Physical education is also a part of the regular school day schedule. Special area classes such as art,

music, languages, etc. may be added to the curriculum as school enrollment builds. These additional classes help fulfill the school's mission of developing and nurturing the whole child.

Imagine educators work diligently to teach students the importance of becoming a person of good character at school, home, and in all of life. We care as much about the kind of person our students become—the kind of brother, sister, and friend, as well as future spouse, parent, and citizen—as we do about their academic gains. Positive character development is not a nice add-on to the curriculum, but is a crucial aspect of a quality school. We believe that schools must cultivate a culture of character to be a successful learning community. Character Counts® curriculum's six pillars of character are integrated into all subject areas: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

As Imagine Centennial believes that all children are capable of success - no exceptions, we will adopt Kids at Hope school-wide. "Kids at Hope" is foremost a belief system, supported by a cultural strategy, enhanced by programs. "Kids at Hope" will guide staff in keeping children at the focus of all decisions. Each day, students will begin their day with the following words:

Kids at Hope Pledge

I am a Kid at Hope. I am talented, smart and capable of success. I have dreams for the future and I will climb to reach those goals and dreams every day. All Children are Capable of Success, No Exceptions!

Through a strong standards-based curriculum aligned to the Common Core and the Nevada State Standards, special area classes to develop the whole child, MicroSociety, Character Education, and Kids at Hope, Imagine Centennial will provide a learning environment highly conducive to student success.

A.3.2 Attachment – *Schedule of Courses for Each Grade Level*

A.3.3 Attachment – *Course Descriptions/Core Content Areas*

A.3.4 Attachment – *Nevada Standards Alignment Chart (See statement included in attachment.)*

A.3.5 Attachment - *Courses to be completed for Promotion to Each Grade Level*

A.3.6 Attachment – *Typical Daily Schedule*

A.3.7 Attachment – *Not Applicable*

A.3.9. Attachment – *Copy of Proposed School Transcript*

A. 3.10. TRANSFER OF CREDIT POLICY

Based on NRS 386.582, a student who successfully completes equivalent courses at a charter school must be allowed to transfer the credit toward advancement to the next grade at any other public school or toward graduation from any other public school. As seen in NAC 386.150(8) information regarding credit for courses successfully completed will be provided on a report card and other appropriate documentation to the receiving school.

A.3.11 Attachment – *Listing of Textbooks by Content/Grade Level*

A.3.12 INSTRUCTIONAL STRATEGIES

Educational reform calls for educators to redesign their instructional programs so that every student achieves high academic standards. Teacher instructional methods, the learning environment, and presentation of complex ideas and materials can stimulate curiosity and creativity, foster critical thinking, and call for higher-order thinking in children. At Imagine Centennial, learning will be a process of discovery and mastery of knowledge, information and experience in an interactive learning environment. Instructional methodologies include a repertoire of research-based teaching and learning practices carefully matched to our philosophy. Instructional strategies encompass these learning principles:

- The **selection of appropriate instructional methods must be data-driven** and based on timely student achievement data gathered at the school site.
- **Learning must be an active** rather than a passive experience throughout the normal daily routine with a focus on student engagement and current brain research on how students learn best.
- **Teachers’ knowledge of content** and their ability to communicate and transfer this knowledge to students is critical to help students’ master concepts and skills. Depth of content knowledge allows teachers to be flexible in explanations for learners to help them master the essential understandings.
- The **quality of the instruction is the key variable in student mastery** of the standards. Instructional, evidence-based and research-based strategies will be used to deliver content and transfer knowledge.
- **Parents are a critical resource**, with a leadership role in this process. Parent communication about the teaching and learning process is a priority, and “parents as partners” is the Imagine message.

The following are just some of the instructional strategies to be used by Imagine Centennial teachers:

- *Project Based Learning*: Projects allow students to apply skills mastered in class to the real world.

- *Cooperative Team Learning*: Students discuss and evaluate ideas expressed by their teammates and share their own insights with, and react to, feedback. Cooperative learning is emphasized in science/social studies and highlighted as students' progress through grade levels.
- *Socratic Seminar*: Socratic seminars reflect the embodiment of Socrates' belief in the power of asking questions, and prize inquiry over information and discussion over debate. The seminar is a formal, text-based discussion where students respond to a leader's open-ended questions, learning to work cooperatively and question intelligently, in support of Common Core Speaking and Listening standards.
- *Learning Stations*: A learning station is a collection of activities or materials designed to teach, reinforce, or extend a particular skill/concept. Stations motivate students to explore topics, focus on learning concepts, promote growth toward goals, and they address specific learning levels or styles.
- *Active Learning*: This is a feature of our teaming approach, implemented through hands-on, active learning opportunities to help students discover and construct knowledge for themselves and create novel solutions to problems. Active learning helps students meet learning, social, and emotional needs.
- *Flexible Use of Time and Variable Grouping Strategies*: Students work in small learning groups with different tasks based on individual needs of the student and/or group; e.g. one small group may work with a teacher in a directed learning activity, while other groups work on personal learning projects.
- *Teaming*: Interdisciplinary instructional teams in middle grades include two or more teachers who share a common group of students and a common planning time. Teachers meet regularly to plan curriculum, discuss students' needs/progress, and design interdisciplinary activities to connect content areas and increase curriculum relevance. This structure fosters interdisciplinary planning and communication about students across a grade level.
- *Personal Learning Goals*: A core educational purpose at Imagine Centennial is to enable students to take responsibility for their own education and become lifelong learners. Every student has personal learning goals identified in an individualized learning plan. Portfolios periodically shared with parents/teachers, track progress on goals.

- *Technology Literacy*: Students will engage in the use of technology as a learning tool. Technology supports active learning, independent inquiry, and differentiated skill and strategy practice. Grade appropriate activities accompany each major strand of technology literacy:

- Basic operations and concepts
- Technology productivity tools
- Technology research tools
- Social, ethical, and human issues
- Technology communications tools
- Technology problem-solving and decision-making tools.

- *Essential Nine Instructional Strategies*: Researchers at Mid-continent Research for Education and Learning (2000) identified nine instructional strategies likely to improve student achievement across all content areas and grade levels. Toolbox strategies help differentiate instruction to match learner’s needs:

- Identifying similarities and differences
- Reinforcing effort and providing recognition
- Nonlinguistic representations
- Setting objectives and providing feedback
- Cues, questions, and advance organizers
- Summarizing and note taking
- Homework and practice
- Cooperative learning
- Generating and testing hypotheses

Using current data about student progress in mastering essential learning, teachers discuss progress and use information about student success and challenges to design the next unit of instruction. The Professional Learning Community approach in the Primary (K-2), Intermediate (3-5), and Preparatory (6-8) Academy drives a constant focus of finding the best instructional approach to help each student master the standards.

A.3.13 PROFESSIONAL DEVELOPMENT PLAN

Professional development is an ongoing process derived from needs assessments, teacher observation, teacher self-reflection, and student assessments. A professional development plan is constantly revised to ensure that needs of teaching and support staff are being met to maximize student achievement. Four full-day professional development days, in addition to the two-week fall institute, are built into the school calendar.

Professional Development begins with the fall institute, introducing teachers to *the school’s* mission, ~~Imagine~~ *and* philosophy, research-based instructional strategies, ~~Nevada State~~ *Nevada State Academic Content Standards and the Common Core State Standards*, Imagine Curriculum Guides, MicroSociety, Kids at

Hope, and Character Education. This front-loading approach allows teachers to clearly understand the standards and curriculum, and other expected programs and initiatives.

Professional development needs of the staff at Imagine Centennial will be determined and coordinated by the school administration in collaboration with Academy Leaders and the Data Coach. A survey will be given to teachers during the fall institute to assess the professional development needs of the teachers and staff. The survey, along with data regarding teachers' experience and expertise, will help leadership determine the immediate professional development needs of the school team. It will be essential for leadership to determine current teacher expertise in understanding and implementing the Common Core State Standards. Additionally, it will be important that all teachers are trained to use the SBAC Common Assessments, beginning the 2014 school year.

Once school opens, data from the pre-test Stanford 10, walk-throughs, observations, and initial classroom assessments will be used to make further decisions about professional development. As the year progresses, additional data will be included (i.e., benchmark scores) to adjust professional development as appropriate. Beginning the second year of operations, professional development will be guided through state assessment results, pre- and post-test results, benchmark assessments, summative assessments, attendance data, walkthrough data, and additional sources of information as determined by the leadership team. Evaluation of professional development evolves from session feedback forms, student achievement data, and regular observations.

~~A meeting rotation schedule has built in time for professional development. This includes time for grade level, academy and task force meetings to review student data, work on vertical alignment, share data, work on instructional strategies, and support other school activities. Professional development is provided by in-house staff or by professional consultants. Professional development will also come from the State Public Charter School Authority and the Nevada Department of Education.~~

~~Individual teacher observations create a need for differentiated professional development. Teachers are expected to follow through on assignments, video and other professional resources. Time is allotted for teachers to visit classrooms to see other teachers in action as a learning opportunity.~~

A. 4 ASSESSMENT AND ACCOUNTABILITY

Formative and external summative assessments communicate academic growth. Data is used to evaluate progress and communicate with stakeholders and parents/guardians.

REQUIRED ELEMENTS:

A.4.1 Attachment – School Assessment Plan

A.4.2 LIST OF ASSESSMENT INSTRUMENTS

The assessment tools listed below will monitor Imagine Centennial student achievement and growth.

A detailed explanation of each tool is provided in Attachment A.4.1 – Assessment Plan.

Imagine Centennial Assessments/Measures			
Stanford Achievement Test (SAT 10)	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Curriculum Based Measures	Imagine Schools Parent Survey (Spring)
Nevada Criterion Referenced Test	Imagine Schools Benchmarks	Classroom Assessments (required at all grade levels)	Imagine Schools Staff Survey (Spring)
STAR Enterprise,(STAR Reading, Math, and Early Literacy)	DIBELS Math	Imagine Schools Student Survey (Spring)	

A.4.3 APPROACH TO ASSESSMENTS

At Imagine Centennial, we understand that assessment data is only effective if it is utilized on a regular basis to make decisions about what is being taught in the classroom. Our comprehensive assessment program balances formative and summative student learning/achievement data, recognizing that fine balance between instruction and assessment. School faculty will use and monitor data collected from ongoing student assessments. Analyses of assessment data provide critical information regarding student strengths and weaknesses. It provides targeted areas of focus for staff and parents to facilitate and increase students' academic achievement. Information discussed during cluster/academy meetings (K-8), at weekly grade level planning meetings/data chats, and staff meetings provides a clear picture of where a student is relative to learning targets and standards. Through student-led parent-teacher conferences, students are able to articulate and share information about their own learning. This data is also used to make decisions during the RTI process.

At Imagine Centennial, we also implement a framework for effectively using data to make instructional decisions. This framework incorporates data from various sources, uses a school data team to encourage the use and interpretation of data, holds collaborative discussion sessions among teachers about data use and student achievement, and instructs students how to use their own achievement data to set and monitor educational goals. Research shows that effective data practices are interdependent among the classroom, school, and region levels; thus we understand that data use has to be connected across the board. Assessment for learning plays a critical role in Imagine Schools' plan to meet the needs of all students. Assessments (screening, benchmarks, progress monitoring and diagnostic) provide information to teachers that guide instructional planning throughout the year. Through these assessments, teachers will know which students are at risk and need intervention in a particular academic area, which students are in need of minor additions to their instructional program, and which students have mastered skills in line with their grade level and are likely to continue on this path with high quality classroom instruction. An Individual Student Learning Success Plan ensures that instruction is aligned with individual needs. Assessment data also help teachers create their own professional development plans in specific areas of instruction.

To collect, evaluate and use data to effectively enhance student learning, support is provided by a Regional Student Achievement Coach and a school site Data Coach (classroom teacher). These coaches facilitate data analysis and action planning. Working with grade level teams, coaches build learning communities and support long term improvement. Distributing work across team members lightens the burden of any one person, ensuring that if a member is absent, the team continues to function.

Another necessary support for effective data-driven decision making is access to the right tools— data collection/analysis software, access to the Internet/email, and access to practical guides and references. A technology infrastructure, with professional development for users and equipment maintenance, supports sustainability of improvements and aids long term data use.

Time is one of the most critical supports staff members need to use data for decision making. Some activities, such as sharing data collectively by grade level, are embedded in staff meetings. Other

activities, such as identifying improvement strategies, require more time and often occur during scheduled in-service days. All teachers will have common planning time for instructional planning and data chats.

A.4.4 LONGITUDINAL DATA ANALYSIS AS A MEASURE OF SUCCESS

Imagine Centennial will use the Stanford Achievement Test 10th Edition fall and spring to measure learning gains. The SAT-10 was chosen because of its high correlation to the Common Core State Standards and the Imagine Schools' Curriculum. We require administration of the total reading and total math sections and the science section for all grades (1-8) as well. The SAT-10 categorizes data into the strands, standards, and benchmarks allowing teachers to analyze, evaluate, and track individual student progress in each of these areas. At the end of each school year, the assessment team takes fall and spring data and measures the same student learning gain for each individual student. SAT 10 assessments provide:

- Learning Gain Report
- Instructional Grouping Report
- Multi-Test Class Report
- Class Clusters Summary Report
- Item Analysis – containing the description of the Benchmark Content Cluster

Baseline achievement levels for all students are determined by the fall administration of the SAT-10. Each student's rate of academic gain is determined at the end of the year through the comparison of fall test and spring test results in the Learning Gain Report and Multi-Test Class Report. SAT 10 results are compared to the performance of a representative national sample of students just completing the same grade level. The most useful scores are the Percentile Rank (PR) and the Normal Curve Equivalent (NCE), which allows us to compare our students to what is expected based on the national sample at the beginning and end of the year. This also allows us to compare these learning gains to the performance of the national sample for the previous grade level and their current grade level. A learning gain measures the relative amount of growth that a student made over a typical school year. That is: End of Period NCE – Beginning of Period NCE. A difference of 0 indicates that the student advanced the same amount as similar students in the norming sample.

At Imagine Centennial, a variety of data reports are prepared by our statistician to look at student learning gains over time. These reports follow students from year to year and are provided to all Imagine

Schools. Other statistical reports track trends that a certain grade level or school has shown in reading or math. Learning gain reports also track teacher data over time and students' demographic status.

The SAT 10 measures student success longitudinally, but we also use the Nevada CRT results to look at status over time. Measuring a learning gain is different than measuring proficiency. We look at both growth and status each year and across the years to truly assess school-wide academic achievement.

Purposeful analysis uses data to evaluate programs and student progress. To make decisions about programs, data is analyzed over time. Data is disaggregated and analyzed across students, classes and teachers, by using multiple sources. Going beyond simple analysis (examining one year's results on a single test) to in-depth analysis (examining multiple types of data from varied sources over multiple years), educators determine the effects of their practices and make modifications to improve performance. Attachment A.4.1 shows how academic growth is measured using the SAT 10.

A.4.5 STRATEGIES TO ENSURE DATA USE

The data use plan provided by <http://datause.cse.ucla.edu/>, and shown in Attachment A.4.1, guides our school-wide data use process. Factors include: providing targeted data collection, prioritizing needs and options, using a task force or team to make decisions and to develop a plan, implementing the plan, collecting data, and communicating with stakeholders. Next, analyzing and reworking the plan as necessary is an important part of the process.

Strategies to ensure that data are used to improve student achievement and close achievement gaps include:

- 1) Establishing an annual progress monitoring plan and calendar by scheduling assessments, baseline SAT10, benchmarks, mid-year assessment, and weekly focus tests:
 - Ensuring that lesson plans include formative and summative assessments;
 - Observing formative assessments during walk-throughs and formal evaluations;
 - Observing in classrooms no less than twice yearly for well qualified teachers and once per grading period for new teachers or for those needing assistance. Frequent observation by the Instructional/Data Coach should occur.
- 2) Creating Individual Learning Plans for each student:
 - Students will know their objectives and goals and monitor their progress
 - Parents will receive feedback regularly during each grading period;
 - Students will be involved in parent-teacher conferences (i.e. student-led data presentation)

- 3) Utilizing the Instructional/Data Coach to facilitate data use.
 - The Data Coach will understand his/her role and work collaboratively with all teachers.
 - The Data Coach will be part of the Leadership Team.
- 4) Conducting weekly progress monitoring data chats with grade level teams using reporting tools.
- 5) Collecting data and analyzing assessment results and learning gains:
 - Schedule Professional Development days shortly after major assessments;
 - Create data walls and/or data room to share progress and solicit advice;
 - Provide visual displays of data tracking student progress present in all classrooms and in school hallways (no student names will be displayed).

A. 4. 6 DATA MANAGEMENT PLAN

At Imagine Centennial, teachers and school leadership will be engaged in the data process and be ready to adjust the response to data at all times. Constant reflection and a willingness to change course are essential in addressing student academic achievement. To attain this, a comprehensive plan for understanding and using data will be developed. However, we realize that support must come with this plan. Collaboration across and within grade levels and subject areas is essential. Imagine Schools will be instrumental in teaching and monitoring the process to ensure that faculty members understand their roles in using data. Support will include a data coach, data teams, professional development, and time set aside for structured collaboration. Additionally, Imagine provides a system and technological structures to organize the data. A student data card will be created to organize all the data for one student on one sheet of paper. Data cards are tools for sorting students into instructional and tracking groups.

A binder is provided to teachers to organize class reports, class and school goals, and class outcome assessments. Data compiled for teachers and individual students is used to inform instruction, group students, monitor progress, plan/implement meaningful instruction, and adjust teaching strategies. Data is also used to make decisions for the RTI process, providing early identification for students with learning and behavior needs.

Weekly data chats will be held, sometimes at grade level and sometimes in a staff meeting. During these chats, teachers will share and analyze data as well as brainstorm practical ideas to adjust instruction.

The school's focus on data is evident from classroom and grade score boards displayed in hallways

and individual student scores displayed on graphs in teacher work areas. The culture will evolve into one where teachers and students alike will easily and regularly talk about data and about the actions they are taking as the result of data analysis. Following the first year of operation, student involvement with data will become evident as students compile their own portfolios to include data from classroom and standardized tests. They will share their portfolios and information during student-led parent-teacher conferences.

A school-wide vision and comprehensive support plan enables teachers to use varied data sources to make instructional decisions and help students understand the data and their progress towards learning goals. This laser-like focus on data management will foster steady progress towards academic goals.

The school will adhere to an Academic Growth Plan, required of all schools serviced by Imagine. This Growth Plan was developed by an Imagine National Task Force which reviewed Imagine's campuses with consistently high learning gains and other measures of academic excellence, in order to develop an action plan that will increase academic gains on all campuses. This plan is to provide greater structure and accountability throughout the organization. (Attachment B.3.1.2)

A.4.7 PROMOTION OF STUDENTS

Requirements for promotion are established by the Imagine Centennial Governing Board with input from Imagine Schools. The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies as needed. Consideration will be given to academic progress and to factors such as general progress, attendance, and work habits. Student promotion will be based in part, on proficiency in reading, writing, math, science and social studies, reflecting teacher judgment based on: progress tests, classroom assignments, daily observation, standardized tests, and other objective data. Primary responsibility for determining a student's level of performance and ability to function effectively at the next proficiency level rests with the classroom teacher.

There are instances when student retention may be necessary to provide students with additional time to master objectives, competencies, and standards to succeed in the next higher grade. Teachers and

the principal will weigh carefully the negative consequences of retention and provide timely intervention to prevent retention of students who potentially may overcome deficits in selected areas without repeating an entire year of study. Imagine follows promotion/retention as stated below:

Kindergarten: Students normally spend one year in kindergarten and are then promoted to first grade. In some cases, individual students may profit by a second year in kindergarten. The principal and teachers may recommend this to parents/guardians.

Grades 1 through 8. The general practice is that students are promoted to the next grade at the end of the school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school. Double promotions may be made in exceptional circumstances considering such factors as the child's age, achievement scores, measured ability, effort and attitude, physical and emotional maturity, and parents'/guardians' attitude and support. The principal will make the final decision as to double promotions, but parental/guardian consent must be obtained and teachers must be consulted prior to the decision. If the promotion affects another school, the receiving school's principal must be consulted.

A.5 TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

This section presents our tentative school calendar and a daily class schedule as an attachment.

REQUIRED ELEMENTS:

A.5.1 Attachment - *Daily School Calendar*

A.5.2: SCHOOL CALENDAR

In accordance with NAC 386.135, receipt of enrollment applications will begin April 22, 2013; 120 days prior to the first day of school on August 19, 2013.

A.5.3 Attachment - N/A

A.5.4 Attachment - N/A

A.6 SCHOOL CLIMATE AND DISCIPLINE

Here are Imagine Centennial strategies to develop and sustain a safe and orderly school climate.

REQUIRED ELEMENTS:

A.6.1: POLICIES SUPPORTING EDUCATIONAL GOALS

Our educational goals will serve as the driving force behind policies developed to sustain a safe and orderly school climate. As per NRS 386.585, our educational goals are supported by fostering and maintaining a school climate in which instructional time is maximized and protected to create a culture of achievement and excellence. To succeed, students will demand a safe/orderly environment, balancing encouragement/accountability and innovation/creative thinking.

A.6.2 PHILOSOPHY REGARDING STUDENT BEHAVIOR

Imagine Centennial aims to provide an environment that inspires pride, fosters academic preparation, and develops student leaders. Positive student conduct is essential to maintaining a proper learning atmosphere. Conformity to commonly accepted norms of behavior is basic to preserving this atmosphere.

Imagine Centennial places a great deal of emphasis on the character development of each student. Character development is seen, not as an add-on, but as an essential component of each student's educational experience. All students are expected to contribute to a productive and engaging learning climate. Students shall comply with the school's written rules, pursue the prescribed courses of study, submit to the lawful authority of staff members, and conduct themselves in an orderly manner during the school day and during all school-sponsored activities.

A.6.3 Attachment – *Discipline Policy/Code of Conduct*

A.6.4 Attachment – *Truancy and Compulsory Attendance*

A.6.5 Attachment – *Absence Policy*

A.6.6 PLAN FOR INVOLVING STUDENTS' FAMILIES

At Imagine Centennial, we will strongly encourage our parents to volunteer in classrooms, on field trips, and during school events. We will provide a parent volunteer training program that outlines expectations for responsibilities and behaviors while on campus. Partnering with our parents is essential. We will offer conferences at times convenient for parents. Each spring, parents will be invited to complete a parent survey. Once surveys are completed and results disclosed, the school and the Board has

the information necessary to review and adjust.

A.7 TARGET POPULATION

Here we provide an overall explanation of Imagine Centennials' proposed target population.

REQUIRED ELEMENTS:

A.7.1 PROPOSED TARGET POPULATION

Imagine Centennial intends to provide a high quality school of choice for all families within a five mile radius of the Centennial Hills community. Although the school will not serve primarily at-risk students, the school will be open to all students, including those who qualify for services addressing economic and academic disadvantages. The twelve public schools closest to our proposed site have a combined Limited English Proficient population of 8.1%; students qualifying for free and reduced lunches are 32.8% (Table 1 Attachment A.7.2). Based on experience and a recruitment plan with broad based community outreach, the Committee to Form anticipates the student population to closely resemble the local community, including at-risk youth. Students will not be enrolled in any particular at-risk category ahead of other eligible students; all students will have equal opportunity for enrollment.

Based on the number of students in and around Centennial Hills, our target population, the performance of neighboring schools, and the lack of school choice for parents, we believe the current demand for additional quality charter schools is underserved. Imagine Centennial aims to serve 375 students in grades K-5 during its first year of operation. There are just over 21,000 students in the school's target population (students ages 5-10 residing within a five mile radius of the school). This means we would only need to enroll 1.8% of those students to reach enrollment goals for the first year.

In year two, the school intends to serve 475 students in grades K-6. As the enrollment goal increases, so does the number of students in the target age range (24,000+) because of the additional grade being served. In year two the school will need to attain a market share of 1.9% to meet its

enrollment goal. In year three, the school will serve students in grades K-7, needing to enroll 1.8% of students within five miles. When the school reaches capacity serving grades K-8, it will only need to enroll 1.6% of the students residing within five miles. Table 2, Attachment A.7.2)

Analyzing the performance of the district public schools provides more evidence that demand for an additional school option is important in this community. Of the 12 closest traditional public schools, only 4 made AYP in the 2010/11 school year (Attachment A.7.2).

Additionally, the demand is further evidenced by the very few charter schools in this community. Currently, only one charter school, Quest Academy, is within the target area of Imagine Centennial, and has approximately 527 students enrolled, representing a 1.7% market share (not including waitlisted students). Combining Quest's enrollment with that projected for Imagine Centennial means just 3.3% of eligible students residing in a five mile radius would be enrolled in charter schools.

In Clark County there are almost 8,000 students attending charter schools representing approximately 2.5% of Clark County students. Only 1.7% of students in the target area currently attend a charter school. (Source: Nevada Department of Education).

A.7.2 Attachment – Evidence to Support Enrollment Projections

A.7.3 Alignment to Educational Needs of the School's Proposed Target Population

Imagine Centennial will enroll all students, including those requiring specific services. The education of the whole child is important to the Committee to Form; addressing social/emotional needs and educational needs. Students will learn and be challenged based on individual potential and capability. Students will be entrenched in an environment reflecting strong character development and high moral values. We will meet the specific needs/interests of individual students and the local community we serve through instruction that is varied and differentiated. High expectations are held for all students and adults.

A.7.4 Attachment – Plan for Recruitment of Students

A.7.5 and A.7.6 Narratives – N/A

A.8 SPECIAL STUDENT POPULATIONS

Information below discusses Imagine Centennial's plan for educating children with special needs, including those with disabilities, with limited English proficiency, and/or those who are gifted/talented.

REQUIRED ELEMENTS:

A.8.1 PLAN FOR SPECIAL STUDENT POPULATIONS

At Imagine Centennial, services for special student populations extends from our community Child Find program to our enrolled students through screening and identification, instructional environments and strategies, assessment plans and processes for English Language Learners (ELL), Special Education, Gifted and Talented (GT) and other special needs programs. Our school is open to any student, and our staff is committed to providing an appropriate education for each and every student. As a charter school with the philosophy, "All students are capable of success; no exceptions," we intend to serve all students to enable them to reach their full academic and social potential.

Identification. Imagine Centennial shall have in effect policies and procedures for the identification, location, and evaluation of students with disabilities who are in need of special education and related services. Imagine Centennial will plan and implement **Child Find** activities to include:

- a. placing posters/notices in the school office and in community venues that describe the school's policy to provide special education and related services to children ages three (3) to twenty-one (21).
- b. providing written notification to parents/guardians of students enrolled in Imagine Centennial describing the school's responsibility for special education and related services.

Every student enrolled in Imagine Centennial will receive a 45 day screening upon enrollment in the school and every year thereafter. Depending upon the results of the 45 day screening, some students will go through the RTI process prior to consideration for special education services while others, once **identified** as possibly needing special education services will be evaluated immediately to determine if he or she meets eligibility requirements under IDEA. At the same time, these students will continue through the RTI process until an IEP is developed.

Referrals for identification of children with suspected disabilities may come from parents, doctors, care-givers, teachers, school administrator(s), guidance counselors, social workers or other community workers. Anyone who suspects that a child needs to be screened should notify either the school principal or the principal's designee. When a referral to special education is made by a school employee, it should only be done after the student has been through the RTI process and is still unable to succeed in the general education classroom. The employee will submit the Imagine Centennial 45 Day Screening Form and RTI documentation to the Child Study Team. Receipt of the written request launches the evaluation process.

Imagine Centennial will disseminate information to its staff about identifying students who may be experiencing behavioral or academic problems, or who may be eligible for special education with guidelines including general characteristics of emotional disabilities, cognitive disabilities, specific learning disabilities, occupational therapy, and/or speech/language impairment.

Evaluation. Imagine Centennial shall ensure that evaluation procedures are established and implemented that meet requirements of state and federal laws. A student who is suspected of having a disability is referred to the Child Study Team (CST). The CST must meet within ten (10) school days after the principal receives the referral to review existing data, such as information from parents, instructional interventions and strategies, current classroom-based assessments, and observations by teachers and related service providers. Based on this data, the CST team will present documentation to the principal within five (5) school days following the suspected disability determination. Documentation is sent by the principal to the Multi-Disciplinary Team to determine the need for assessment. This is an evaluation team made up of professionals such as therapists, a psychologist, the special education teacher and so forth.

After a child is referred for a comprehensive evaluation/assessment by the CST or other appropriate sources, parent(s), guardian(s), surrogate(s) will be notified in writing, as to the recommendation. The notice (Prior Written Notice or (PWN)) will be in the family's primary language or method of communication and include the following: (1) the parent's procedural rights, (2) a description and an

explanation of the action proposed, (3) the other options considered and reasons why those options were rejected, and (4) a general description of tests and other procedures used during the evaluation.

The initial evaluation for special education and related services must be conducted within 45 school days after the parent has signed informed consent or the school has received a written request for a special education evaluation. Parental consent for evaluation is not construed as consent for receipt of special education and related services.

Criteria. Imagine Centennial will conduct a full and individual evaluation of students suspected of having any of the 13 disabilities identified in NRS 388.520 before the initial provision of special education and related services. The evaluation will be conducted by a Multi-Disciplinary Team (MDT) of individuals appropriately licensed to complete educational, medical, social/family history, psychological, and any additional testing pursuant to NAC 388.387-430.

After assessments are completed, the Multi-Disciplinary Team will review the assessment results and complete an Evaluation Report using a team approach, inclusive of parents/guardians and persons familiar with the student, to determine eligibility for special education and related services. If appropriate, the MDT will verify the existence of a disability and identify staff who shall participate in developing an Individualized Education Program (IEP). Imagine Centennial will endeavor to involve the parent throughout this process. Copies of reports and recommendations will be provided to the parent.

The Multi-Disciplinary Team will develop the IEP, identify services needed to implement the IEP, and consider options for the provision of services in the least restrictive environment. The IEP will be developed within 30 calendar days, after initial eligibility is determined.

Assessments. For a student with a suspected disability, existing data including evaluations and information provided by the student's parents, current classroom-based assessments, interventions, teacher and related services providers' observations, are reviewed. Based on this review, with input from the student's parents, and any additional data and /or evaluations, a determination is made regarding the following: (1) whether the student has a disability; (2) the present levels of performance and educational needs of the student; (3) whether the student needs special

education and related services; and (4) whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate, as appropriate, in the general curriculum.

No single test or assessment tool will be used to determine eligibility of a student with a disability. Rather, information from a variety of sources and assessments pursuant to NAC 388.345-430 will be reviewed. Tests, and other evaluation materials, will be selected and administered by qualified staff, so as not to discriminate on a racial or cultural basis. Any standardized tests that are given to a student must have been validated for the specific purpose for which they are used.

Upon completion of the assessments, the Multi-Disciplinary team, including the parents, has the right to review the information collected, examine all reports, and have the information explained to them. If the parent(s), guardian(s), surrogate(s) do not agree with the results, Imagine Centennial will provide, upon request, information about where an independent educational evaluation may be obtained, and consider the results of such evaluation in any decision regarding the student.

STUDENTS WITH 504s. Students who do not qualify for Special Education, but struggle academically, behaviorally, and/or socially will be identified , and a plan of action will be developed. This may initially be done by the Child Study Team who may forward a recommendation to the Multi-Disciplinary Team. Generally the most important consideration for school children is whether the child's impairment substantially limits the ability to learn. Section 504 protects all students with identified impairments that require educational accommodations, and those not meeting eligibility criteria under the IDEA and state law.

Identification. Any student who has or is suspected of having a physical or mental impairment and who needs, or is believed to need, educational and related aids and services in order to receive a free appropriate public education, should be referred for consideration under Section 504. Referrals may be initiated by anyone, including parents or legal guardians, teachers, or other licensed school employees.

The Child Study Team or the Multi-Disciplinary Team will have collective knowledge about the student, the known or suspected disability, and the concerns that prompted the referral. The Team is typically composed of the student's general education teacher(s) and, as appropriate, specialists on staff (e.g. a counselor or chapter program teacher). The Teams may also include special education personnel, such as a school nurse or psychologist, speech pathologist, or special education teacher, as appropriate for the individual student. At the discretion of the Principal, the Teams may also include the parents.

Within a reasonable time after the Principal's/designee's receipt of the referral (i.e., within 30 calendar days), relevant information will be gathered (such as educational, health/medical, and behavioral records) and the Multi-Disciplinary Team will make a decision as to whether a Section 504 evaluation is determined to be necessary the nature and scope of the evaluation.

If the Team determines that an evaluation is recommended, parents must be notified, in their native language, of the outcome of the Team's decision, within a reasonable amount of time (i.e. within seven (7) calendar days after the Team has made the determination). A copy of the Section 504 procedural safeguards and rights must be provided with this parental notification.

Assessment. Once a student is identified as needing an evaluation and parental consent is obtained, if necessary, an evaluation will be conducted by the Team within a reasonable period of time (i.e. within forty-five (45) school days of the parental notice when written consent is not needed or within forty-five school days of securing written consent, if required). The evaluation is conducted to determine whether or not the student qualifies as a disabled student entitled to FAPE under Section 504.

Evaluations under Section 504 must be provided at no cost to the parents and may include individual educational or medical assessments when impairments with possible educational impact are suspected and information obtained during the initial review process is not sufficient. The Multi-Disciplinary Team may ask parents to provide information about previously conducted assessments and may obtain written permission to request medical, health, psychological, and other records. The school may use funds from other public or private agencies to conduct assessments, at no cost to the parents.

The "Section 504 Accommodation Plan" will consider the disabled student's needs during the entire school day, in both academic and nonacademic settings. When developing the Plan, the Team will keep in mind that each disabled student should be educated with non-disabled students in academic and nonacademic settings to the maximum extent appropriate to the needs of the individual student. Consideration should be given to placement in the regular educational environment using supplementary aids and services, unless it is determined that a disabled student's education cannot be achieved satisfactorily in the regular education environment.

ENGLISH LANGUAGE LEARNERS We will plan for the enrollment of students with limited English proficiency.

Identification. Imagine Centennial shall identify the primary language of each pupil enrolled in the school. A student is considered an English Language Learner if the student's: (a) primary language is not English; (b) English is below the average proficiency of students at the same age or grade level whose primary language is English; and, (c). If probability of success in a classroom in which courses of study are taught only in English is impaired because of limited proficiency in English.

Assessment of student's proficiency in English. *Annually*, Imagine Centennial shall administer an oral examination, approved by the Nevada Department of Education, to a student whose primary language is not English and who is enrolled in kindergarten ~~and first grade.~~ *through 12th grades (K-8 for Imagine Centennial) who answers "Yes" to any of the Nevada required questions on the Home Language Survey.* This oral exam will assess the proficiency of the student to speak and comprehend English. Students in second through eighth grade will be given an English Language Proficiency Assessment to determine listening, speaking reading and writing comprehension. A student must be classified as an English language learner if his/her score on the examination is below the score for a person competent in reading and writing English, as established by the publisher of the examination.

An assessment administered pursuant to this section must be completed within ~~60~~ *30* days after ~~the date on which the student first enrolls in a school.~~ *the annual opening of the school. For students who enroll following the annual opening, staff members are required to screen and identify students within*

10 days of enrollment. An assessment of a student's proficiency to comprehend, speak, read and write English must be administered by a person proficient in English, who has successfully completed training in administration and scoring of the exam required for the assessment.

Learning Environment – Imagine Centennial shall make available to each student classified as an English language learner a program that follows the Sheltered Instruction Observation Protocol (SIOP) Model. This program is research-based and is a validated instructional model proven effective in addressing the academic needs of English learners. The program is (a) established on sound educational theory for acquiring English; (b) uses procedures and allocates resources to effectively carry out that educational theory; and (c) produces results which indicate that the student is progressing.

At least one teacher in the school (initially) will be TESL certified. He or she will work directly with ESL students and with classroom teachers to effectively implement sheltered instruction. This will be a school-wide program. Additionally, the school will have a strong and effective parent outreach program that teaches parents how to motivate their children and how to help them academically.

Imagine Centennial may, at any time, but shall, at least ~~every 2 years~~ *annually*, reassess a student who is classified as an English language learner to determine if the student's proficiency in English is fluent. A student may be reclassified only if: (a) The student's academic performance and his/her proficiency to comprehend, speak, read and write English is assessed by the student's teacher and the student is determined proficient; (b) The student's parents/legal guardian are: (1) notified, in the primary language of the parents/ legal guardian, that the student is being considered for reclassification; (2) are given an opportunity to review performance data of the student; and (3) are allowed to participate in determining reclassification.

GIFTED AND TALENTED. "Gifted and talented pupil" means a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services." (NRS 388.440)

Identification - Imagine Centennial will offer Gifted and Talented Education (GATE) programming to

eligible students who score at or above the 98th percentile on qualifying tests.

Assessment - Imagine Centennial will make every effort to assess any student who fits the stated definition of "gifted and talented". We will increase the rigor and level of academics presented to students to sufficiently challenge their cognitive abilities. The school's program shall be designed to provide articulated learning experiences across subjects and grade levels and shall be aligned with and extend the state academic content standards and curriculum frameworks.

A.8.2 RESPONSE TO INTERVENTION (RTI)

RTI at Imagine Centennial is a school-wide model that provides scientifically research-based instruction and includes school-wide screening and continuous progress monitoring. Presently, the school uses the three-tiered model with levels of intervention increasing according to the needs of each student. Response to Intervention is the practice of identifying the needs of struggling students and providing them the focused instruction they need through varying levels of assistance in the regular classroom or in a special education classroom. It has been determined that often students with continued learning problems do not qualify for special education services as they do not meet the state's criteria for eligibility for special education under the Individuals with Disabilities Education ACT (IDEA). RTI is an alternate means of supporting student learning whether a child has a learning disability and needs special education services or not.

Tier 1 refers to classroom instruction for **ALL** students that uses a scientifically-based research curriculum to teach the Nevada Academic Standards. Assessment data is used to monitor and maintain academic and behavioral success. Ongoing professional development provides teachers with the necessary tools to ensure every student receives quality instruction. Screening assessments are administered initially to **ALL** Tier 1 students to identify those at risk for having difficulty. Benchmark assessments are given at least three times during the year to determine if students are making progress or need extra support, and to plan instruction. Differentiated instruction occurs in flexible small groups. Outcome assessments administered to **ALL** Tier 1 students determine student growth/gain over time.

Tier 1 instruction is designed to address the needs of the majority of the school's students. By using flexible grouping, ongoing assessment and targeting specific skills, classroom teachers are able to meet instructional goals.

Tier 2 refers to the 20–30 percent of students who need focused supplemental instruction aimed at remediating the specific skill deficits of students who fail to meet Tier 1 benchmarks in one or more areas. These students require *supplemental instruction in addition to* standard classroom instruction. Tier 2 instruction is systematic, explicit and aligned with Tier 1 instruction. Instructional interventions are differentiated, scaffolded, and targeted, according to individual student needs, based on assessment data. For example, Tier 2 instruction might be provided to a small group of students (1:3, 1:5, 1:7) for 30-40 minutes each school day. With fewer students in a group, individual students have more opportunities to respond, and teachers have more opportunities to give immediate and appropriate feedback to students.

Tier 2 also includes careful monitoring and charting of each student's progress. For example, each student will be given a progress monitoring (one minute) probe at least every other week. The teacher records the score and charts it on a graph. After several weeks the teacher and student will be able to see if the student is progressing by connecting the dots with a line. If the student is making progress and growth, the line will go up. If the student is making little or no progress then the line would be straight across or going down. If the student succeeds in Tier 2, this more intense instruction may no longer be necessary. The classroom teacher however, will need to pay close attention to the student's progress if Tier 2 instruction is discontinued to make sure that the gains are maintained.

When a student is not successful in Tier 2 instruction, the teacher meets with the parent and other school staff to decide what is best for the student and to plan for the next step. Sometimes, it is best for the student to continue with Tier 2 instruction with changing one of the instructional variables; time of day, group size, additional time, changing focus/instruction, and/or materials/curriculum. At other times, it is best to have the student receive increasingly intense Tier 3 instruction with a reading, math or behavioral specialist or a special educator working in a smaller group or individually.

A small percentage of students receiving Tier 2 supplemental instruction will continue to have difficulty mastering necessary skills. These students require more explicit and intensive instruction specifically designed to meet their individual needs. Diagnostic assessments are used extensively with this group to inform instruction and to provide appropriate, targeted intervention using scientifically researched materials and strategies.

Tier 3 is designed for students with low content area and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Progress is again monitored and charted frequently in Tier 3 to make sure the student is doing well and to help the teacher decide if changes in the instruction are needed. The teacher may learn from the student's progress charts that the student needs more instructional time or should be taught using multisensory or different materials. As in Tier 2, school staff, parents and the student benefit from charting progress. When the student is successful in Tier 3, school staff and parents decide the best way to maintain success. Is it to continue the intense instruction or has the student receive instruction at a lower tier? Information about a student's instruction and progress during tiered instruction also can be helpful in determining if the student has a learning disability. A student may have more success receiving special education services.

The RTI referral packet and flow chart to be used by Imagine Centennial are found in Attachment A.8.6. At Imagine Centennial, interventions and support are provided for all students at risk for academic failure, including students with suspected or identified disabilities. These students are identified through a RTI Team which regularly reviews documentation from teachers, and develops plans for students needing intervention and support.

A.8.3 SPECIAL EDUCATION REVENUES AND EXPENDITURES

Our budget reflects a conservative number of special education staff members, consultants, and resources that aligns with a first-year, moderate enrollment projection. As enrollment increases, additional students with special needs will be identified, requiring additional support and resources.

Revenues: Imagine Centennial anticipates receiving federal funds, not state funds, to support its special

education program. Revenues received are projected between \$7000 and \$10,000 for the first year of operation. This projection is based upon first year operations of other schools in Nevada affiliated with Imagine.

Expenses - Positions and Salaries: During the first years of operation, special education expenses far exceed revenues. Much of the program is supported through state per pupil funding rather than through special education funding.

Crucial to a special education program is a licensed Special Education teacher. Our projected starting salary for this person is \$36,000 with full benefits the first year. *As required by NAC 388.150, 1.5 fte special education teachers will serve the proposed population of 375 students the first year of operation. During the second year, as enrollment projections are reached and/or as the number of students with special needs increases, the school will provide at least two, full time special education teachers or as needed, based upon enrollment.* ~~If enrollment is as healthy as anticipated the second year, the special education teacher will receive a 4% raise. In addition to a full time, special education teacher, we will hire a part time, special education aide at \$10,000 for the initial year.~~

During the inaugural year of operation, consultants are secured on an “as needed” basis. We have budgeted for these consultants. We budgeted \$30,000 for a psychologist to conduct educational testing and for a speech therapist. During the first year, we rarely need to engage the services of a physical or occupational therapist. However, if needed, there will be no hesitation to engage those services.

Classroom supplies for the special education classroom are budgeted for \$1000 the first year. As the population of students’ increases, supply expenditures will increase. Textbooks and classroom materials for students with special needs are included in the regular classroom operating expenses.

A.8.4 SPECIAL EDUCATION SERVICE DELIVERY MODEL

Special Education and related services are provided to ensure that students with disabilities achieve academic success to the maximum extent possible with non-disabled peers in a general education classroom. A continuum of services is provided at Imagine Centennial to allow the students to receive

individualized services as identified by the IEP team. The following explains different levels of service.

Service Continuum: Imagine Centennial will provide a continuum of services ranging from general education programming to consultation and specialty classes. Imagine Centennial will provide special education and related services for students who are identified as eligible for services.

Indirect/Consultation: Provides guidance from the special education teacher on appropriate strategies for instruction, behavior management, data collection, observation, and feedback in the general education setting; facilitates service delivery through ongoing communication between general and special educators and related service providers; and assists in completing functional behavioral assessment (FBA) and developing a behavioral intervention plan (BIP) addressing areas of concern.

Direct Service Delivery (within the general education setting)

Direct special education instruction within the least restrictive environment of the general education classroom is through co-teaching and collaborative instructional models. Direct support for individual students by the special education teacher or instructional assistant is made by adaptations or modifications to the general education curriculum and assessments. Individualized or small group instruction meets the academic and behavior needs of the student, either within the general education classroom or with pull-aside resources for specific skills.

Direct Service Delivery (outside the general education setting)

Direct intensive or multi-sensory instruction utilizes specialized strategies and techniques in a small group, self-contained environment with an alternative curriculum when necessary. Specific skill training remediates academic deficits or in social, emotional, and behavioral areas. Direct Service support addresses behavioral difficulties interfering with a student's learning or other students' learning.

Direct Service Delivery (combined)

Students may receive direct service in both the general education and special education classrooms. This is an IEP team decision based on individual student need.

A.8.5 Attachment – *Special Education Policy Assurance Document*

A.8.6. Attachment - RTI Referral Packet and Flow Chart

A.8.7 Attachment- Imagine Centennial Special Education Continuum of Service Delivery Model

A.9. RECORDS

This section discusses our policies and procedures for handling and maintaining student records.

REQUIRED ELEMENTS:

A.9.1 HANDLING OF STUDENT RECORDS

Pursuant to NAC 386.360, Imagine Centennial will maintain permanent records of students enrolled in the school. These records will include attendance, grades, certificate of immunization and other records related directly to the academic progress of the student. These cumulative records will be kept separate from other records in a safe and secure location in a locked, fireproof cabinet in a locked file room. Access will be allowed only to authorized individuals. The Record Retention Policy complies with Nevada laws, including Local Government Records Retention Schedules. Imagine Centennial's registrar is the official custodian of student records, responsible for ensuring that records are provided to the Clark County School District for inclusion in Nevada's automated accountability system (NRS. 386.650).

In the event Imagine Centennial is dissolved or the written charter is not renewed, the registrar will forward all permanent, original student records to the office of student records of the school district in which the student resides. If a student withdraws or is promoted, the school will forward the permanent record of the student to the office of student records of the school district in which the student resides.

Student records at Imagine Centennial will be included in the automated system of accountability information for Nevada (NRS 386.650). As per NAC 387, Imagine Centennial shall maintain a master register of enrollment and attendance for enrolled students. Imagine Centennial will use PowerSchool, starting in its first year to create and maintain a student information records system that is compatible with the Clark County School District. We will create and maintain a Master Register and Class Record Books as official and original documents of student enrollment and attendance, kept for seven years.

The Governing Board will adopt a policy regarding the retention of student records, as per NAC 386.360. Imagine Centennial will adhere to and comply with all confidentiality requirements of the Family Educational Rights and Privacy Act ("FERPA") codified at 20 U.S.C. 1232g. Upon request, the school will provide parents with a list of the types and locations of education records collected, maintained, or used in our school. A parent who believes that information in the education records is inaccurate or misleading, or violates the privacy or other rights of the child, may request the information be amended. School administration will decide whether to amend the information according to the request within a reasonable period of time from receipt of the request. If administration refuses to amend the records, the parent is notified in writing and advised of the right to a hearing.

A.9.2 Attachment – *Record Retention Policy*

B. ORGANIZATIONAL PLAN

B.1 GOVERNING BOARD

Imagine Centennial is committed to a strong Governing Board and to involving parents, educators, and the community in the governance of the school.

REQUIRED ELEMENTS:

B.1.1 Attachment – *Letter from Counsel*

B.1.2 Attachment – *By-Laws/Rules of Governance*

B.1.3 Attachment – *By-Laws Stipulations*

B.1.4 RECRUITING GOVERNING BOARD MEMBERS

Effective Board governance begins with finding people who are willing and able to serve. Each Board candidate must meet open position requirements as defined in NRS 386.549. In addition to the skills and experience that a Board candidate brings, other qualities considered include: an understanding of the community and its needs; a passion for education and serving students and their families; a willingness to commit time for meetings, planning sessions, and special school events; a team player who works well in groups; and someone who listens well and thoughtfully considers issues. Additionally,

Board members must have the ability to understand budgets, effective business practices, and state and federal laws.

It is our intent, as members of the Committee to Form, to transition to the Governing Board once Subsection 7 is awarded. Governing Board members will meet requirements in NRS 386.549, and NRS 386.520.

As members fulfill their commitments to serve and step off the Board, remaining Board members will ~~propose names to recruit~~ *determine* a pool of candidates for each open seat. *The EMO will not have direct control over the appointment of the members of the Governing Board.* Members will seek candidates who represent the parent body and the community. As parents and community members attend Board meetings, they will witness a well-functioning Board in action. Board members will speak to possible candidates about the possibility of joining the Board. Candidates will be asked to attend a meeting, submit a resume, and speak to the Board about their interest in joining. An introductory orientation meeting PRIOR to being appointed to the Board will help the person determine if he or she wants to be on the Board.

Board members must begin building a strong foundation that will support the school through the trials of startup years and as the school grows and thrives. To build a solid foundation, school boards must be effective in promoting the school's vision and mission; planning for the future, setting sound policy, modeling professionalism, overseeing finances, evaluation and other key operational aspects while operating under the legal requirements of governance. All Board members will attend scheduled Board trainings. These trainings will be offered through the state, through webinars, such as those offered by the National Charter School Resource Center, or through a private consultant. Additionally, Board members will attend one annual retreat where Board compliance, open meeting law requirements, and other appropriate topics will be discussed.

As per NRS 386.549, Board members are required to sign *an affidavit* ~~contract, formally assuming responsibility as the Governing Board. The contract outlines expectations for review of the charter application and contract, review of the school's mission and vision, Board attendance, fundraising, and~~

~~other Board commitments~~—*attesting to the fact that they have not been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude and that they have read and understood the material concerning the roles and responsibilities of members of governing bodies of charter schools and other material designed to assist the governing bodies of charter schools, if such material is provided to the person by the Department or by the other Board Members.*

B.2 COMPOSITION OF THE COMMITTEE TO FORM THE SCHOOL

Information provided below details the composition of the members of our Committee to Form.

REQUIRED ELEMENTS:

B.2.1 COMMITTEE TO FORM MEMBERS' ASSOCIATION WITH ANOTHER CHARTER SCHOOL

The Imagine Centennial Committee to Form includes two individuals with information relevant to serving on the Committee to Form. These are:

- (a) Name: *Hadassa Lefkowitz*
- (b) Name/Location of Charter School: **Beacon Academy of Nevada, 8970 W. Tropicana Avenue, Las Vegas, Nevada 89147**
- (c) Dates of affiliation: **06/2008-03/2011.**
- (d) Affiliation statement: **Since my resignation from the Board in March, 2011, I have not had any affiliation with Beacon Academy of Nevada.**
- (e) Reason for the cessation: **My affiliation with Beacon Academy of Nevada has ceased due to personality conflicts with the other Board members.**
- (f) Nature of the association or affiliation: **I served on the Governing Board of Beacon Academy since its inception in 2008 until March, 2011. During that time, I served as secretary and then as its president.**
- (a) Name: *Julie Williams*
- (b) Name/location of the charter school: **Imagine School at Mountain View, 7885 W. Rochelle Avenue, Las Vegas, Nevada 89147**

(c) Dates of affiliation: **My child will begin kindergarten at Imagine School at Mountain View in August, 2012.**

(d) Affiliation statement: **It is my intention for my child to attend Imagine Centennial if he becomes eligible for enrollment, per appropriate enrollment procedures.**

B.2.2. Attachment – *Assurances*

B.2.3 Attachment – *Names, Addresses, Qualifications of Committee to Form*

B.2.4 Attachment- *Members Request for Information*

B.3. MANGEMENT AND OPERATION

Information below explains Imagine Centennial’s organizational structure and day-to-day operation.

REQUIRED ELEMENTS:

B.3.1. ORGANIZATIONAL STRUCTURE

The Governing Board of Imagine Centennial will focus on policy issues and oversight of the budget and entrust the day-to-day operations of the school to the Principal. The Principal will be mentored and supported by Imagine Schools, the chosen EMO. Both the Principal and Imagine Schools are accountable to the Governing Board for the school’s performance. The Principal and Imagine Schools both acknowledge that the Governing Board governs the charter school, maintains overall control of the school, and ultimately is responsible for school operations per NAC 386.345(6) and NAC 386.403(1).

The Principal serves as the instructional leader and chief administrative officer of Imagine Centennial. Responsibilities include: promotion of the school’s mission and vision; a commitment to teaching and learning in order for all students to succeed; maintenance of a positive, orderly, safe, and academically focused learning environment; assurance of state and federal compliance; curriculum implementation and instructional support; staff direction, supervision, and evaluation; preparation and management of the budget and financials; and management of all school operations.

B.3.2 PRIMARY RESPONSIBILITIES FOR KEY MANAGEMENT POSITIONS

The primary responsibilities of the Principal (School Leader) are stated in B.3.1. In order to successfully fulfill those responsibilities, the Principal will need to create a climate and culture where professionalism is valued, high expectations are held for students, staff members, and parents, and where everyone works within the mission and vision of the school. The Principal shall have the knowledge and skills to successfully implement the program stated within the charter application, establish and maintain excellent communication amongst the staff and the parent community, coordinate data collection, analysis, and implementation of instructional strategies based upon the data, and make financial decisions based upon the approved budget.

Principal-candidates must be qualified for a school leadership position in the state of Nevada, have at least three, successful years' experience in school leadership and three years in a teaching position. An advanced degree is preferred.

The Business Manager plays an instrumental role, along with the Principal and the Governing Board, in developing the school budget, preparing for and taking the lead during the audit, and assisting the Principal with financial decisions through providing accurate numbers. The Business Manager is also responsible for teaching Governing Board members and employees about the school's economic structure, requirements and current financial situation.

B.3.3 Attachment – *Organization Chart*

B.3.4 DESCRIPTION OF CARRYING OUT CHARTER SCHOOL LAWS

Imagine Centennial will carry out the provisions of NRS 386.500 to 386.610 by ensuring that the Committee to Form (to become the Governing Board) and the Principal carefully reviews these requisites prior to school opening. Reviews will take place at organizational meetings and Board retreats. Board members and the Principal will review all charter laws and regulations, and will attend conferences and technical assistance meetings to become more knowledgeable about laws and requirements for operating a charter school. As Board members consider policies and procedures, any conflict of interest will be addressed appropriately and noted in Board minutes. If necessary, a Board member will recuse himself or

herself from a vote where there is a conflict of interest. As the school year unfolds, key management people and a Board Member (if appropriate) will attend all state technical and support meetings to further understand charter school laws and procedures and to learn about and understand roles and responsibilities of the State Public Charter School Authority. Board members are responsible to determine which statutes and bills are applicable to their school and in turn, will notify enrolled students' parents/legal guardians. Board members and key school personnel will be transparent with the sponsor, seek clarification and guidance, and be available when representatives visit the campus. Service contracts will adhere to NRS 386.560-562. Count and financial procedures, NRS 386.570 -576 will be followed, and required admission, enrollment, and transfer procedures (NRS 386.580-386.584). As per NRS 386.585, a school-wide, written behavior plan will be adopted and distributed to Board members, staff, students, and parents/legal guardians. Employment procedures follow NRS 386.588 – NRS 386.595.

B.3.5 DISPUTE RESOLUTION

The Imagine Centennial Board intends to resolve all conflicts with the State Public Charter School Authority as quickly and as graciously as possible. However, as not every scenario is always addressed easily, the Board will abide by the following guidelines:

In the event a dispute arises between Imagine Centennial, sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Authority Director or his/her designee for review. The Director will provide a written response to the complaint and proposed resolution, in writing, within 30 calendar days, outlining if he/she agrees with the complaint and if he/she accepts the proposed resolution or offers an alternative resolution. If Imagine Centennial is not satisfied with the Director's response, the school may request, in writing, a review by the Authority President. The President will respond, in writing, within 15 calendar days, stating whether he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or offers an alternative resolution. If the dispute cannot be resolved by this procedure, the matter will be submitted to the next available State Public Charter School Authority meeting for consideration. The Authority will decide whether or not it agrees

with the complaint or any proposed resolution. Authority decisions are final.

B.3.6 IDENTIFICATION OF THE KIND OF SCHOOL

Imagine Centennial may be described as: 1) a charter school (NRS 388.020(5); 2 an elementary school that is a public school in which grade work is not given above that included in the eighth grade, according to the regularly adopted state course of study (NRS 388.020(1).

B. 3. 7 LOTTERY SYSTEM

~~Pursuant to NRS 386.580, we will enroll eligible students in the order in which applications are received. If more eligible students apply for enrollment than we can accommodate, we shall determine which applicants to enroll using a lottery system. The lottery is a random drawing of applications. Each application is assigned a number as it is drawn; lowest numbers are assigned to available openings. Remaining applicants are placed on a waiting list by their assigned number, lowest first. Currently, children of staff will not receive preference; after Year 1, siblings of enrolled students receive preference.~~

As long as Imagine Centennial’s enrollment is less than it can accommodate (as determined by NAC 386.353), the school “shall enroll students...in the order in which applications are received.” “...[I]f more students...apply for enrollment...than the number of spaces which are available...”the school shall use a lottery to determine who will be enrolled.

Because our school will not be an “at-risk” charter school, we will recognize no lottery exemptions. As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353. As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will limit enrollment to a certain number of students and ratio of teachers to students, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from April 22nd through May 6th during which it will accept applications.

- *Approaching our first year of operation;*
- *When adding a new grade; and*
- *For annual enrollment in our school’s lowest grade.*

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school’s enrollment waiting list:

1. *If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all students who applied shall be enrolled in our school.*
2. *If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.*
3. *Students whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.*
4. *Students who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the students assigned enrollment order numbers by the first lottery have been enrolled in the school.*
5. *An enrolled student will not be required to re-enroll. That is, once a student has been enrolled, he or she will be able continue schooling at the school. Our school may ask for some sort of assurance from a student that the student intends to return to the school for the next grade, but students will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.*
6. *Any student seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.*
7. *As space becomes available, students from the waiting list will be enrolled in the school.*
8. *The waiting list enrollment order will be determined by lottery.*
9. *A student seeking enrollment in a grade that is not full shall be enrolled immediately; the student's enrollment will not be delayed until some future time, including until a semester break or the next school year.*
10. *A student who is the first on a waiting list shall be enrolled immediately upon the creation of space in the student's grade; the student's enrollment may not be delayed until some future time, including until a semester break or the next school year.*
11. *Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Students will be chosen for enrollment from the waiting list as described above.*
12. *The Committee to Form our Charter School includes a person who intends to enroll her child in the school, knowing that the luck of the lottery may preclude the child's enrollment; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If the lottery determines that the person's child can't get into the school, the board will add the parent of a child who did make it into the school. The first "parent" need not necessarily leave the board,*

all other requirements and restrictions considered, but our board will include the parent of an enrolled child once the board knows who is enrolled in the school.

13. If/when we add new, higher grades, the students in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

B. 3. 8 APPLICATION PREPARATION ASSISTANCE

This application was prepared by members of the Committee to Form and by Nancy G. Hall, Ph.D., Executive Vice President, Imagine Schools, with equal commitment and effort by all parties. Dr. Hall is affiliated with numerous Imagine Charter Schools in the southwest. **As Executive Vice President of Imagine Schools, Dr. Hall oversees the EMO responsibilities of the following schools in Nevada:**

100 Academy of Excellence
2341 Comstock Drive, North Las Vegas, Nevada 89032

Imagine School at Mountain View
7885 E. Rochelle Avenue, Las Vegas, Nevada 89147

Previously, *Imagine School in the Valle, located at 6610 Grand Montecito Parkway, Las Vegas, Nevada 89149, contracted with Imagine Schools, the EMO.

Dates of Affiliation

- 1) 100 Academy of Excellence – May, 2009 - present
- 2) Imagine School at Mountain View – July, 2011 - present
- 3) *Imagine School in the Valle – May, 2009-June, 2010

Affiliation Status

- 1) 100 Academy of Excellence – Affiliation continues.
- 2) Imagine School at Mountain View – Affiliation continues.
- 3) *Imagine School in the Valle – Affiliation is discontinued.

*The Governing Board of Imagine School in the Valle decided not to further engage Imagine Schools as the EMO for a new contract.

The Principal of 100 Academy of Excellence, Ms. Peggy Selma, the Principal of Imagine School at Mountain View, Ms. Tiffani Gilmore, and Imagine Schools' staff, assisted the Committee to Form to research and write the application. Dr. Hall coordinated efforts to write the application.

B.3.9 ENROLLMENT LIMITATIONS

Imagine Centennial will limit the number of enrolled students to a number corresponding with the maximum facility capacity as set by local building, fire and health authorities. The school will plan to average 26 students per classroom teacher.

B.3.1 Educational Management Organization (EMO) Charter Management Organization (CMO) or other Educational Service Providers (ESP)

Imagine Centennial will utilize an Educational Management Organization as described below.

REQUIRED ELEMENTS:

B.3.1.1 INTENT TO ENGAGE AN EMO

The Committee to Form intends to contract with Imagine Schools, an established and experienced Educational Management Organization (EMO), to assist with the operations and management of the proposed charter school. This decision was based on the overall success of Imagine Schools in its operation of charter schools in Nevada and across the country. (*Attachment B.3.1.2*)

(a) The decision by the Committee to Form to contract with an EMO in general and the selected EMO in particular:

Although Committee to Form members bring tremendous expertise in the areas of business, education, finance, and parenting, none have the necessary experience or time, to appropriately address all the complex elements of opening and operating a successful charter school. The Committee to Form recognizes the value an experienced education management organization including benefits such as:

- Economies of scale in purchasing;
- Research and development resources invested in curriculum development, instructional strategies and professional development design, providing charter schools with a powerful tool for innovation and maintaining a competitive edge;
- Access to capital; and,
- School operating efficiencies with proven effectiveness;

The Committee to Form sought a model that would meld economics and other benefits enjoyed by public school districts—e.g. economies of scale, collaboration among similar schools, and support structures—with the autonomies and entrepreneurial drive of a charter sector. In accordance with the provisions of NRS 386.562, and with requirements detailed in NAC 386.140, 386.400, 386.405, 386.204, and 386.407, the Committee to Form has recognized the contributions to effective charter school operations and management afforded by a qualified EMO and has selected Imagine Schools, based upon:

- A “track record” of successful charter schools in Nevada and with over 60 campuses nationwide;
- Sufficient financial backing to support start-up and during potential times of financial uncertainty;
- Demonstrated success and expertise provided by Imagine Schools in instruction, professional development, finance, marketing, compliance, management, building and resource acquisition and more to complement members’ knowledge and skills and further the school’s mission and vision.

(b) Planned relationship between the school and the EMO to further the school’s mission/ program:

The relationship between the proposed charter school, the Board, and Imagine Schools is one of a mutually productive and professional learning community (PLC). As educators working together with the philosophy of “what is best for the child” at the core of every decision, staff members of Imagine Schools serve as mentors, constructive critics, keepers of the model, trainers, and advisors. The PLC is an important concept of school improvement, fostering a learning environment in which school staffs continuously seek and share learning and then act on what they learn to achieve the goal of enhancing teachers’ and administrators’ effectiveness as professionals to ultimately benefit students.

(c) EMO’s roles and responsibilities in relation to the school’s management and Governing Board:

Imagine Schools will operate within a critical framework of well-defined roles and responsibilities as the Education Management Organization:

- The EMO is accountable to the Board and takes direction from the Board.
- The EMO regularly reports to the Board on the progress of the school.
- The EMO is responsible for the successful opening of the school and the acquisition/expansion of a facility.
- EMO representatives may serve on the school leadership hiring committee with Board members, educators, and parents. However, the EMO only recommends Principal-candidates to Board members.
- The EMO serves as advisor, trainer, mentor, and keeper of the model for the school’s management.
- The EMO works with the Board to develop an annual budget and monitor fiscal activity over the year.
- The EMO works with the Board to develop policies for school operations.

(d) Performance expectations for the EMO. The school, with the support, training, and advice of the EMO, will:

- **comply with all charter laws, state and federal guidelines, personnel and student policies and records, student count and funding.**
- **diligently work towards academic and performance goals established in this charter application.**
- **adhere to the mission and vision of the school and to Imagines Schools’ Six Measures of Excellence.**

(e) Disclose existing or potential conflicts of interest between the Committee to Form/Governing Board and proposed EMO or any affiliated business entities.

No conflicts of interest exist between the Committee to Form, the EMO, or business entities.

B.3.1.2 Attachment – Information Related to the EMO

B.3.1.3 Attachment – Draft Contract

B.4. STAFFING AND HUMAN RESOURCES

Here we address our plans for ensuring high quality staffing and human resources services.

REQUIRED ELEMENTS:

B.4.1 STAFFING PLAN

The Governing Board and Imagine will jointly advertise to recruit strong Principal candidates, highly qualified teacher candidates and support staff candidates for Imagine Centennial. An average of 26 students in all self-contained classrooms (K-5) will provide the student/teacher ratio needed to fulfill the schools' academic mission. In grades 6-8, highly qualified, subject specific teachers will be hired for ELA, Science, Social Studies, and Math. ~~State funding will cover the costs of this staffing plan given anticipated first year and future enrollment. We will search for the most qualified teachers through national newspaper ads, on websites and at teacher job fairs.~~ *The Governing Board, with the Principal's participation, will determine all personnel needs of the school. The Principal will work with a committee to interview, screen, and hire staff members as approved by the Board. 30% of staff members may be designated EMO employees and paid by the school. The Board, with the principal's input, is responsible for employing licensed teachers for each grade level offered by the school. (Attachment B.3.1.3, EMO Information, Personnel Chart)* We will not violate any state or federal anti-discrimination laws. All potential employees will complete a full background check. Non-certified instructional staff (NRS 386.590) will support the academic program as needed, and will bring needed educational experiences/skills for designated positions. Competitive pay, a culture of mutual respect, staff support and professional development, will retain quality staff.

B.4.2 NEGOTIATING EMPLOYMENT CONTRACTS

The Governing Board will comply with all NRS 386.595 requirements for negotiating employment contracts. Employment candidates, presented to the Board, must provide an employment application and a

documented background check. Candidates will complete a formal interview process. If candidates meet the Board's standards and a contract is considered, three professional references must be documented.

B. 4. 3 LICENSED TEACHERS

The School will follow NRS 386.590 by hiring only licensed teachers to teach in self-contained classrooms (K-5); and as per 20U.S.C 6319(a) will hire teachers to teach single subjects for Grades 6-8.

B.4.4 EVALUATION OF LICENSED EDUCATIONAL PERSONNEL

The Board will use procedures detailed in NRS 391.3125 to evaluate licensed educational personnel.

B.4.5 ADMINISTRATOR

An Administrative head of school pursuant to NAC 386.100 has not yet been hired.

B.4.6 DESCRIPTION OF SCHOOL ADMINISTRATOR POSITION

Imagine Centennial will hire a Principal with the required administrator's license, as per this position description: "The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance providing the best opportunity for student growth and development as articulated in the Mission and Vision statements."

B.4.7A ADVERTISE, SELECT AND EMPLOY AN ADMINISTRATOR

We will launch a national search to identify qualified candidates to serve as Principal. National ads in *Education Week*, contacts with the local education community, and local ads will develop a candidate database. A Governing Board appointed Search Committee will review and interview candidates.

B.4.7B SELECTION OF NEW ADMINISTRATORS

The same process as outlined above will be followed.

B.4.8 ADVERTISE, SELECT AND EMPLOY INSTRUCTORS

Imagine Centennial will aggressively recruit certified, highly qualified teachers, through advertising in national and local publications, as well as through college fairs and university websites. All employees will complete a criminal background check prior to hiring. Criminal record checks are kept in personnel files.

B.4.9A/B LICENSED AND NON-LICENSED STAFF MEMBERS (NONE HIRED)

C.1 BUDGET

C. BUSINESS PLAN

Outlined here is the proposed budget information for Imagine Centennial.

Required Elements:

C.1.1 Attachment- *Proposed Budget for first Two Years' of Operation*

C.1.2 Attachment – *Cash Flow Statements*

C.1.3 Attachment – *Budget Narrative; Assurance of NDE Chart of Accounts*

C.1.4 CHART OF ACCOUNTS

A **chart of accounts** lists the accounts used by the school to define each class of items for which money or the equivalent is spent or received. It organizes the finances of the entity and segregates expenditures, revenue, assets and liabilities to provide a better understanding of the school's financial health. The business manager will set up the Nevada Chart of Accounts as previously established for other Nevada Imagine Schools.

C.1.5 Attachment – *Pre-Opening Budget*

C.1.6 CONTINGENCY PLANS FOR CASH FLOW CHALLENGES

Cash flow challenges may occur, especially in the first year of a new charter school. *If the school becomes financially distressed, the number of non-classroom personnel may be lowered, salaries may be reduced, and the EMO will work with the Board to advance funds, as needed. Pursuant to NRS 386.578, the Governing Board of a charter school may submit an application to the Department of Education for a loan from the Account for Charter Schools. This avenue for financial support will also be considered. Imagine understands that if the school is unable to repay funds advanced by the EMO within the fiscal year, the funds will be considered a contribution.* Article 4 Section J of the proposed operating agreement between Imagine Centennial and Imagine Schools, Inc., addresses arrangements for insufficient funds.

“J. Insufficient Funds. To the extent that there are not sufficient funds in the Charter School Operating Account, to pay Operating Expenses, IMAGINE may, but is not required to, pursuant to a request from the Board,

deposit funds into the Charter School Operating Account for the payment of such budgeted and unpaid Operating Expenses as may be due and owing (“Operating Advances”). If IMAGINE elects to make Operating Advances, it will only elect to deposit funds that are necessary to pay for the then current due and owing Operating Expenses. On the first day of the month during such fiscal year that funds reside in the Charter School Operating Account which funds are not otherwise reserved under the approved Budget, IMAGINE shall be automatically reimbursed for any outstanding Operating Advances. Operating Advances shall only be subject to automatic repayment from the amounts set forth in Article V, Section A.1 and Other Funds available during the fiscal year in which such Operating Advances are made. In the event that Operating Advances are not automatically reimbursed, during the fiscal year, the obligation to repay the Operating Advances will be waived.”

~~As proven in the history of 100 Academy of Excellence and Imagine School at Mountain View, Imagine Schools has financially supplemented both schools during times of financial challenge and has waived any unmet financial obligations. Both schools anticipate ending FY 2012-2013 with a surplus.~~

C.2 FINANCIAL MANAGEMENT

Here we describe systems and procedures for Imagine Centennial’s financial management.

C.2.1 FINANCIAL CONTACT PERSON

The Principal will hire a business manager responsible for the accuracy of the general ledger, accounts payable, accounts receivable, payroll, and financial compliance. This person will be in charge of ensuring that any remaining money is returned to the appropriate funding source, such as state and local authorities. The business manager is a Governing Board employee who reports to the Principal and to the Board.

C.2.2 CLOSING PROCEDURES

In the event our school must be closed, the Governing Board will provide written notice of closure to the State Public School Charter Authority and to school employees no less than 30 days before closure occurs; stating the reason and date of the closure and the date when the decision to close was made. As per NAC 386.335, the Board will appoint an administrator to act as trustee during, and for up to a year after closure, assuming responsibility for all aspects of the closure. Written notice will include the trustee’s name and contact information. Parents will be informed of the closure by mail along with information about student and student record transfers to other public schools. Staff will inform parents about local schools near their homes or businesses.

Trustees will be informed of the decision and alerted to the fact that other schools may receive students to enroll once the school closes. All records will be provided to the school sponsor, particularly any indebtedness of the school along with all other financial concerns relating to the school and its employees. Pursuant to NRS 387.124, the school acknowledges that the remaining apportionments that would have been made to the school must be proportionately paid to districts where enrolled pupils enrolled reside.

C.2.3 AUDIT FIRM

The Governing Board will choose an independent auditor to conduct year-end financial audits. Presently, the Committee to Form is considering the audit firm of Sharon J. McNair, CPA, 4015 S. E; Capitan Way, Suite 888, Las Vegas, Nevada 89147.

C.2.4 LOCAL NEVADA BANK

The school will use a local Nevada bank. Members of the Committee to Form will select the bank.

C.2.5 LIST OF FEES

No fees will be charged for course materials, assessments, or equipment.

C.2.6 PERSON TO DRAW ORDERS FOR PAYMENT OF MONEY

Pursuant to NRS 386.573, the Governing Board will designate a person to draw all orders for the payment of money belonging to the charter school. This has always been the business manager in schools associated with Imagine. The business manager, an employee of the Governing Board and a resident of Nevada, draws all orders for payment of charter school money. Name, address, telephone and qualifications will be submitted upon selection.

C.2.7 NUMBER OF ENROLLED PUPILS FOR FINANCIAL VIABILITY

The minimum number of enrolled students necessary for financial viability is 275 students with Imagine's contribution, if needed.

C.3 FACILITIES

Outlined below is information on the Imagine Centennial school facility as per to NAC 386.140(2).

REQUIRED ELEMENTS

C.3.1 A-D FACILITIES – NAC 386.140 (2)

Pursuant to NAC 386.140 (2), the facility identified to house Imagine Centennial is presently occupied by another charter school not affiliated with Imagine Centennial. Quest Academy will vacate the premises on June 30, 2013 as designated in the sublease terms with Imagine Schools, Inc.

- a) **The address of the facility:** 6610 Grand Montecito Parkway Las Vegas, NV 89149
- b) **Type of facility** -The facility was designed as a school with an E occupancy status (Educational). Twenty-three classrooms, a library, computer lab, multi-purpose room, art room, administrative offices, restrooms, playgrounds, and parking, totals 37,400 sq. ft., on almost 4.5 acres.

The Committee to Form engaged the services of Scot Lauderdale, Prominent Realty Group, to provide an analysis of comparable commercial real estate properties to ensure the suitability of lease rates for the campus. A summary of Mr. Lauderdale’s findings may be found in Attachment C.3.1e with the proposed lease.

- c) A **floor plan** of the facility in Attachment C.3 (c) notates the size of the facility in square feet.
- d) **Name and address of the owner** of the facility:
Centennial Academy, LLC.. Stephen Aizenberg, 4511 W. Cheyenne Ave., #105; N. Las Vegas, NV 89032

C. 3.1(e) Attachment – Proposed Lease or Rental Agreement/Comparability of Commercial Properties

C. 3.1(f) Attachment – Certificate of Occupancy

C. 3.1 (g) Attachment – Insurance Documentation

C.4. TRANSPORTATION, HEALTH SERVICES, AND EMERGENCY SERVICES

Systems, procedures and provisions for transportation, health, and emergency services are below.

C.4.1 TRANSPORTATION

Transportation will not be provided to and from the charter school. The school will assist parents/guardians by providing a system for connecting those who would like to share personal transportation duties. If transportation is needed for periodic field trips, charter bus services will be procured.

C.4.2 HEALTH SERVICES

Imagine Centennial will designate a full time First Aid Safety Assistant (FASA), managed by a certified school nurse. Upon determining the number of enrolled students, we will assess the extent of health service needs and may contract with appropriate health professionals to meet those needs.

C.4.3 MAINTENANCE OF IMMUNIZATION RECORDS

Pursuant to NRS 392.435, immunization records of Imagine Centennial students will be kept in a safe, locked area of the school's office, maintained by the FASA working under a licensed nurse. The FASA will document and notify parents/legal guardians when a student needs to be immunized.

C.4.4 Attachment – *Description of Emergency Drills*

C.4.5 Attachment – *Emergency Plan*