

## SPCSA CHARTER PROPOSAL COVER SHEET

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

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**Name of team or entity applying:** Marzano Academy

- Track A
- Track B
- Track C
- Track D

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

The Marzano Academy will serve educationally disadvantaged students in grade K-5 for years 1-3 and K-8 in subsequent years. The proposed Marzano Academy of Las Vegas will be a unique school collaboration effort between the Academy and the staff of the Marzano Research, including Dr. Robert J. Marzano, cofounder and CEO of Marzano Research and an internationally esteemed educational researcher. This school-collaboration model was the idea and creation of the Marzano Academy development team and the committee-to-form, with development assistance from Dr. Marzano. The Marzano Academy is proud to have direct assistance from one of the world’s leading educational researchers. Throughout his forty-years in the field of education, Dr. Marzano has become a speaker, trainer, and author of more than thirty books and 150 articles on educational topics such as instruction, assessment, writing, implementing standards, cognition, effective leadership, and successful school intervention strategies.

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

Full Name	Current Job Title and Employer	Position with Proposed School
Robert J. Marzano	CEO – Marzano Research	Consultant
James <u>McMurphy</u>	Business Development Manager	Planning Principal
Matt <u>Ashlock</u>	Assistant Principal – Aurora Public Schools (CO)	Principal
Julia Simms	Director of Content and Resources	Consultant

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Marzano Academy	2017-2018	K-5	K-8

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6				50	50	50
7					50	50
8						50
9						
10						
11						
12						
Total	300	300	300	350	400	450



# **The Marzano Academy, Nevada**

2016 Call for Quality Charter Schools  
Summer Cycle Request for Proposals

Schools Opening Fall 2017 and Beyond

Applicant Track A: Start-Up Applicant (Committee to Form)

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## Executive Summary

The Marzano Academy (the Academy) is seeking charter school-application approval, from the Nevada State Public Charter School Authority, for a research-based, highly effective educational program based upon decades of educational research and practice, to specifically serve an educationally disadvantaged community within metro Las Vegas. The mission of the Marzano Academy is to ensure that traditionally underserved students progress through the Academy, not only to become academically proficient, productive members of society, but also to become individuals who experience joy and satisfaction in life and strive to create a world where all have access to these outcomes.

The proposed Marzano Academy of Las Vegas will be a unique school collaboration effort between the Academy and the staff of the Marzano Research, including Dr. Robert J. Marzano, cofounder and CEO of Marzano Research and an internationally esteemed educational researcher. This school-collaboration model was the idea and creation of the Marzano Academy development team and the committee-to-form, with development assistance from Dr. Marzano. The Marzano Academy is proud to have direct assistance from one of the world's leading educational researchers. Throughout his forty-years in the field of education, Dr. Marzano has become a speaker, trainer, and author of more than thirty books and 150 articles on educational topics such as instruction, assessment, writing, implementing standards, cognition, effective leadership, and successful school intervention strategies.

The Academy is truly excited to collaborate with Dr. Marzano and be able to use his vast knowledge and research network to help develop a highly successful charter school. It is also the expressed mission and intent of the Academy to serve academically high-needs students within educationally underserved communities. The Academy will be a model charter school for students who may not be academically well-served and whose care givers want a research-based, robustly supported educational option.

The Marzano Academy's teachers and leadership team, when fully staffed, will all be personally trained by Dr. Marzano and have direct access to Marzano Research's educational tools, rubrics, and research collection. The Marzano Academy has a planning principal and a proposed school-site principal. The principals have extensive experience working with high-needs student populations in low-income, low-opportunity settings. Each of these effective school leaders brings a "no-excuses" approach to improving student academic performance and instilling positive, resilient behavior within their students. The proposed school leader has a track record of closing achievement gaps across high-needs student subpopulations. His body of work, coupled with his commitment to serve disadvantaged students, is an outstanding match for the Academy.

Given the right framework, the Academy's development team and committee-to-form believe the majority of schools can be highly effective. The Marzano Academy will use a proven, researched-based school framework created by Dr. Marzano, called the Marzano High Reliability Schools™ framework. The High Reliability Schools (HRS) framework will provide the foundational, guiding principles for student success. In addition to the HRS framework, the Marzano Academy will use critical instructional elements (Marzano Key Elements) to ensure teacher support and student success.

The Marzano Academy's academic program, teacher training, leadership development, and student success elements are linked to Dr. Marzano's lifetime of work and the ongoing work of researchers within Marzano Research. The Academy, in selecting a well-regarded, proven educational model, recognizes that Dr. Marzano has written foundational educational research texts which have been translated into educational practice nationally and internationally. His research

writing includes *The Art and Science of Teaching*,<sup>1</sup> *Effective Supervision: Supporting the Art and Science of Teaching*,<sup>2</sup> *The Highly Engaged Classroom*,<sup>3</sup> *Teacher Evaluation that Makes a Difference*,<sup>4</sup> *Vocabulary for the Common Core*,<sup>5</sup> and *Coaching Classroom Instruction*.<sup>6</sup> His practical translations of the most current research and theory into classroom strategies are known internationally and are widely practiced by both teachers and school leaders.

The High Reliability Schools framework is supported by forty years of educational research. The HRS framework defines performance levels that a school must master in order to be sanctioned or qualified as a high reliability school by Marzano Research. A *high reliability school* is one in which all students learn the content and skills they need for success in college, careers, and beyond. The framework consists of five levels.

- Level 1: Safe and Collaborative Culture
- Level 2: Effective Teaching in Every Classroom
- Level 3: Guaranteed and Viable Curriculum
- Level 4: Standards-Referenced Reporting
- Level 5: Competency-Based Education

In addition to adopting the overarching High Reliability Schools framework; the Academy will also use a supporting Marzano Research educational model that includes seven highly effective *key elements*; these are the elements that support a high reliability school. The school's key elements will be discussed in detail throughout the application. Here in the Executive Summary section, the elements are described in brief.

**Element One:** All students will receive feedback on specific educational topics within each content area (e.g., mathematics, science, English language arts) at each grade level. Traditionally academic content has been treated in a holistic manner. This manifests as students receiving feedback at the subject-matter level only. That is, students might receive an overall grade or percentage score for fifth grade mathematics, but not formative and summative feedback on the specific topics for content at each grade level.

**Element Two:** The curriculum will include cognitive and metacognitive skills. In addition to addressing the critical concepts in the major subject areas, the Marzano Academy will teach and reinforce cognitive and metacognitive skills. Such skills are the centerpiece for college and career readiness, as referenced in *Getting Ready for College, Careers, and the Common Core*,<sup>7</sup> *Handbook of Social and Emotional Learning*,<sup>8</sup> and *Teaching and Assessing 21<sup>st</sup> Century Skills*.<sup>9</sup>

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

<sup>2</sup> Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

<sup>3</sup> Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom*. Bloomington, IN: Marzano Research.

<sup>4</sup> Marzano, R. J., & Toth, M. (2013). *Teacher evaluation that makes a difference*. Alexandria, VA: ASCD.

<sup>5</sup> Marzano, R. J., & Simms, J. A. (2013). *Vocabulary for the Common Core*. Bloomington, IN: Marzano Research.

<sup>6</sup> Marzano, R. J., & Simms, J. A. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research.

<sup>7</sup> Conley, D. T. (2014). *Getting ready for college, careers, and the Common Core*. San Francisco: Jossey Bass.

<sup>8</sup> Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.) (2015). *Handbook of social and emotional learning*. New York: Guilford Press.

<sup>9</sup> Marzano, R. J., & Heflebower, T. (2012). *Teaching and assessing 21<sup>st</sup> century skills*. Bloomington, IN: Marzano Research.

**Element Three: Students will move through the content at their own pace.** In a traditional school, students move on to new content in a given subject area at a given grade level only when the teacher moves to the content. At the Marzano Academy students will move as quickly as they can through the content as dictated by their level of background knowledge and development in the subject area.

**Element Four: High engagement instruction will be utilized.** Marzano Academy teachers will regularly employ instructional strategies that produce high levels of student engagement. These strategies will be drawn from books such as *The Highly Engaged Classroom*.<sup>10</sup> These strategies include the frequent use of academic games that enhance vocabulary knowledge, physical movement, the presentation of unusual information, use of response rate strategies, use of humor, and use of friendly controversy.

**Element Five: A focus on inspiration and altruism will be emphasized.** To help students develop a sense of optimism and self-efficacy for the future, a steady diet of inspirational stories will be presented to students virtually and by guest speakers. Specifically, at least once per month, teachers will present students with stories and or guest speakers to provide evidence suggesting that great obstacles can be overcome through focus and hard work. Students will be asked to keep journals regarding their impressions of the information gleaned from these experiences and how that information might relate to their lives. To help develop a sense of concern for and connection to members of their local and extended communities, each year students will be asked to participate in projects or design projects of their own that help improve the lives of others and/or the environment.

**Element Six: Responsibility for student success will be shared.** While students will be assigned to a specific teacher for a particular subject at a particular grade level, every teacher will be responsible for the success of every student in the Academy. This will manifest as students being able to work with any teacher who is qualified in a given subject area to verify a particular student's proficiency on any topic. Time during the day will be set aside for students to work with peers or teachers to whom they have not been officially assigned and work on topics that are problematic for them.

**Element Seven: Continuous improvement of teachers and leaders will be expected.** To develop a sense of collective efficacy among teachers and leaders, all staff will set specific improvement goals for their instructional practices (if they are teachers) or for their leadership behaviors (if they are administrators). These goals will be shared in the context of collaborative teams designed to ensure continuous improvement of the educators in the building. All teachers and administrators will share their personal goals regarding instruction or leadership and seek the help of their fellow educators in the accomplishment of these goals. All teachers and leaders will be encouraged to pair with "coaching buddies." Teachers and leaders will periodically share their successes and difficulties in progressing toward their personal improvement goals.

Through the highly structured process of developing a high reliability school, the long-term (overarching) academic goal for the Marzano Academy is to close achievement gap for educationally disadvantaged student populations. The Academy will develop highly skilled and

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<sup>10</sup>Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom*. Bloomington, IN: Marzano Research.

trained teachers who will effectively support their students. Additionally, closely monitoring student academic progress through proficiency scales will ensure the Academy's students are making continuous, measurable academic strides.

Marzano's High Reliability Schools framework, taxonomies, and instructional strategies are in use throughout the United States. There are numerous success stories of these educational programs being used within high-need, low-opportunity communities. The research team at Marzano Research knows these programs are effective within targeted communities. The Marzano Academy team is confident that the programs, goals, and objectives of the Marzano Academy will positively influence students within Las Vegas and meet the academics goals outlined by the State Public Charter School Authority.

In summary, the Marzano Academy seeks to partner with Marzano Research to implement a school framework, instructional elements/methods, educational strategies, and an instructional model developed by Dr. Marzano and researchers at Marzano Research. The specifics of these research-based strategies will be explained throughout this document as they relate to specific sections. In brief, the proposed Marzano Academy will use:

1. The Marzano High Reliability Schools framework, a set of foundational principles backed by decades of educational research which separate highly successful schools from struggling schools.
2. The Marzano Key Elements of a High Reliability School, figurative pillars within the High Reliability Schools framework which provide educators with guidance on educational best practices.
3. The Marzano Nine Essential Instructional Strategies, which provide guidance on successful lesson creation, student engagement, and teacher evaluation.
4. The Marzano Taxonomy, which was initially developed as a response to Bloom's Taxonomy. The Taxonomy describes methods for teaching and engaging students.
5. The Marzano Proficiency Scales and the Marzano Standards-Referenced Report Card. These guide and inform teachers about how well their students are progressing, learning, and able to move forward within subject areas.

The overarching school framework and elements of successful student and school educational practices presented in this proposal have taken over four decades to develop. They are the sum total of research and development efforts by Dr. Marzano and the research team at Marzano Research. Educational school improvement research supports the use of the High Reliability Schools framework as an effective strategy to guide and support educators in their quest to create highly performing schools in underserved communities.

The High Reliability Schools framework and key educational model elements provide a compelling picture of what to do to help schools move to the next level of effectiveness in terms of enhancing student achievement. Within a small, academically focused learning environment, the Marzano Academy will integrate proven, educational best practices from the world-renowned Marzano Research with highly-qualified, school leaders and superior, well-supported local teachers. The staff of Marzano Research will support school leaders, teachers, and students toward successful outcomes. Additionally, the developers of the Marzano Academy will collaborate with key educational partners in the Las Vegas area, including the Education Department at Nevada State College. There are also a team of experienced, local Las Vegas education consultants who are willing to help make this venture a success. Dr. Marzano is, of course, optimistic about the development of the Marzano Academy. With this proven, research-based model, the Academy looks forward to a successful collaboration with the state of Nevada.

## Meeting the Need

### TARGETED PLAN

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

The Marzano Academy believes the vast majority of U.S. schools can be highly effective at raising student achievement. As a commitment to this core belief, the Marzano Academy explicitly desires to work with challenging and educationally disadvantaged communities. The experienced educational team behind the Marzano Academy will employ a validated, research-based educational model (Marzano’s High Reliability School framework, methods, and strategies) within a community where schools have chronically low academic performance and students have not received adequate educational supports. The Academy firmly believes in the efficacy of the proposed educational program. The Marzano High Reliability Schools framework (and key elements) are supported by a successful track record of no excuses and positive, academic results.

To be clear, the Marzano Academy is for students of all backgrounds, education, and ability levels. However, the Academy will work with students who have not had access to high-quality schools and/or ancillary educational support systems. For many Las Vegans, access to high-quality schools with committed educators is a paramount concern. The Marzano Academy understands that educational equity and access to quality programming is a hallmark of overall community improvement. The unique collaboration between the Marzano Academy and Marzano Research allows school staff to work with highly qualified educators from Marzano Research who have significant experience working with many underserved communities throughout the world.

Educational researchers (including many within Marzano Research) recognize that it is perhaps axiomatic to suggest that the more affluent a neighborhood, the more (and better) educational options its residents have. It is often the case that one’s zip code predetermines access to high-quality educational options. To illustrate this point, in a report by the Las Vegas Sun,<sup>11</sup> Paul Takahashi noted that, “If you buy a house in the most affluent neighborhoods in the [Las Vegas metro] valley—the top quarter of ZIP codes where the median home price exceeds \$132,250—you’ll have nearly eight times the odds of having a four- or five-star school in your area than the poorest neighborhoods in the valley—the bottom quarter of ZIP codes with median home values under \$68,106.”<sup>12</sup>

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

Although educators are tirelessly working to ameliorate educational access disparities, there are few high-quality, research-based educational options for a significant percentage of Las Vegas families. The Marzano Academy, in conjunction with researchers at Marzano Research, want to provide a high-quality educational option by creating a Marzano High Reliability charter school

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<sup>11</sup> Takahashi, P. (2012, March 12). 10 surprising facts about the school district’s new school ranking system. *Las Vegas Sun*. Retrieved from [www.lasvegassun.com/news/2012/mar/12/10-surprising-facts-about-las-vegas-school-ranking](http://www.lasvegassun.com/news/2012/mar/12/10-surprising-facts-about-las-vegas-school-ranking)

<sup>12</sup> Takahashi, P. (2012, March 12). 10 surprising facts about the school district’s new school ranking system. *Las Vegas Sun*. Retrieved from [www.lasvegassun.com/news/2012/mar/12/10-surprising-facts-about-las-vegas-school-ranking](http://www.lasvegassun.com/news/2012/mar/12/10-surprising-facts-about-las-vegas-school-ranking)

within an area of Las Vegas that has significant academic need. The Academy will rise to the challenges of working with students from educationally underserved areas. These students will be provided unique supports that are hallmarks of high reliability schools. No student will be allowed to underperform. Given the support systems (instructional methods and strategies), students will not be left behind or underserved. Individualized instructional support will ensure that students move at their own pace and students will not be pushed ahead to higher grade levels for a specific content area without having a firm grounding in the content at the previous level. This structure is also a boon to those students who have advanced interest or aptitude in a specific subject area. They can move ahead as quickly as they wish. All students within the Marzano Academy will be nurtured and supported to succeed.

## **PARENT AND COMMUNITY INVOLVEMENT**

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

There is an academic and social achievement conundrum which exists within underserved, educationally disadvantaged communities. Most educational researchers agree that increases in positive parent involvement often lead to increases in student academic achievement; however, the challenge for educators who intentionally work within educationally disadvantaged communities is *how* to effectively increase positive parent and community support and thereby increase academic achievement. To date, the Academy has begun its community outreach efforts by engaging local community leaders and trusted educational leaders to assist with school community building. The Academy is currently utilizing a combination of existing community connections which exist through Marzano Research and interested community-based, philanthropic entities who wish to support schools who serve disadvantaged students. Although the projected Academy opening is August 2017, the Academy is actively engaging in preliminary outreach efforts with parents, community leaders, and businesses. The Academy, as part of its community outreach commitment, will use the outreach plan outlined in the Marzano High Reliability Schools framework and originally introduced by Dr. Marzano in the book *What Works in Schools*.<sup>13</sup>

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

A foundational tenet at the Marzano Academy is that all staff have a responsibility to educate students, not just the teachers and the leadership. Families, as well as businesses, social service agencies, community colleges, and universities all play a vital role in this effort. The Academy will use leading indicator 1.2 of the High Reliability Schools framework as a planning device to establish community buy-in and develop roles and responsibilities for vested community partners.<sup>14</sup>

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

A core principal of leading indicator 1.2 is that effective schools are safe and orderly places. Therefore, the Academy will communicate to their constituency clear, specific rules and procedures

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<sup>13</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

<sup>14</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

for school operations. As a commitment to this tenet, the Academy will conduct community outreach prior to opening and actively engage and educate community members about campus procedures. At the Marzano Academy parents will play at least two roles in promoting positive, school-community relationships. First, they will be a source of feedback to school leadership. Periodically, parents will be surveyed relative to specific aspects of the school's effectiveness. These surveys will be adapted from the Marzano High Reliability Schools framework leading indicator 1.2. The results will be used as feedback to leadership regarding what is working and what must be changed regarding school structure. Second, parents will also be invited to participate in the day-to-day functioning of the school, particularly during times when students are working independently, or in small groups on specific topics. Community members at large will also be asked to help students with their personal projects and community outreach projects.

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

As a primary school support system, the Academy will use the tools, research, and research associates of Marzano Research to help build community involvement. Marzano Research, with their extensive history of working nationally to improve schools, has a wide network of local educators, philanthropic organizations, and business professionals, including a research-associate presence in Las Vegas. Although the Marzano Academy is new to the Las Vegas area, the education professionals associated with this school's development are veteran professionals who have experience working in Clark County with the Clark County School District and who also have direct experience working with philanthropic organizations who have supported educational reform initiatives in Las Vegas. Marzano Research is currently exploring partnership opportunities with Nevada State College to create a pool of highly-trained and motivated educators to staff the Academy.

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

Many Marzano Research programs and protocols are in use within the Clark County School District and some directly within the intended community the proposed Marzano Academy will serve. Teachers and school administrators currently serving the intended community have direct ties with the educationally disadvantaged population the Academy seeks. Marzano Research has data and continues to gather data on schools and the community within our target population. Marzano Research, using insight from past and current educational consultants based in Las Vegas, will direct their expertise to the Academy staff. The Academy development team is reaching out to a wide range of community partners; including Nevada State College, consultants from UNLV, as well as community/education activists from Educate Nevada Now.

**(6) Identify any organizations, agencies or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the**

**group is new to Nevada, describe how your previous work has prepared you to establish relationships and support within this new community.**

The proposed Marzano Academy would be a new charter school within Las Vegas. However, the development team and researchers behind this project, including research associates from Marzano Research, have decades of practical experience working within Nevada; especially working in Metro Las Vegas. The charter school concept may be new, but the research, educational programs, and support mechanisms for the school have a long history of successfully supporting public education within Nevada. Marzano Research intends to use their existing Las Vegas-based research associates to provide training and expertise to the Academy's teaching and leadership staff. Marzano Research is also contracting with charter development consultants, CS Educational Consultants and Strategic Educational Consultants to provide governing board development and charter-specific leadership training. The research associates from Marzano Research will provide a long-term support system for the Academy. The current contracted charter consultant organizations will provide a significant amount of development training and year-zero development, and then gradually phase out their support during the third year of operation.

# Academic Plan

## MISSION AND VISION

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

The Marzano Academy's mission is to ensure that educationally disadvantaged students who progress through the Academy not only become academically proficient members of society, but are also individuals who experience joy and satisfaction in life and strive to create a world where all have access to these outcomes. It is incumbent upon the Academy's teachers to create an inspiring educational environment so students develop the intrinsic motivation to learn and succeed. The Academy will develop students who are not only successful academically, but also develop deep, resilient, life-long learning habits. Marzano's High Reliability Schools framework, coupled with proprietary proficiency scales, measure academic progress and successful behavioral traits which support student learning outcomes. The mission, while lofty, is based on research evidence from existing high reliability schools where educationally disadvantaged students close achievement gaps and exhibit positive, prosocial learning behavior.

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

The Marzano Academy's vision is to be a lighthouse to all schools in the United States as to what public education can and should be and demonstrate the concrete means to manifest this vision within their local communities. The Academy's teachers will use innovative instructional methods, coupled with teacher support mechanisms, to create a school environment that will promote student success. The Marzano Academy instructional staff will support the school's mission and vision by using Marzano HRS framework strategies to support the goals of NRS 386.520. The Academy will focus on innovative methods of teaching to improve student academic success. Marzano Academy students will become intrinsically motivated students who believe in their ability to academically succeed. Positive, pro-social behavioral attributes will be a significant part of each student's proficiency scale. Developing academically successful, motivated students will have a positive impact on educationally disadvantaged communities.

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

Superior instructional methods used by motivated, high-quality teachers will increase student academic achievement. Great teaching equals great results. The Marzano Academy will use effective and innovative methods of teaching to promote achievement gains. Academy teachers will use instructional individualization and differentiation methods, *accommodating how students learn and how learning is assessed*.<sup>15</sup> This differentiation can be focused on individual students or groups of students. Differentiation will include selecting learning strategies, selecting relevant materials and resources, and allowing students choice for their in-depth study. Direct instruction that is research-based and supports proven pedagogy provides a foundation for effective learning. Information and activities enabling all students to be successful will focus on specific outcomes and student performance expectations.

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<sup>15</sup> Marzano, R. J. (2010). *Formative assessment and standards-based grading*. Bloomington, IN: Marzano Research.

This form of instruction will allow for student-to-teacher interaction, student-to-student interaction, discussion, and support. Instruction will also be blended with digital content so that instruction and learning, when appropriate, are part of an extended day. Digitally accessed, blended learning and instruction will be a part of each student's experience. Digitally accessed instruction may be a form of independent study and will allow for individualized pace, possible remediation or acceleration, the pursuit of individual interests, and the mastery of critical technology skills. Computer-based learning will range from being the single source of instruction and interaction to being a tool for information and production within a traditional classroom course. The Marzano Academy's effective and innovative methods of teaching consistently use educational achievement data to develop methods to transparently report accountability data, use proprietary instructional reporting methods to measure achievement progress and consistently monitor instruction to improve the academic achievement of its students. The following paragraphs describe the innovative instructional methods, goals, and how those metrics will be assessed. Teachers will use instructional components from the Marzano High Reliability Schools framework, especially the *standards-referenced report card* (see table 1, page 14) to independently measure student success.

There will be opportunities for students to apply learning within personal areas of interest. Students will have multiple opportunities to determine an area for in-depth study or application of skills. Although the topic, interest, or project will be student chosen, the skills and knowledge that are required will be identified and tied to standards and performance objectives. Independent exploration will be expected of all students. Students will independently research information, identify resources, and apply higher-order thinking skills as they explore and develop an area of personal interest in order to demonstrate learning. Teamwork, relationships, and a need for group communication are needed in the workforce. Cooperative learning will play a part of students' educational setting. Students, by working in structured groups, will build the skills of teamwork, listening, communication, responsibility to the group, collaboration, and personal relationships. These groups will be purposefully formed and include clearly defined responsibilities and expectations for all students. Grouping will utilize students' individual strengths and or talents, academic needs, interests, or choice. Whole-group instruction, small-group instruction, or peer groups will all be used with appropriate content delivery and student need. Groups will be fluid, flexible, and will be determined by teachers for specific purposes or student interests.

Professional Learning Communities (PLCs) nationwide are adopting innovative and effective methods to encourage teacher collaboration, positive interaction with students, and professional growth. Many school systems have adopted the areas of focus within *The Art and Science of Teaching* framework<sup>16</sup> to support pedagogical growth for their instructional staff. The Marzano Academy will use the tenets of Marzano's pedagogical strategies as a foundation for effective and innovative methods of teaching. Effective instruction begins with establishing and communicating clearly identified learning goals. The learning community goals go beyond academic goals and force teachers to examine *how* they establish or maintain classroom rules and procedures. Teachers will recognize and acknowledge adherence and lack of adherence to classroom rules and procedures and be able to modify instructional presentation to establish or reestablish classroom order.

Student progress will be consistently monitored and subsequent successes celebrated once goals are set. After goals and methods to track progress are clearly defined, teachers will effectively help students interact with new knowledge. Teachers will help students practice and deepen their understanding of new knowledge and help students generate and test hypotheses about new knowledge. Teachers, before and after instruction, will question their presentation of material and

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<sup>16</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

be able to articulate how they will engage their students. It is vitally important that teachers communicate high expectations for all students and develop effective lessons that are organized into cohesive units.

The Academy will use a unique student reporting feature which is fundamental to the High Reliability School framework. In order to improve the academic achievement of the school’s pupils there must be a clear objective on what will be measured and how student progress will be measured. The Academy’s instructional staff will report students’ status and growth each grading period using a system like that depicted in table 1.

**Table 1: Standards-Referenced Report Card**

Name:	John Mark	Grade Level:	4
Address:	123 Some Street	Homeroom:	Ms. Smith
City:	Anytown, CO 80000		
Language Arts (LA)	2.46 C	Participation	3.40 A
Mathematics	2.50 B	Work Completion	2.90 B
Science	2.20 C	Behavior	3.40 A
Social Studies	3.10 A	Working in Groups	2.70 B
Art	3.00 A		

		0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
<b>Science</b>									
Matter and Energy	2.0	█							
Forces of Nature	2.5	█		█					
Diversity of Life	1.5	█	█						
Human Identity	3.5	█		█	█	█	█		
Interdependence of Life	1.5	█	█						
<b>Life Skills</b>									
Participation	3.0	█		█	█	█			
Work Completion	1.5	█	█						
Behavior	2.5	█		█					
Working in Groups	1.0	█	█						
Average for Science	2.20	█		█					
<b>Social Studies</b>									
The Influence of Culture	3.5	█		█	█	█	█		
Current Events	3.0	█		█	█				
Personal Responsibility	4.0	█		█	█	█	█	█	
Government Representation	3.5	█		█	█	█			
Human and Civil Rights	1.5	█	█						
<b>Life Skills</b>									
Participation	3.5	█		█	█	█	█		
Work Completion	3.5	█		█	█	█			
Behavior	3.5	█		█	█	█			
Working in Groups	4.0	█		█	█	█	█	█	
Average for Social Studies	3.10	█		█	█	█	█		
<b>Art</b>									
Purposes of Art	3.5	█		█	█	█	█		
Art Skills	3.0	█		█	█				
Art and Culture	2.5	█	█						
<b>Life Skills</b>									
Participation	2.5	█		█					
Work Completion	4.0	█		█	█	█	█	█	
Behavior	4.0	█		█	█	█	█	█	
Working in Groups	3.5	█		█	█	█	█		
Average for Art	3.00	█		█	█	█	█		

		0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
<b>LA Reading</b>									
Word Recognition and Vocabulary	2.5	█		█					
Reading for Main Idea	1.5	█	█						
Literary Analysis	2.0	█		█					
<b>LA Writing</b>									
Language Conventions	3.5	█		█	█	█	█		
Organization and Focus	2.5	█		█					
Research and Technology	1.0	█	█						
Evaluation and Revision	2.5	█		█					
Writing Applications	3.0	█		█	█				
<b>LA Listening and Speaking</b>									
Comprehension	3.0	█		█	█				
Organization and Delivery	3.0	█		█	█				
Analysis and Evaluation of Oral Media	2.5	█	█						
Speaking Applications	2.5	█		█					
<b>Life Skills</b>									
Participation	4.0	█		█	█	█	█	█	
Work Completion	3.5	█		█	█	█			
Behavior	3.5	█		█	█	█			
Working in Groups	3.0	█		█	█				
Average for Language Arts	2.46	█		█					
<b>Mathematics</b>									
Number Systems	3.5	█		█	█	█	█		
Estimation	3.0	█		█	█				
Addition/Subtraction	2.5	█	█						
Multiplication/Division	2.5	█	█						
Ratio/Proportion/Percent	1.0	█	█						
<b>Life Skills</b>									
Participation	4.0	█		█	█	█	█	█	
Work Completion	2.0	█	█						
Behavior	3.5	█		█	█				
Working in Groups	2.0	█	█						
Average for Mathematics	2.50	█		█					

As depicted in table 1, each subject is organized into specific topics. For example, at the fourth grade level during this grading period, students were working on the following five mathematics topics: number sense, estimation, addition/subtraction, multiplication/division, ratio/proportion/percent. Each student receives a score on a scale that ranges from 0.0 to 4.0. That score is reflected in a bar graph that has dark shading on the left and lighter shading on the right. The dark part of the bar graph depicts a student’s score at the beginning of the year; the lighter part of the bar graphs depicts the student’s status at the current time. The student whose report card is shown in table 1 began the year with a score of 2.0 on the topic of number systems and advanced to the score of 3.5, at the time this report card was issued, demonstrating a growth of 1.5 scale points. It is important to note that overall letter grades are still computed and reported. The student received an overall grade of B in mathematics. This was computed using central tendency for the student’s scores in the five topics that comprised mathematics instruction for this grading period. Topics that will form the basis for reporting are derived from the study conducted at Marzano

Research that identified the critical concepts in mathematics, English language arts, and science.<sup>17</sup> The research and theory behind the reporting system depicted in table 1 (page 14) can be found in *Transforming Classroom Grading*,<sup>18</sup> *Classroom Assessment and Grading That Work*,<sup>19</sup> and *Formative Assessment and Standards-Based Grading*.<sup>20</sup>

The cognitive skills that will be addressed are listed in table 2.

**Table 2: Cognitive Skills**

<b>Cognitive Skill</b>	<b>Description</b>
<b>Generating conclusions</b>	Involves combining pieces of known information to form new ideas.
<b>Identifying common logical errors</b>	Involves analyzing information to determine how true it is.
<b>Presenting and supporting claims</b>	Involves expressing a new idea and presenting information to support it.
<b>Navigating digital sources</b>	Involves using electronic resources to find credible and relevant information.
<b>Problem solving</b>	Involves accomplishing a goal in spite of obstacles or limiting conditions.
<b>Decision making</b>	Involves using criteria to select among alternatives that initially appear to be equal.
<b>Experimenting</b>	Involves generating and testing explanations of observed phenomena.
<b>Investigating</b>	Involves identifying confusions or contradictions about ideas or events and suggesting ways to resolve those confusions or contradictions.
<b>Identifying basic relationships between ideas</b>	Involves consciously analyzing relationships between ideas to better understand complex texts.
<b>Generating and manipulating mental images</b>	Involves creating images in one's mind to facilitate deep processing and memory of information.

The metacognitive skills that will be addressed are listed in table 3.

**Table 3: Metacognitive Skills**

<ul style="list-style-type: none"> <li>• Setting personal goals, making and executing plans, and monitoring progress</li> <li>• Fostering a growth mindset</li> <li>• Staying focused when answers and solutions are not immediately apparent</li> <li>• Resisting impulsivity</li> <li>• Pushing the limits of your knowledge and skills</li> <li>• Generating and trusting your own standards of excellence</li> <li>• Seeking accuracy</li> <li>• Seeking clarity</li> <li>• Seeking cohesion and coherence</li> <li>• Recognizing incremental steps</li> </ul>
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A student's growth on cognitive and metacognitive skills will be part of their report card, as shown in table 1 (page 14). Students at the Marzano Academy will annually complete personal projects that allow them to select topics of their own design and incorporate personal goals. The

<sup>17</sup> Simms, J. A. (2016). *The critical concepts (draft version 2.0)*. Centennial, CO: Marzano Research.

<sup>18</sup> Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: ASCD.

<sup>19</sup> Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: ASCD.

<sup>20</sup> Marzano, R. J. (2010). *Formative assessment and standards-based grading*. Bloomington, IN: Marzano Research.

final projects will be demonstrations or reports articulating which personal goals were realized and students' self-analyses of their performance on the specific cognitive and metacognitive skills they used.

Focusing on cognitive and metacognitive processes is made possible by the specificity of the topics depicted in table 1 (page 14). Each topic will be articulated as a learning progression (referred to as a proficiency scale) that describes proficiency and levels of performance above and below proficiency for the topic. At any point, students will know exactly where they stand on each topic that has been addressed in class. Each week, time will be made available for students to work on topics that have already been covered in class but have not been learned to the level of proficiency. Those students who have demonstrated proficiency on all topics previously addressed will have the opportunity to work on new topics slated for future instruction. Teachers within the same grade level will group and regroup students by topic and level of proficiency in those topics to ensure as much homogeneity in small-group instruction as possible.

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

The Marzano Academy will establish accountability and transparency by adhering to the initial tenets of the Marzano High Reliability Schools framework which outlines specific steps to ensure clear and consistent communication with teachers, students and community members. As referenced in the beginning of this section, teachers will establish clear academic and behavioral goals with their students (and parents as partners) and consistently and transparently monitor progress toward established goals. Additionally, as explained in *School Leadership That Works*,<sup>21</sup> there are twenty-one exemplars to create a successful school. One of the most critical exemplars is *communication*. Communication is possibly the most important responsibility of school leaders and teachers because it is integrated into most aspects of leadership and school functioning. Within the High Reliability Schools framework, the school's culture of communication will be a critical part of the school leader's overall evaluation. Successful schools directly enlist support from their communities at the onset and establish transparency. Parents are invited and genuinely encouraged to become involved. They will be directly involved as classroom aides, monitor school activities, and may be used as expert resources in classrooms. Parents will be included in school-level governance processes and decisions when appropriate. The Marzano Academy will establish multiple ways for parents and community to be involved in the day-to-day operations of the school. Parents will be encouraged to not only be part of the school's governance but also on a day-to-day basis of visibility. They can be classroom aides, hallway monitors, clerical assistants, guest lecturers, and volunteer program leaders. Constant and consistent community presence will encourage and sustain a transparent, publicly accountable campus.

The Marzano Academy will establish concrete, transparent methods to measure progress toward its mission, vision, and state-mandated assessment standards. Effective school leaders ensure that the collaborative goal-setting process results in nonnegotiable goals.<sup>22</sup> Academy goals will be specific, measurable ones that all staff members must act upon. First, student achievement

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<sup>21</sup> Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

<sup>22</sup> Marzano, R. J., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree.

and classroom instruction goals will be set. The Academy will set specific achievement targets for the campus as a whole, for individual classrooms, and for student sub-populations. All staff members will be aware of the goals and an action plan will be created for all goals. With respect to classroom instruction goals, the Academy will establish a single instructional model that all teachers must employ. The Academy will adopt a common framework for classroom instructional design, planning, common instructional language or vocabulary, and consistent use of research-based instructional strategies.

The Academy's teachers and staff will support developed goals explicitly and implicitly. Explicit support means that the Academy's staff collectively creates non-negotiable goals. Implicit support means that Academy's staff will not subvert defined goals, such as subtly communicating that the goals are inappropriate or unattainable. The Academy's Board will be in alignment with and support the Academy's goals. Research demonstrates that in schools with higher levels of student achievement, the local board was aligned with and supportive of non-negotiable goals for achievement and instruction. Consistent, schoolwide support for non-negotiable goals was also found to be positively correlated with student achievement.<sup>23</sup> The Marzano Academy will ensure that non-negotiable goals remain priorities and that no other initiatives detract attention or resources from accomplishing these goals. Although other initiatives might be undertaken, none will detract attention or resources from non-negotiable goals.

Academy leadership will encourage the governing board (when fully formed) to focus on foundational achievement goals and pursue their own interests and expectations. Research findings suggest that when individual board members' interests and expectations distract from board-adopted achievement and instructional goals, they are not contributing to school success, but, in fact, may be working in opposition to that end.

The Academy will continually monitor progress toward achievement and instructional goals to ensure that these goals remain the driving force behind the Academy's actions. If not monitored continuously, goals can become little more than pithy refrains that are spoken at school events and highlighted in written reports. It will be the school leader's or principal's duty to report to the governing board any discrepancies between defined goals and current practices. This may be an indication that an intervention is required or staff needs to redouble efforts to enhance student achievement. The Academy will use academic achievement goals as their primary indicator of success. The same can be said for instructional goals. Any discrepancies between expected teacher behavior in classrooms as articulated by agreed-upon instructional models and observed teacher behavior are taken as a call for corrective action.

The Academy's principal will ensure that the necessary resources, including time, money, personnel, and materials, are allocated to accomplish school goals. This may mean cutting back on or dropping other initiatives not aligned with academic achievement goals. It is also clear from Dr. Marzano's forty years of research analysis that meaningful financial commitments must be dedicated to professional development. The Marzano Academy is in a unique position to have a direct link to Dr. Marzano, a preeminent author about teacher development and evaluation, as well as the tools and resources of Marzano Research. Effective professional development will be a hallmark of the Marzano Academy and the school will support teachers by building the requisite knowledge, skills, and competencies that teachers and principals need to accomplish school goals. As professional development resources are deployed at the school level, they will align with school goals. Historically, the assumption has been that formal evaluation of teachers will positively

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<sup>23</sup> Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

impact teaching and student learning. What’s become clear in recent years is that rather than promoting professional learning, many evaluation systems inhibit the significant discussions about student learning that need to occur.<sup>24</sup>

Creating new professional, learning development opportunities for teachers at the Marzano Academy will involve an increase in reflection regarding student work and learning outcomes. Professional Learning Communities (PLCs) nationwide are actively using the Marzano Teacher Evaluation Model<sup>25</sup> as a key component of their required teacher evaluation and innovative methods to augment teachers’ professional development. The principal of the Marzano Academy will use this model as part of their formal teacher evaluation process and professional learning community. Given that the model is available digitally and that its written format far surpasses the page limit of this proposal, the following model descriptions are a synopsis.

**Table 4: Elements of the Marzano Teacher Evaluation Model**

Domain	Description
<b>Domain 1: Classroom Strategies and Behaviors</b>	Domain 1 focuses on classroom strategies and behaviors that impact student achievement. Given that forty-one of the sixty elements in the model are from Domain 1, the model clearly emphasizes what occurs in the classroom, which differentiates it from some other teacher evaluation models. The forty-one elements in Domain 1 are divided into three segments: (1) segments involving routine events, (2) segments addressing content, and (3) segments enacted on the spot.
<b>Domain 2: Planning and Preparing</b>	Domain 2 focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. Careful planning and preparation gives a teacher enough time to incorporate effective classroom strategies and behaviors. The eight elements in Domain 2 are divided into three categories: (1) planning and preparing for lessons and units, (2) planning and preparing for use of materials and technology, and (3) planning and preparing for special needs of students.
<b>Domain 3: Reflecting on Teaching</b>	Domain 3 focuses on teacher self-reflection, a vital metacognitive step in teacher development. The five elements in Domain 3 are divided into two categories: (1) evaluating personal performance and (2) developing and implementing a professional growth plan.
<b>Domain 4: Collegiality and Professionalism</b>	Domain 4 focuses on teacher collegiality and professional behavior. These behaviors are indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish. The six elements in Domain 4 are divided into three categories: (1) promoting a positive environment, (2) promoting exchange of ideas and strategies, and (3) promoting district and school development.

The instructional strategies, models of learning, resources, and materials used to create the Marzano Academy goals will be constantly researched, developed, refined, and improved. Academy teachers will provide a rigorous, relevant environment for students who wish to enrich and/or accelerate their coursework within a highly personalized educational format. The Academy will offer students a small-school environment which combines rigorous instruction and engaging teaching. The Marzano Academy understands that too many students become disaffected and lost within large, traditional school settings and therefore seeks to create an educational option that

<sup>24</sup> Marzano, R. J. & Toth, M. (2013). *Teacher evaluation that makes a difference*. Alexandria, VA: ASCD.

<sup>25</sup> Marzano, R. J. & Toth, M. (2013). *Teacher evaluation that makes a difference*. Alexandria, VA: ASCD.

specifically seeks underserved students for whom traditional school environments have not been effective.

## **TRANSFORMATIONAL CHANGE**

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

The Marzano Academy ensures that educationally disadvantaged students, many of whom are not academically proficient, will progress through the Academy to become academically proficient and productive members of society. Academy students will also become individuals who experience joy and satisfaction in life. In order to develop an academically proficient student with a penchant for life-learning, the Marzano Academy will support *overall* child growth and development, ensuring that a student’s academic social-emotional needs are addressed.

The Marzano Academy will use the Marzano Taxonomy<sup>26</sup> as an instructional model. Some factors which truly set the Marzano Academy apart from other campuses, while still addressing critical SPCSA academic goals, are that the Marzano Academy is designed to ensure students have developed expertise in *systems of thought*. For descriptive purposes, the systems can be catalogued within overarching domains with subdomains. The Marzano Taxonomy will serve as an educational model and method of instructional delivery and serve as a fundamental feature of the Academy. The Model was first proposed in 1999 by Dr. Marzano<sup>27</sup> and has been continuously updated. The Taxonomy was initially developed as a response to the shortcomings of Bloom’s Taxonomy as it relates to standards-based instruction. The Taxonomy, or model of thinking skills, incorporates a wider range of factors that affect how learners think and provides a more research-based method to help teachers improve their students thinking processes.

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

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

A critical program component within the Academy is Marzano’s New Taxonomy, which is made up of four domains, three systems and the knowledge domain (as shown in table 5, page 20), all of which are critical for thinking and learning. The three systems are: (1) the self-system, (2) the metacognitive system, and (3) the cognitive system. When starting a new task, the self-system decides whether to continue the current behavior or engage in the new activity; the metacognitive system sets goals and keeps track of how well they are being achieved. The cognitive system processes all the necessary information, and the knowledge domain provides the content.

A guiding principal within the Academy will be a no-excuses focus on positive academic outcomes. The Academy will use the Marzano High Reliability Schools framework and key elements

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<sup>26</sup> Marzano, R. J., & Kendall, J. S. (2007). *The new taxonomy of educational objectives* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

<sup>27</sup> Marzano, R. J., & Kendal J. S. (1999). *Essential knowledge: The debate over what American students should know*. Aurora, CO: McREL.

to create an educational model that has a strong emphasis in learning academic content. The Marzano Taxonomy will be the vehicle that drives the framework and elements. The High Reliability Schools framework and key elements strongly supports state and national standards instruction, specifically in the areas of English language arts, mathematics, and science. The Marzano Academy will ensure that all students have mastered the critical information and skills in grades K–8 that have been identified in national and state standards documents and in national and state tests.<sup>28</sup>

**Table 5: The Three Systems and Knowledge Domain**

Self-System			
Beliefs About the Importance of Knowledge	Beliefs about Efficacy		Emotions Associated with Knowledge
Metacognitive System			
Specifying Learning Goals	Monitoring the Execution of Knowledge	Monitoring Clarity	Monitoring Accuracy
Cognitive System			
Knowledge Retrieval	Comprehension	Analysis	Knowledge Utilization
Recall Execution	Synthesis Representation	Matching Classifying Error Analysis Generalizing Specifying	Decision Making Problem Solving Experimental Inquiry Investigation
Knowledge Domain			
Information	Mental Procedures	Physical Procedures	

### Knowledge Domain

The knowledge domain contains all the information and skills that we learn from formal education and from our participation in a community. Traditionally, the focus of most teaching and learning has been in the knowledge domain. Learners were assumed to need a significant amount of knowledge before they could think seriously about a subject. Unfortunately, in conventional classrooms, teaching rarely moved beyond the accumulation of knowledge, leaving learners with a mental file cabinet full of facts, most of which were quickly forgotten after a final test. Knowledge is a critical factor in thinking. Without sufficient information about the subject being learned, the other systems have very little to work with and are unable to engineer the learning process successfully. This research defines three categories of knowledge: *information*, *mental procedures*, and *physical procedures*. Simply put, information is the “what” of knowledge and procedures are the “how-to.”

#### **Information**

Information consists of organizing ideas, such as principles and generalizations, and details, such as vocabulary terms and facts. Organizing principles and generalizations are important

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<sup>28</sup> Marzano, R. J., Yanoski, D. C., Hoegh, J. K., & Simms, J. A. (2013). *Using Common Core standards to enhance classroom instruction and assessment*. Bloomington, IN: Marzano Research.

because they allow students to store more information with less effort by placing concepts into categories.

### ***Mental Procedures***

Mental procedures can range from complex processes, such as writing a research essay, to simpler tasks, such as tactics, algorithms, and single rules. Tactics, like reading a map, consist of a set of activities which do not need to be performed in any particular order. Algorithms, like computing long division, follow a strict order which does not vary by situation. Single rules, such as those covering capitalization, are applied individually to specific instances.

### ***Physical Procedures***

The degree to which physical procedures figure into learning varies greatly by subject and learning area. The physical requirements necessary for reading may consist of no more than left-to-right eye movement and the minimal coordination needed to turn a page. Physical and vocational education require extensive and sophisticated physical processes, such as playing tennis or building a piece of furniture. Contributing factors to effective physical processing include strength, balance, manual dexterity, and overall speed of movement. Many of the activities which learners enjoy in their leisure time such as sports or gaming require refined physical procedures.

## **Cognitive System**

The mental processes in the cognitive system take action from the knowledge domain. These processes give students access to the information and procedures in their memory and help them manipulate and use this knowledge. The cognitive system has four components: *knowledge retrieval*, *comprehension*, *analysis*, and *knowledge utilization*. Each process is composed of all the previous processes. Comprehension, for example, requires knowledge retrieval; analysis requires comprehension.

### ***Knowledge Retrieval***

Like the knowledge component of Bloom's Taxonomy, knowledge retrieval involves recalling information from permanent memory. At this level of understanding, students are merely calling up facts, sequences, or processes exactly as they have been stored.

### ***Comprehension***

Comprehension requires identifying what is important to remember and placing that information into appropriate categories. Therefore, the first skill of comprehension, *synthesis*, requires the identification of the most important components of the concept and the deletion of any that are insignificant or extraneous. Of course, what is considered important about a concept depends on the context in which it is learned, so the information that is stored about a topic would vary by situation and learner. Through *representation*, information is organized in categories that make it more efficient to find and use. Graphic organizers, such as maps and charts, encourage this cognitive process.

### ***Analysis***

More complex than simple comprehension, the five cognitive processes in analysis are *matching*, *classifying*, *error analysis*, *generalizing*, and *specifying*. By engaging in these processes, learners can use what they are learning to create new insights and invent ways of using what they have learned in new situations.

### ***Knowledge Utilization***

The final level of cognitive processes addresses the use of knowledge. Processes of using knowledge are especially important components of thinking for project-based learning since they include processes used by people when they want to accomplish a specific task. Decision-making, a cognitive process involves the weighing of options to determine the most appropriate course of action. Problem-solving occurs when an obstacle is encountered on the way to achieving a goal. Sub-skills for this process include identification of and analysis of the problem. Experimental inquiry involves generating hypotheses about physical or psychological phenomena, creating experiments, and analyzing the results. Investigation is similar to experimental inquiry but involves past, present, or future events. Unlike experimental inquiry which has specific rules for evidence based on statistical analysis, investigation requires logical arguments. In an experimental inquiry, students observe and record direct data about phenomena. In an investigation, the information is less direct. It comes from the research and opinions of others through their writings, speaking, and other work.

### **Metacognitive System**

The metacognitive system controls the thinking process and regulates all the other systems. This system sets goals and makes decisions about which information is necessary and which cognitive processes best suit the goal. It then monitors the processes and makes changes as necessary. Research on metacognition, particularly in literacy and mathematics, makes a convincing case that instruction and support in the control and regulation of thinking processes can have a strong impact on achievement.<sup>29</sup>

### **Self-System**

Teachers within the Marzano Academy will create classroom learning environments which foster individual, student academic and cognitive growth. Teachers who help students develop these structures provide students with guidelines in cognitive strategies, even with metacognitive skills. Teachers are often pleasantly surprised to discover that a learner has accomplished a task that they considered to be far too difficult. These situations occur because at the root of all learning is the self-system. This system is comprised of the attitudes, beliefs and feelings that determine an individual's motivation to complete a task. The factors that contribute to motivation are: *importance, efficacy, and emotions.*

#### ***Importance***

When a student is confronted with a learning task, one of his or her first responses is to determine if the task is important. Students will and should ask themselves if it is something the task is something they want or need to learn and what will help them accomplish the task. All of these self-questioning tactics create deep, intrinsic motivation and a desire to learn more.

#### ***Efficacy***

Efficacy, as defined by developer of social learning theory Albert Bandura<sup>30</sup>, refers to people's beliefs about their ability to accomplish a task successfully. Students with a high degree of self-efficacy face challenging tasks head-on, with the belief that they have the resources to be successful.

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<sup>29</sup> Schoenfeld, A. H. (1992). Learning to think mathematically: Problem solving, metacognition, and sense-making in mathematics. In D. Grouws (Ed. & Tran.), *Handbook for research on mathematics teaching and learning* (pp. 334–370). New York: MacMillan.

<sup>30</sup> Bandura, A. (1994). Self-efficacy. In R. J. Corsini (Ed.), *Encyclopedia of psychology* (2nd ed., Vol. 3, pp. 368-369). New York: Wiley.

These learners become deeply engaged in these tasks, persist at working on the task and overcome the challenges. Bandura describes some ways in which learners can develop feelings of self-efficacy. The most powerful way is through successful experiences. The experiences must be neither too difficult nor too easy. Repeated failure undermines self-efficacy, but success at overly simple tasks fails to develop a sense of resilience necessary for persisting at difficult tasks.

### ***Emotions***

Although learners cannot control their emotions related to a learning experience, these feelings have a huge impact on motivation. Effective learners use their metacognitive skills to help them deal with negative emotional responses and take advantage of positive responses.

## **Classroom Examples with Marzano's Taxonomy**

### ***Elementary Example***

Mark is a 4<sup>th</sup> grade student participating in the project, From Sea to Sea, in which he will look at cities in his region and their importance as commercial and trade centers. Mark is motivated almost completely by his emotional response to class activities. He sees little value in typical school-type assignments, but he is a curious boy, and often finds something in the subjects he's studying to interest him. He is a confident learner with a high opinion of his ability to accomplish assigned tasks even though he doesn't always complete them.

Mark is not a lazy boy, but he often flits from one thing to another without following through on plans. His teacher knows her students quite well and realizes that she does not need to spend extra time building-up Mark's sense of efficacy. She also knows that he will easily pick up the cognitive strategies that he needs in order to complete the project. The areas in which he needs the most help are with his emotional responses and metacognition. Since the project allows for some choices, the teacher will help Mark choose a local business that interests him. He is very interested in motorcycles, so she encourages him to do research on that business. She also provides him with checklists of tasks to be accomplished and time for reflecting on his work to develop his metacognitive abilities.

By working with Mark to build-up his metacognitive skills and providing projects that allow him to pursue his interests, his teacher is creating an environment in which he can think deeply about what he is learning. At the same time, she is helping him build skills and strategies that will serve him throughout his life.

### ***Secondary Example***

Jessica is working on the project, Play Ball, a project in which learners study the mathematics of baseball. She prefers her humanities classes like English and world history, and she has no interest in baseball whatsoever. She did, however, decide at an early age that she wanted to be a journalist and knows that she wants to go to a college with an excellent journalism program. Therefore, she sees the work she does in her math class as important because it helps her achieve her goal of getting into a good college even though it is not particularly interesting to her.

Jessica is a high-achiever, but she is not as good in math as she is in writing, and so she's a bit reluctant to get too engaged in the project for fear she will disappoint herself and others. Since her teacher knows this about her, she makes sure that Jessica has the prerequisite skills and knowledge and gives her lots of encouragement. When Jessica's self-system has provided her the motivation to learn, her other systems can take charge of her learning process.

Jessica begins the project by learning the definitions of some basic vocabulary words. As she works through the project, the teacher gives guidelines that support her learning through the different systems. When she is asked to compare different players' statistics, the teacher models the kinds of matching she needs to do, and when she reaches the point of the project where she chooses an aspect of baseball to research further, the teacher gives her some support in decision making.

To encourage metacognitive thinking, the teacher schedules small-group reflection sessions at critical points in the project and Jessica writes in her journal reflecting on how her work is going. By addressing all the systems as well as the knowledge domain, Jessica's geometry teacher increases the likelihood that Jessica will develop higher-order thinking skills in mathematics and that she will be able to apply what she has learned in new situations.

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

The Marzano Academy's proposed framework (Marzano High Reliability Schools framework), instructional elements (Marzano key elements) and instructional methodology (Marzano Taxonomy) are the critical education-research components of the Academy. These fundamental features are supported by decades of educational research and practice. Additionally, the Academy will use these research-based strategies because they are continuously reviewed and modified. These strategies are currently used in schools throughout the world. At the time of this application submission, 31 schools and two large school districts in the U.S. are currently certified as Marzano High Reliability Schools. These schools and school districts are in various levels of their High Reliability Schools framework certification, from initial to full HRS certification.

The development of Marzano High Reliability Schools (HRS) has spawned a new research division within Marzano Research. The schools have a progressive of system of certification which is reviewed by research analysts and progress toward complete certification is reviewed and monitored by educational practitioners and research experts. Schools who participate in the HRS process (as is proposed for the Marzano Academy) are consistently reviewed by teams of educational experts. The process to become a fully certified HRS is rigorous, peer reviewed and supported by the network of participating schools. The HRS levels listed below have positively affected the academic performance of students within participating HRS schools.

- Level 1: Safe and Collaborative Culture
- Level 2: Effective Teaching in Every Classroom
- Level 3: Guaranteed and Viable Curriculum
- Level 4: Standards-Referenced Reporting
- Level 5: Competency-Based Education

In addition to research gathered by HRS practitioners, the educational elements (key instructional elements) and the Marzano Taxonomy are also supported by peer-reviewed research. Baxter and colleagues,<sup>31</sup> in examining school leaders who participated in effective leadership development programs, suggested that these programs positively affected academic outcomes within their schools. Leaders who experienced preparation activities, including activities that gave them practice leading diverse individuals to shared outcomes articulated how preparation influenced the development of communitarian leadership skill, including relationship-building, communication, and values-identification. Communitarian leadership, which includes leadership

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<sup>31</sup> Baxter, V., Thessin, R., & Clayton, J. (2014). Communitarian leadership practice acquisition in educational leadership preparation. *International Journal of Educational Leadership Preparation*, 9(2), 10–27.

actions linked to improved school-level outcomes<sup>32</sup>, has utility as a framework for developing aspiring principals through formal preparation programs.

The Marzano Taxonomy is extensively peer reviewed within educational research. As Colley and colleagues<sup>33</sup> noted in their review of the Marzano Taxonomy, thinking critically must be a focus of education in order to provide the intellectual training for its students to participate in this world. The High Reliability Schools framework, the key elements (instruction) and the instructional model (the Marzano Taxonomy) created by Dr. Marzano are all research-based and peer-reviewed. Additionally, these educational models are not static. They are constantly researched, refined, and updated. The Marzano Academy will reap the benefits of decades of educational expertise and have an entire research organization to support its mission and vision.

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

The Marzano Academy will drive student progress and achievement levels, including those students who are academically deficient, through consistent application of practice and research-based educational strategies, developed by world-renowned educator Dr. Marzano and the supporting team of researchers and analysts at Marzano Research. The Marzano Academy will use the High Reliability Schools framework as the foundational platform for school development, developed by Dr. Marzano and researchers at Marzano Research.

The Academy will use a guaranteed and viable curriculum to support level 3 of the HRS framework. The Academy will serve underserved students. This goal will remain constant. However, researchers and analysts from Marzano Research will closely examine the community (once a building and or land is secured) and assist with proposing exact curricula. This will ensure that materials used in the classroom accurately reflect the needs of the local community. HRS level 4, standards-based reporting, will assist the Academy's teaching staff with identifying accomplishments and gaps in learning. Teachers will be able to quickly remediate learning and prevent students who may already be academically deficient from falling behind. HRS level 5, competency-based education, is a commitment to working with students on an individual level. Indicators within Level 5 suggest student academic success is derived from individualization and direct forms of instruction. Teachers will support individualized forms of instruction using blended instruction, classroom-based and digitally accessed, when situationally applicable.

The Marzano Academy will institute systems and structures which are practice- and research-based and that are specifically designed to work effectively with students who are academically deficient and from academically underserved communities. The systems and structures proposed in this application will drive academic achievement. The Marzano Academy has successful examples of schools using these systems and structures (HRS, key elements, and the Marzano Taxonomy), with positive academic results.<sup>34</sup>

## **CURRICULUM AND INSTRUCTIONAL DESIGN**

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

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<sup>32</sup> Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

<sup>33</sup> Colley, B. M., Bilics, A. R., Lerch, C. M. (2012). Reflection: A key component to thinking critically. *Canadian Journal for the Scholarship of Teaching and Learning*, 3(1), article 2.

<sup>34</sup> Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom*. Bloomington, IN: Marzano Research.

The Marzano Academy will ensure the school develops and adopts a program of study that is compliant with NRS 386.550 and adheres to the academic course-of-study parameters outlined in NRS 389.018. The proposed calendar for the school will have the same number of instructional days as traditional schools within the area and the school will adopt an annual calendar that is consistent with local, surrounding public schools. The Marzano Academy recognizes that parents may be sending their children to more than one school; therefore, the Academy does not wish to disproportionately or negatively impact a family by having one child on a completely different school calendar.

The Marzano Academy will begin as a kindergarten through fifth-grade campus for the first three years. Beginning in year four, the school will matriculate existing students and begin adding a sixth, seventh and eighth grade class. Given that the Marzano Academy will begin serving students at the elementary grade levels, the Academy will develop a superior educational foundation so students can successfully matriculate toward high school completion and beyond (NRS 389.018). The Marzano Academy will create a superior educational foundation in English language arts to include instruction in reading, writing and composition, mathematics, science, technology, and social studies with emphasis in history, geography, governments, and economics. The elementary through middle school educational program will provide a sound, foundational program so that Marzano Academy students are prepared for the rigors and academic subjects of high school and students are prepared for their college or career aspirations.

The research team at Marzano Research has connected each Nevada Academic Content Standard with the appropriate grade and subject topic for the school’s academic program. The example listed below is a model framework for the kindergarten academic content topics as they directly correlate to Nevada’s Academic Content Standards. The academic research team at Marzano Research has correlated each Nevada Academic Content Standard with grade and subject topics. However, the representation is voluminous, it would far exceed the limits of this application. The complete crosswalk is available upon request. Tables 6, 7 (page 27), and 8 (page 27) show examples of subject-standard crosswalks within one grade.

**Table 6: Kindergarten Math Crosswalk**

Measurement Topic	Nevada Standards
<b>Number Concepts</b>	K.CC.1, K.CC.2, K.CC.3
<b>Position and Ordering</b>	K.CC.4, K.CC.5
<b>Equality</b>	K.OA.3, K.OA.4, K.NBT.1
<b>Patterns and Comparisons</b>	K.CC.6, K.CC.7
<b>Addition</b>	K.OA.2, K.OA.5
<b>Subtraction</b>	K.OA.2, K.OA.5
<b>Representing Problems</b>	K.OA.1
<b>Time and Temperature</b>	Note: We used additional standards from <i>Making Standards Useful</i> <sup>35</sup> in our analysis. These skills were included in that set of standards, so they are included here although they don’t align with the kindergarten NV standards.
<b>The Concept of Measurement</b>	K.MD.1, K.MD.2, K.MD.3
<b>Shapes</b>	K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6

<sup>35</sup> Marzano, R. J., & Haystead, M. (2008). *Making standards useful in the classroom*. Alexandria, VA: ASCD.

**Table 7: Kindergarten English Language Arts Crosswalk**

Measurement Topic	Nevada Standards
Phonics	RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d
Print Concepts	RL.K.7, RI.K.7, RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d
Analyzing Text Organization	RL.K.5, RL.K.6, RI.K.5, RI.K.6,
Main Idea	RI.K.1, RI.K.2, RI.K.8, RF.K.4
Analyzing Narratives	RI.K.3, W.K.7
Comparing Texts	RL.K.9, RI.K.9
Analyzing Words	RL.K.4, RI.K.4
Printing	CCR. Production and Distribution of Writing. 4
Summarizing	RL.K.1, RL.K.2, RL.K.3
Sentence Structure	CCR. Production and Distribution of Writing. 4
Generating Claims	W.K.1, W.K.2, W.K.3
Generating Narratives	W.K.6, W.K.8
Using Words	W.K.5, RF.K.2a
Capitalization, Punctuation	RF.K.1d, CCR. Production and Distribution of Writing. 4

**Table 8: Kindergarten Science Crosswalk**

Measurement Topic	Nevada Standards
Force and Motion	K-PS2-1, K-PS2-2
The Sun	K-PS3-1, K-PS3-2
Organisms	K-LS1-1, K-ESS2-2
Ecosystems	K-LS1-1, K-ESS2-2, K-ESS3-1, K-ESS3-3
Weather	K-ESS2-1, K-ESS3-2
Problem Solving	K-2-ETS1-1, K-2-ETS1-2
Engineering	K-2-ETS1-3
Water	K-ESS3-1, K-ESS3-3
Light	K-PS3-1, K-PS3-2
Gravity	K-PS2-1

As previously mentioned, the Marzano Academy is a unique collaboration between the Academy’s leadership and Marzano Research, a national-level educational research organization. Therefore, the school’s curriculum will foundationally support Nevada’s educational standards as well as incorporate elements of “what works” from a national perspective. The major subject areas will be organized into topics that are drawn from Nevada and national standards documents, specifically, the topics for English language arts, mathematics, and science are derived from the Critical Concepts study conducted at Marzano Research.<sup>36</sup>

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

<sup>36</sup> Simms, J. A. (2016). *The critical concepts (draft version 2.0)*. Centennial, CO: Marzano Research.

With respect to instructional strategies, the Marzano Academy will adopt and use Dr. Marzano's nine essential instructional strategies as the school's (that is, teachers') method to deliver classroom instruction.<sup>37</sup> Dr. Marzano's nine essential instructional strategies is currently used as a foundational lesson plan structure in classrooms throughout the United States. This set of instructional strategies is often adopted by schools and districts as their preferred, research-based, instructional structure and it is quite often used as the basis for teacher evaluation systems within the same schools and districts. It is important to note, however, that these nine strategies will be embedded in a much more robust framework called *The Art and Science of Teaching* (see table 10, page 33). Thus, the instructional focus in the school will be concrete and sharp yet robust enough to expose teachers to a wide variety of strategies that meet a wide variety of needs in students.

The nine instructional strategies are: (1) identifying similarities and differences, (2) summarizing and note taking, (3) reinforcing effort and providing recognition, (4) homework and practice, (5) nonlinguistic representations, (6) cooperative learning, (7) setting objectives and providing feedback, (8) generating and testing hypotheses, and (9) cues, questions, and advanced organizers. These categories are intentionally quite broad. For example, the category of cues, questions, and advanced organizers combines at least three independent but related types of instructional strategies. The Marzano Academy recognizes that Marzano Research continues to collect and analyze school data on the use of these strategies. These strategies are referred to as "high-probability" strategies because they are instructional strategies that have a high probability of enhancing student achievement.

The nine essential instructional strategies have been in use throughout the United States for more than a decade. They are often a bedrock of state, district, and school educational instructional strategy training and pedagogical development. The Academy will utilize the instructional strategy model and also work with researchers and analysts from Marzano Research to update and modify the elements. In detail, the instructional strategies and their component examples are:

### **Identifying Similarities and Differences**

This helps students understand more complex problems by analyzing them in a simpler way. For example, teachers might:

- Use Venn diagrams or charts to compare and classify items.
- Engage students in comparing, classifying, and creating metaphors and analogies.

### **Summarizing and Note-Taking**

This promotes comprehension because students have to analyze what is important and what is not important and put it in their own words. For example, teachers might:

- Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc.
- Provide a basic outline for note-taking, having students fill in pertinent information.

### **Reinforcing Effort and Providing Recognition**

This shows the connection between effort and achievement, helps students see the importance of effort, and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard. For example, teachers might:

- Share stories about people who succeeded by not giving up.

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<sup>37</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

- Find ways to personalize recognition. Give awards for individual accomplishments.
- "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

### **Homework and Practice**

This provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments. For example, teachers might:

- Establish a homework policy with a specific schedule and time parameters.
- Vary feedback methods to maximize its effectiveness.
- Focus practice and homework on difficult concepts.

### **Nonlinguistic Representations**

This has recently been proven to stimulate and increase brain activity. For example, teachers might:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

### **Cooperative Learning**

This has been proven to have a positive impact on overall learning. Note: Groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner. For example, teachers might:

- Group students according to factors such as common interests or experiences.
- Vary group sizes and mixes.
- Focus on positive interdependence, social skills, face-to-face interaction, and individual and group accountability.

### **Setting Objectives and Providing Feedback**

This provides students with direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied. For example, teachers might:

- Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
- Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.
- Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

### **Generating and Testing Hypotheses**

Both inductive and deductive reasoning can help students understand and relate to the material. For example, teachers might:

- Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
- Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

### **Cues, Questions, and Advanced Organizers**

This helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson. For example, teachers might:

- Pause briefly after asking a question to give students time to answer with more depth.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

In order for the school to achieve high levels of teacher cooperation with these instructional strategies, the Academy will ensure that these strategies are part of a teacher's professional development plan and subsequent evaluation plan. Consistency is critical when establishing not only what will be taught, but how it will be taught. A highly effective school (e.g., a high reliability school) will have a common language of instruction and a way to talk about instruction that's shared by everyone in the school. That common language of instruction should be comprehensive and robust. It should involve segments that address broad areas: content lessons, routines, and things that occur in class that must be addressed on the spot.

Academy leadership and teaching staff will learn how strategies manifest in the classroom. When this is the perspective, administrators and supervisors aren't the only ones who observe classrooms. Indeed, they aren't even the most important ones involved in making observations. Rather, teams of teachers should observe classes, using the language of instruction as the framework for their observations. As a result of their observations, they may provide the observed teacher with comments summarizing what they saw. More important, members of the observing group gather to debrief on their experiences. Typically, this involves the observer teachers comparing how they saw other teachers using a particular strategy with how they use the same strategy in their classrooms. The emphasis is on the observer teachers using the information gleaned from their observations to reflect on their own practice.<sup>38</sup>

At the Marzano Academy, the school leader will work with professional development researchers at Marzano Research to create a school-specific professional development support protocol for the school's teaching staff. At a foundational level, the school's teachers will be trained in developing the foundations for a Marzano High Reliability School (HRS), the Marzano key elements for high reliability schools, the Marzano Taxonomy and the nine essential instructional elements. The nine essential instructional elements will serve as the basis for effective classroom lesson planning and will also serve as models for teacher evaluations.

A hallmark of proper teacher evaluation lies within meaningful feedback opportunities. Therefore, the Academy's leader, in supervising a teacher's performance, will provide opportunities for focused feedback and practice. Additionally, the Marzano Academy teacher professional development model differs from many others in that it allows teachers to select the specific strategies they want to improve on throughout the year. Dr. Marzano has stated that teacher evaluations and feedback can be based on teacher self-perception data, in which teachers rate themselves on rubrics using teacher self-observation data. Teachers watch videos of themselves teaching and gather observation data from peers, coaches, and supervisors and that outside

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<sup>38</sup> Marzano, R. J. (2009). *Designing & teaching learning goals & objectives*. Bloomington, IN: Marzano Research.

observations can be done in several ways, including classroom walk-throughs, comprehensive observations, and student surveys.

Teachers are more open to critique if it is on a skill they have isolated. The Academy will give teachers opportunities for observing and discussing effective teaching. The school leader will use instructional rounds or learning walks as part of a teacher’s professional development experience. Teachers will also observe other teachers’ classrooms. The goal is for teachers to compare and contrast what they see to what they are doing with their own students. Teachers can also observe and discuss good teaching through coaching, watching expert videos, participating in teacher-led professional development, and engaging in virtual communities.<sup>39</sup>

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

The Academy’s approach to student remediation will be based upon teachers closely monitoring all student academic performance through a subject/task with the Marzano proficiency scale. Each instructional topic can and will be articulated in the form of a proficiency scale. To illustrate, consider the proficiency scale in table 9.

**Table 9: Proficiency Scale for Analyzing Point of View**

4.0	The student will: <ul style="list-style-type: none"> <li>Evaluate how conflicting or different points of view in a text further develop the author’s purpose. (for example, evaluate how Julius Lester’s use of multiple points of view in <i>Day of Tears</i> contributes to the book’s purposes as a piece of historical fiction and shapes the way the reader understands the events in the story.)</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: <b>APVP1—Identify the point of view in a text</b> (for example, describe how the ways Sojourner Truth characterizes herself and alludes to the Bible reveal her point of view in her speech “Ain’t I a Woman?”).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<b>APVP1</b> —The student will recognize or recall specific vocabulary (for example, point of view, author, perspective, allusion, quote, reference, first person, second person, third person, narrator, main character) and perform basic processes such as: <ul style="list-style-type: none"> <li>Describe the difference between an author, a character, and a narrator.</li> <li>Create a graphic organizer comparing the first, second, and third person points of view.</li> <li>Explain whether the point of view of the text is the author’s or a character’s.</li> <li>Annotate quotes, allusions, or references to outside sources or texts.</li> <li>Annotate sections that describe the author’s, main characters, or narrator’s background or life experiences.</li> <li>Describe what details or opinions appear to be missing from the text.</li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

<sup>39</sup> Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

The proficiency scale contains three levels of explicit content and five levels of performance. Score 3.0 on the scale articulates the expected knowledge and skill that demonstrates proficiency; score 2.0 articulates the simpler or more basic content relative to the topic that will be presented to students and is foundational to the score 3.0 content. Score 4.0 content represents inferences and applications that go beyond proficiency. In addition to these three levels of explicit content, each proficiency scale contains the score of 1.0 which indicates that a student cannot independently demonstrate competence for some of the score 2.0 and 3.0 content, but can do so with help. Score 0.0 indicates that even with help, the student cannot demonstrate competence with any of the content.

Since every topic, at every grade level, will be articulated as a proficiency scale, students are always aware of their status on each topic and what they need to address in order to move to the next level of performance on each scale. By definition, each scale provides guidance as to what needs to be presented to students and what needs to be practiced. Therefore, the proficiency scales represent an instructional plan. Each child's teacher is in charge of their respective students' proficiency scales and subsequent instructional plans. These scales and plans will be updated daily, weekly and quarterly. Teachers can, in real-time, show parents their child's proficiency scale and describe the instructional plan to remediate specific objectives. Score 2.0 content typically requires direct instruction, score 3.0 content typically requires practicing skills and processes to a level of automaticity and deepening understanding of information, and score 4.0 content typically requires the application of knowledge.

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

The instructional model that will be used by teachers is from *The Art and Science of Teaching*.<sup>40</sup> It is depicted in table 10 (page 33).

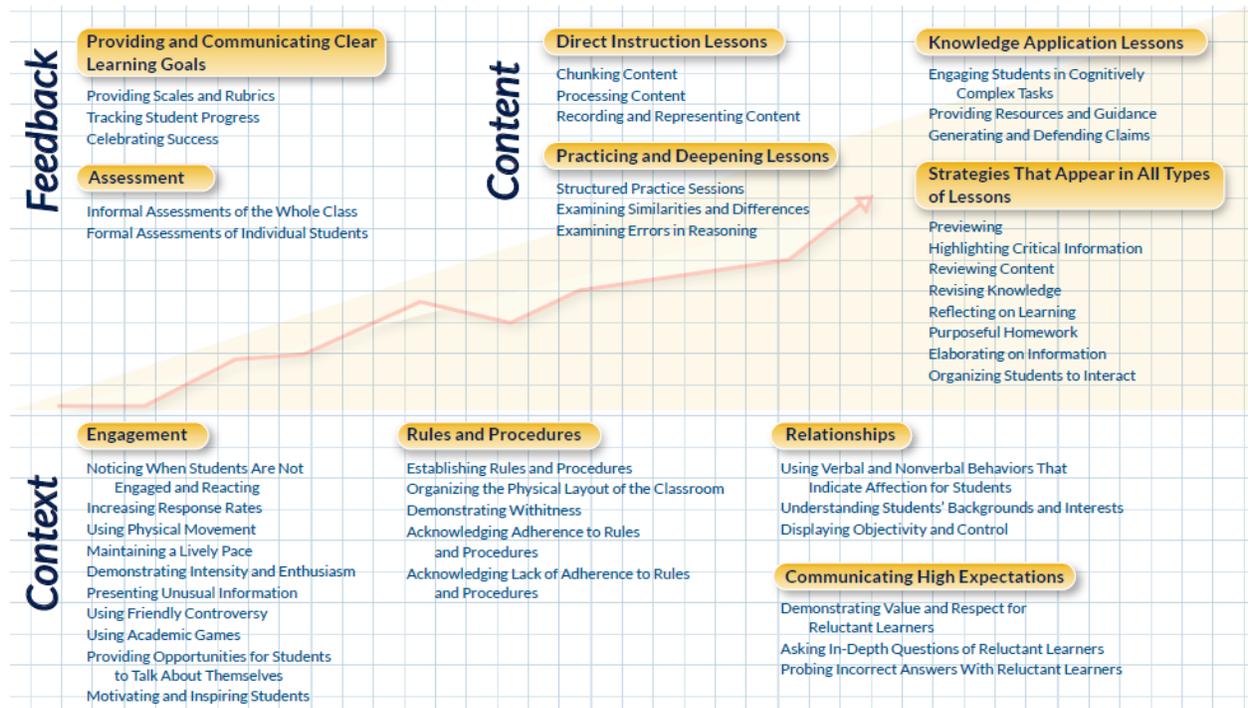
The three types of instructional approaches that are inherent in score 2.0, 3.0, and 4.0 content are direct instruction, practicing and deepening knowledge, and applying knowledge. The teaching staff of the Marzano Academy will use subject-based proficiency scales as method to identify student successes and areas for improvement.

The methods for identifying student success, accomplishments and required areas of improvement will be identified through consistent application of the teacher's subject matter proficiency scales. The proficiency scales also serve as a research-based method for Child Find, an identification step in the process to identify and monitor students who may be at-risk. Parents, who will be an integral part of the communication process for the Marzano Academy, will be consistently provided with student academic progress updates vis-à-vis their subject matter proficiency scales. Parent's will have an in-depth level of feedback regarding their son's or daughter's academic performance. Individual student achievement reporting will be current and on demand. The methods and structures to identify and rate student performance can be electronically catalogued and linked to assessment software platforms.

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<sup>40</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

**Table 10: The Art and Science of Teaching Framework**



The Marzano Academy will serve all students. As previously indicated, the Academy’s objective is to serve students who are from academically underserved communities and may have academic deficiencies. The Academy is prepared to serve all students with an academically highly effective framework (the Marzano High Reliability Schools framework) and highly effective instructional methods (Marzano key elements, Taxonomy, and essential instructional strategies). Combined, these strategies and framework allow teachers to individually serve students with high-quality instruction designed to improve the academic performance of all students; no excuses.

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

Marzano Academy teachers, by using their subject-matter proficiency scales, will closely monitor each student’s relative academic achievement. Through this monitoring process, Marzano Academy teachers can identify students who may need academic remediation or, conversely, if a student demonstrates superior academic proficiency, he or she will be provided with enrichment alternatives. Teachers will have the ability to tailor or individual instruction based upon a student’s subject mastery according to his or her proficiency scale. Teachers who identify students as intellectually gifted will use the Marzano nine essential instructional strategies to create enrichment activities for intellectually advanced students. For example; a teacher using generating and testing hypotheses could request that her gifted students predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed, and with this premise write a compare and contrast essay on the differences. Or kinesthetically, a teacher could ask students to build something using limited resources and generate questions and hypotheses about what may or may not work.

Teachers within the Academy will also have access to high-quality enrichment materials. The Academy intends to partner with online educational content providers (selection has not been awarded yet) who will provide educational content for students who benefit from enrichment activities and those who need additional content as a means of sustained practice for academic remediation. When appropriate, if a student demonstrates superior academic performance and topic knowledge, that student may be provided with enrichment material to supplement his or her advanced learning.

Students matriculate through the Marzano Academy at a pace that is appropriate and commensurate with their learning. Students will not be retained. While retention is an impassioned research topic within education, the Academy, given the proposed academic supports in place for students, will not retain students and retention is not an appropriate means for remediating student academic deficiencies.

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

As a reiteration of key element 3 (page 6), students will move through the content at their own pace. In a traditional school, students move on to new content in a given subject area at a given grade level only when the teacher moves to the content. At the Marzano Academy, students will move as quickly or slowly through the content as is dictated by their level of background knowledge and development in the subject area. Once a student has demonstrated subject mastery according to their success within their subject matter proficiency scale and meets the standards, he or she is eligible to matriculate and progress toward grade-level articulation.

As previously mentioned in key element 6 (page 6), teachers have a shared responsibility for student success. While students will be assigned to a specific teacher for a particular subject at a particular grade level, every teacher will be responsible for the success of every student in the Academy. This will manifest as students being able work with any teacher who is qualified in a given subject area to verify a particular student’s proficiency on any topic. Time during the day will be set aside for students to work with peers or teachers to whom they have not been officially assigned to work on topics that are problematic to them. Therefore, academic remediation will be constant and consistent. Teachers will know, by reflecting on their students’ proficiency scale scores, who understands topics and who may need additional assistance. Using the concept of shared responsibility, teachers, as part of the school’s communication plan, will update parents and community members on how students are progressing through the curricula.

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

Parents will receive consistent communication regarding their child’s academic performance and community stakeholders, as part of the High Reliability Schools framework, will be notified (using appropriate non-disclosure of personnel information methods) of the school’s yield or progress toward state-mandated goals. Students, according to their instructional plan and based upon their achievement within their proficiency scales, will matriculate through the Academy by mastering subjects at each level. Students’ proficiency scales and instructional plans can be accessed by teachers and parents on a daily, weekly, and quarterly basis to provide consistent, timely information to caregivers and stakeholders. Students will vertically matriculate, one grade level per academic year. Given how diligently student performance will be monitored and the presence of built-in extra learning time during the instructional day, the Marzano Academy will not retain students.

## **PROGRAMS OF DISTANCE EDUCATION**

Not applicable. The proposed Marzano Academy is not a distance learning program.

## **PRE-KINDERGARTEN PROGRAMS**

Not applicable. This grade-level is not served within the proposed school and educational model.

## **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS**

Not applicable. This grade-level is not served within the proposed educational model.

## **DRIVING FOR RESULTS**

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

The Academy will ensure that educationally disadvantaged students who progress through the Academy not only become academically proficient, but that they are also individuals who experience joy and satisfaction in life and strive to create a world where all have access to these outcomes. Given that the Academy is new and will be collecting data in its first year of operation, Academy leadership and its teachers will be using a variety of screening assessment methods as students enroll to establish baselines for effective instruction. During the first year of operation, teachers will be constantly monitoring and adjusting their instruction.

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

As mentioned in the Academic Plan section, innovative methods of teaching will be a foundational principle within the Marzano Academy. Great teaching equals great results. The Academy's exceptionally well-trained and supported teaching staff will increase student academic achievement. To that the end, the following academic goals are enumerated for the Academy: (Author's Note: At the time this application is being completed, Nevada changed their state achievement assessment. Therefore, there will be confounding variables impacting goal setting such as: permanent school-site selection is not solidified, which will impact population subgroups; the state's assessment is new; assessment procedures are new; results are interpreted differently from the previous state exam; baselines for new SBAC administrations vary significantly across the consortium; comparison to prior school scores and subpopulation scores are problematic.)

**(2a) Describe your presumed baseline and explain how it was set.**

Academic Proficiency Goal 1: English Language Arts:

- Assessment: SBAC English Language Arts Assessment, grades 3–5
- Frequency: The State exam will be administered once per academic year.
- Frequency (2): The SBAC consortium has interim assessments aligned to support annual, summative assessment administrations; these assessments may be used as interim, benchmarking guides.
- Status Measure of Achievement Goal: Given the annual administration of the State ELA exam, 50% of grade 3–5 students will Meet or Exceed the defined reporting achievement

level descriptor, in ELA, during their initial administration in SY 2017–2018. (Given that the assessment is currently new in Nevada, the achievement percentage was calculated using scores across the SBAC consortium, with commensurate grade levels, and calculating an average level of ELA performance.)

- Growth Measure of Achievement Goal: Given the annual administration of the State ELA exam, over a three-year period, 70% of grades 3–5 students will Meet or Exceed the reporting achievement level descriptor. (The achievement percentage was calculated based upon the hypothetical percentage of students moving out of Nearly Met to Met and an additional percentage of students [overtime] moving out of Met to Exceeds. The goal within 5 years, will be, 80%-90% achieving Met or Exceed, in ELA.)

Academic Proficiency Goal 1: Mathematics:

- Assessment: SBAC Math Assessment, grades 3–5
- Frequency: The State exam will be administered once per academic year.
- Frequency (2): The SBAC consortium has interim assessments aligned to support annual, summative assessment administrations; these assessments may be used as interim, benchmarking guides.
- Status Measure of Achievement Goal: Given the annual administration of the State Math assessment, 45% of grade 3–5 students will Meet or Exceed the defined reporting achievement level descriptor, in Math, during their initial administration in SY 2017–2018. (Given that the assessment is currently new in Nevada, the achievement percentage was calculated using scores across the SBAC consortium, with commensurate grade levels, and calculating an average level of Math performance.)
- Growth Measure of Achievement Goal: Given the annual administration of the State Math assessment, over a three-year period, 65% of grades 3–5 students will Meet or Exceed the reporting achievement level descriptor. (The achievement percentage was calculated based upon the hypothetical percentage of students moving out of Nearly Met to Met and an additional percentage of students [overtime] moving out of Met to Exceeds. The goal within 5 years, will be, 75–85% achieving Met or Exceed, in Math.)

**(2b) Articulate how the organization will measure and evaluate academic progress—of individual students, student cohorts, sub-groups, and the entire school—throughout the school year, at the end of the academic year, and for the first three years of operation.**

The Academy will use a robust data collection system, a CSV data collection protocol, that is interoperable with the state-mandated student information system (SIS). Student data reporting will be disaggregated data by domains, within an overall Academy Accountability Report. Student State Achievement, Interim Assessment Achievement, Attendance/Truancy and Discipline will be disaggregated by demographics—Gender, Race/Ethnicity, ELL, and Disabling Condition. The disaggregation of this critical data will allow school leadership and teachers to identify achievement gaps between student populations, whole-school performance and average state performance. Academy staff, using this vital information, will develop intervention plans to close demographic gaps (gender, race) and gaps relative to the performance of students with disabilities and English language learners. The Academy is actively searching for a proprietary software platform for the campus. There are school SIS, data, assessment and content platforms which are interoperable and allow for the seamless collection, storing, and management of student data. The Academy would like to move past silos of information collection and management, to a unified system of data management. An added benefit to interoperable student data platforms is that real-time information can be generated through school, classroom, and student dashboards. School leaders and teachers can instantly retrieve any and all available student, class, or school data and use this

information to make on-demand intervention protocols. Currently, Dell and Amazon lead the way in designing these interoperable data systems. At this time, the Academy has not selected their system.

**Table 11: Growth Goals**

Goal	Evaluation Tool and Frequency	Baseline	2017–2018	2018–2019	2019–2020
<b>Growth Measure of Achievement Goal: Given the annual administration of the State ELA exam, over a three-year period, 70% of grades 3–5 students will Meet or Exceed the reporting achievement level descriptor.</b>	SBAC ELA, descriptor, Annually for a three-year period.	50%	50%	60%	70%
<b>Growth Measure of Achievement Goal: Given the annual administration of the State Math assessment, over a three-year period, 65% of grades 3–5 students will Meet or Exceed the reporting achievement level descriptor</b>	SBAC Math, descriptor, Annually for a three-year period.	45%	45%	55%	65%

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

Instruction is continually informed by assessment of student learning through intentional and ongoing formative assessment practices (interim assessments) to determine progress toward mastery, and summative assessments to measure mastery (assessments of learning). Students receive feedback and guidance to develop understanding of their performance, improve their achievement, monitor their progress, and identify goals for learning. Common assessments derived from our standard-based proficiency scales will be used as these interim assessments to monitor student performance and continually inform instruction at the Marzano Academy.

**(3a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?**

The Marzano Academy, as a user of the Marzano High Reliability Schools framework, will mandate that teachers use the standards-referenced report card described in the Academic Plan section (table 1, page 14). This is a finely tuned instrument to highlight student successes and areas in need of improvement. The report card is an invaluable tool for monitoring student progress and as an overall check for understanding. It is available electronically and the Academy will seek to have this reporting feature placed in the teacher’s student dashboard.

**(3b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school’s curriculum, performance goals for the school and the SPCSA, and state standards.**

The Marzano Academy will use SBAC interim assessments which are aligned with the State’s annual assessment (SBAC). The SBAC interim assessments are free, they are easy to administer, and results are consistent with annual SBAC goals. Therefore, teachers can measure student academic achievement progress in ELA and math throughout the academic year. Additionally, the Academy is

reviewing proprietary online, on-demand interim assessments which support SBAC; one example would be the Acuity system by McGraw-Hill. There are other screening assessments like the Degrees of Reading Power or STAR, which support ELA progress within the Common Core.

**(3c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.**

The simple act of a teacher asking a question and students raising their hands is an assessment. Assessment, whether officially labeled or not (interim, formative, summative), is an integral part of the Academy’s classroom experience. The key to student success is real-time, accurate measurement and the ability to respond to knowledge deficits quickly and efficiently. Responding to knowledge deficits may be referred to as *corrective action(s)*. In the Marzano Academy, the teacher’s skill, knowledge, and decision-making power are vital for successful interventions. The Academy’s teachers are the ultimate force against academic underperformance. Tools such as digital, on-demand assessments that link to content are part of their skill set. Given that teachers use the standards-referenced report card to determine subject-matter mastery, there are daily opportunities for subject matter redirection. The Marzano Academy will establish extra time in the daily schedule to remediate academic performance every day. No one falls behind. No excuses.

**(3d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?**

Interim assessments will be used periodically as a check to see how on-track the school is to meet their desired annual ELA and math goals. The Academy will use a combination of screening assessments when new students arrive, daily summative assessments for all Academy students, and periodic interim assessments which are aligned to the State’s annual assessment. The Academy will use the interim assessment resources offered by SBAC. SBAC currently has two interim assessment options which can be used throughout the academic year: (1) the Interim Comprehensive Assessment and (2) the Interim Block Assessment. The Academy will use the Interim Block Assessments (IBAs) to focus on smaller sets of targets and more flexibly support instruction. Additionally, the Academy is previewing proprietary interim assessments aligned with the SBAC.

**(3e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school’s first year with students. You may add or delete rows as needed.**

**Table 12: Interim Assessments**

Goal	Assessment	Q1	Q2	Q3	Q4
Given the SBAC-IAB, ELA, grade 3-5, 2% of the student population will improve by from, at/near standard to above standard	SBAC-Interim Assessment Blocks, ELA	50% above	52%	54%	56%
Given the SBAC-IAB, Math, grade 3-5, 2% of the student population will improve from, at/near standard to above standard	SBAC Interim Assessment Blocks, Math	45% above	47%	49%	50%

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

The Academy will implement an interoperable data platform that links the SIS, achievement, demographic, and curriculum content to create school, class, and student-performance dashboards. Currently there are big-data companies creating this new type of platform for schools. The Academy is vetting which one to pursue. The goal is to have data on-demand, so that curricular interventions can be crafted in real-time. This type of data analysis will replace traditional educational data silos where data was housed in separate Excel files throughout a campus. Interoperable data solutions will collect, store, and manage student data, enabling teachers to retrieve all manner of student data.

## **AT RISK AND SPECIAL POPULATIONS**

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

The Marzano Academy will define “at-risk” students along two research-based dimensions. The definitions of these dimensions are explained, in detail, later in this response. It is important that all aspects of at-risk behavior are considered in order to properly serve educationally disadvantaged students. Many students from academically underserved communities may, by some research definitions, be deemed, academically “at-risk.” Irrespective of this label, the Marzano Academy will actively seek students from educationally disadvantaged communities and Academy staff will not deny enrollment to any student based on a student’s ability level or prior academic experience.

The Marzano Academy will employ active Child Find procedures and actively search for key enrollment indicators for students with unique educational needs. The Academy staff will employ whole-student methods and procedures to examine enrollment documentation, interview parents, and conduct interviews with students (when age appropriate). These protocols will be used to determine if a student requires additional remediation resources or if a student previously qualified for special education services. Upon enrollment, school staff will immediately notify the grade level–appropriate special education teacher if a student enrolls with prior or active IDEA or Section 504 documentation.

Some students may enroll in the Academy without a labeling condition, yet have a history of academic or social struggles. In order for all students to academically and socially thrive, the Academy will actively work with all at-risk students, so that their unique educational needs are not overlooked. Therefore, the Academy will operationally define “at-risk” students along two dimensions: (1) background knowledge and (2) mindset.

First, background knowledge is the amount of general knowledge a student has gleaned from his or her extra-school environment. Background knowledge is strongly correlated with student achievement<sup>41</sup> and heavily influenced by home environment. Simply stated, students who come from financially advantaged backgrounds acquire more background knowledge because they have access to more and varied experiences. This disparity in background knowledge manifests as vocabulary development.

At the Marzano Academy, disparity in background knowledge will be addressed by ensuring that all students are functionally familiar with the basic terms and concepts in the English language. Specifically, in the book *Teaching Basic and Advanced Vocabulary*, Marzano<sup>42</sup> identified 2,800 terms that constitute the basic concepts that all students should understand to be successful in K–12

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<sup>41</sup> Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: ASCD.

<sup>42</sup> Marzano, R. J. (2010). *Teaching basic and advanced vocabulary: A framework for direct instruction*. Boston: Heinle.

education. Consequently, the Marzano Academy will screen all students to ensure they know the terms that relate to these basic concepts and provide targeted instruction for those students lacking in this area.

The second aspect of addressing the needs of at-risk students is through the concept of *mental set*. Carolyn Dweck<sup>43</sup> described two mindsets that students acquire at a fairly early age. One mindset, the fixed mindset, is the belief that one either has or does not have the innate knowledge and skill to be successful in school or a specific subject in school. The second mindset, the growth mindset, is the belief that effort is the primary determiner of success in any complex task, as opposed to native talent. Students who have developed a fixed mindset regarding academic content will be at-risk for failure in that content. At the Marzano Academy, students will be made aware of the two mindsets and self-examine their own relative responses to specific academic subjects. Those who demonstrate a fixed, negative mindset toward a specific academic content will be provided with exercises and information to engender a positive, growth mindset.

The Marzano Academy is committed to working with all students, irrespective of labels. Students with at-risk behaviors will not be referred to other schools or counseled to other educational options. The Marzano Academy is the best educational program to meet the needs of at-risk students. The school will address at-risk behavior in a comprehensive manner. School staff will assess and develop plans to address academic deficiencies. School staff will also address critical social-emotional behaviors which place a student in danger of academic failure. At-risk behaviors are not only overt behaviors like truancy, they are also subtle behaviors like oppositional, passive-aggressive behaviors within the classroom that may contribute to a student becoming at-risk of academic failure.

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

The Marzano Academy will use Child Find and Response to Intervention (RTI) protocols to ensure that students who enter school with varying academic and social abilities immediately receive academic and/or social-emotional assistance. Careful diagnoses of a student's academic skills will enable teachers to begin instruction at a level or point that is appropriate for him or her. To ensure that students do not fall behind academically, the school will use a structured, RTI protocol. The RTI protocol will be divided into three tiers.

### **Tier I**

Students will receive high-quality, standards based instruction in the general classroom. When a student achieves 80% mastery on a given curriculum-based assessment, he or she will sequentially matriculate to the next level of appropriate standards. The student will continuously build on success to the goal of mastery. If a student fails to achieve 80% mastery on a given curriculum-based assessment, he or she will participate in enrichment activities designed to reteach, develop learning strategies, and achieve content mastery. Tutorials will be available for students both on an individual and group basis. These tutorials will happen either daily or weekly in order to avoid the need for excessive remediation. Peer tutoring will be used when appropriate and meaningful for both the tutor and student being tutored. Community volunteers may be utilized to oversee additional practice opportunities, hands-on experiences, or to check and correct performance. All students will be monitored using the Marzano proficiency scales and the Marzano standard-referenced report card. The Marzano proficiency scale and standards-referenced report

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<sup>43</sup> Dweck, C. (2000). *Self-theories: Their role in personality, motivation and development*. New York: Psychology Press.

card will ensure that teachers monitor and adjust instruction to meet the needs of all students. If a student continues to academically struggle and their academic performance is not meeting proficiency on the Marzano proficiency scales, academic intervention may be escalated to tier two of RTI.

### **Tier II**

Students will be identified and monitored for additional instruction and their progress closely monitored. Classroom-based academic interventions and supplemental remediation strategies will be employed in order for a student to succeed and achieve proficiency within a specific academic subject. During instruction, the teacher may adjust the learning by manipulating the content being taught, materials used for learning, or changing the student-performance outcome. Students will academically progress using mastery learning and achievement. If a student, given Tier I and Tier II interventions, does not close an academic proficiency gap, more intensive academic remediation may be suggested (e.g., Tier III academic interventions).

### **Tier III**

A student may be referred to a student planning team meeting, which may involve the student's primary teachers, the school's special education teacher, and other appropriate education professionals (e.g., psychologist, etc.). The tier III student planning team may recommend more intensive academic remediation procedures along an educational service spectrum. Instructional assistants may be used to assist small groups by providing small segments of reteaching, overseeing and correcting practice, and giving immediate feedback, enabling success to be immediate and specific. Support through technology will be provided when appropriate. Programs and activities will be carefully screened and selected to ensure that students are focused and gaining skills that are directly related to deficiencies. Teachers will consistently set expectations for performance as students move from introduction to mastery of academic skills.

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

As described at the beginning of this section, the Marzano Academy defines at-risk students as academically deficient in terms of academic background knowledge and at-risk as it is related to their mindset (e.g., behavior). Students who may have academic difficulty can also exhibit self-determining or self-defeating behaviors. Teachers at the Marzano Academy will use the RTI protocol to identify behaviors that may inhibit academic progress and seek to ameliorate these behaviors with a combination of academic and prosocial interventions. For example, chronic truancy (a behavior) may lead to a student falling behind academically. Marzano Academy school staff would use a tiered intervention approach to try and correct truancy. Academic and social behavioral success are correlated. Therefore, the Marzano Academy will use similar RTI methods to monitor and adjust potential problematic behavior that may inhibit academic and or behavioral progress.

### **Special Education**

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

The proposed Marzano Academy has an instructional leader with significant experience in special education theory, practice, and serving students with a wide range of abilities. The Academy's prospective school leader has extensive experience as a K–12 classroom teacher and

school administrator with diverse, urban, educationally disadvantaged students and communities. The schools he has chosen to work in have, and historically have had, high rates of students with disabilities, students who are limited English proficient, and students who are from low socioeconomic backgrounds. He has teaching experience with students who have disabling conditions as well as administrative experience ensuring that all state and federal laws regarding their education are followed. His practical education work experience includes seven years of teaching students with a wide range of abilities within cross-categorical classrooms and five years as a school administrator, including supervising a special education department. He possesses extensive experience in special education law, research, and supervising special education teachers, as well as classroom teaching experience. Additionally, three prospective founding board members have experience teaching and administering programs for special education populations.

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

The Marzano Academy will provide free and appropriate special education programming for all students with cognitive, physical, and/or emotional disabilities. The school's leadership team and staff will develop identification protocols and programming that ensures the successful vertical articulation of students toward their college and career readiness goals. Academy staff will employ Child Find strategies to accurately review and assess enrolling students to ensure that active and prior special education documentation is not overlooked. The first component of accurately identifying students who need special education services within a new campus is effective enrollment management. Academy staff enrolling students (with their families) will review all student records and verify if a student requires the immediate continuation of services or if the student once received special education services, which will require additional follow-up with their prior school, and subsequent verification if they were removed from special education or if services need to be updated. Additionally, the Marzano Academy ensures that each student receives a free and appropriate education within the educational environment that best promotes his or her individualized learning. Academy staff will uphold and adhere to all legislation, federal and state, pertaining to the education of students with special needs.

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

The Academy's Child Find and identification processes for elementary-age students will require the assistance of the office staff, registrar, the special education staff, and the general education staff; essentially, at the elementary level, the entire campus may be involved in the proper identification of students with special needs. The Academy's elementary-age Child Find procedures will technically begin prior to enrollment; for example, the Academy, given the community it serves, will include special-education language and questions to prospective parents in Academy enrollment notifications. Prior to the Academy opening, the Academy will notify parents about the school's prospective educational program and enrollment procedures. Included within these notifications will be questions on whether the prospective enrollees have ever received special education services or if parents suspect the child may benefit from services. The Academy will diligently attempt to locate and serve students with potential disabilities as part of their community outreach. Upon formal enrollment, parents or guardians may present the Academy with current special education paperwork; this would automatically convene the Academy's individualized education plan (IEP) team to determine the most appropriate services. Students with expired special education paperwork would also alert the Academy's IEP team to review and contact the prior educational placement to determine if the student was exited and what, if any, services are

necessary. After a student is formally enrolled, the school will have a 45-day screening for all new students to determine if the student, as judged by their classroom teacher, is performing within an acceptable range of academic achievement given their age and grade-level. To reiterate, the identification of students at the elementary-age level is a comprehensive Academy-wide commitment which combines community outreach and adherence to detailed, Child Find procedures.

**(2b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?**

Identifying students with special needs at the middle school level requires strict adherence to the Academy's proper enrollment procedures, Child Find processes, and consistent feedback from the Academy's classroom teachers, perhaps through RTI procedures. Given that the Academy is a school of choice, students may be enrolling or entering at any grade-level. Therefore, Academy staff involved in the enrollment of students will be trained to observe "flags" for students who may need immediate special education services and those who require further investigation as to whether they require services. Once students are enrolled, it is incumbent upon the Academy's staff to properly screen new students (within 45 days) and request assistance if the classroom teacher determines a student may require the RTI process.

**(2c) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?**

The Academy will have an established Child Find enrollment process to identify students who enroll with current special education plans and those who may have had prior services to determine if any services are still required. It is the goal of the Academy's staff to educate special education students in the least restrictive environment and work within teams, including IEP teams, Child Find teams, and RTI teams to ensure that students with disabilities are properly served, yet not over identified. The Academy's multi-phase RTI procedures will ensure that all student data is measured, observed, and reported so teachers can determine if specific interventions are working to improve the academics and/or behavior of their students. The Academy's staff must rule out that their educational/behavioral strategies and or interventions were not successful before recommending a student for an initial evaluation for special education services. If the Academy's teachers determine that a particular student (who is currently served with an IEP) is making appropriate educational progress, commensurate with his or her peer group, the Academy will convene the child's IEP team to determine if the IEP needs to be modified or if the student could be exited from special education services.

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

The Marzano Academy's leadership and instructional staff will use a mixture of onsite, staff-delivered special education services and purchased, contracted services for unique or highly-specialized, low-incidence disability services. Students with special needs are eligible for a continuum of educational service options ranging from the least restrictive environment, to consultative instructional assistance with typical peers (push-in and pull-out services), to full-day programming within more restrictive environments. The Marzano Academy believes that the majority of special education services can be negotiated through the child's IEP team and will be

implemented on the campus. Ancillary services to support a student with special needs on the Marzano Academy campus may be purchased by the Marzano Academy through certificated, licensed special education providers. Therefore, students with low-incidence, high-needs disabilities could be successfully educated within the least restrictive environment. The Marzano Academy will also coordinate with Marzano Research for research expertise in effective instruction, leadership, and teacher professional development. Professional development opportunities by Marzano Research associates will be available as an ongoing service throughout the academic year. Marzano Research associates, through contractual agreement, will provide the school access to the latest research tools, assessments, and professional development resources. Students with identified special-education needs and disabling conditions may also receive additional behavioral supports to help them succeed in the classroom.

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

The Marzano Academy leadership team, staff, students, and parents will be partners within the student's individual education planning (IEP) team. It is the staff's goal to provide appropriate levels of special education services within the child's least restrictive environment. This could literally mean that traditional and special education teachers team teach or parallel teach within the same classroom. The team will also serve to regulate the effectiveness of interventions and monitor a student's progress and, with written notification (prior written notice), update parents of any changes to their child's plan. Teachers, both special education and general education, may create behavior intervention plans (BIPs) as a complement or as embedded goals within the child's IEP, to establish applied behavior analysis techniques for the modification of inappropriate classroom behaviors.

The team may decide, based upon the student's progress and teacher's recommendation, to transition out of special education services. The Marzano Academy leadership and instructional staff will start with the child's best interest in the least restrictive environment. In rare instances, the child's IEP team may decide the Marzano Academy campus is not the most appropriate educational environment. This may be the case if a student is a danger to self or others and requires intensive supervision. In these rare cases, an appropriate placement along the special education continuum will be agreed upon, by the team, and services for the placement may be a purchased service from a Nevada Department of Education–approved special education contracted service provider.

**(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which may qualify for licensure flexibility in other subject areas.**

There will be certificated special education teachers within the Marzano Academy who possess the appropriate special education certification and training to provide special education services in the least restrictive environment, dependent upon the child's individual education plan (IEP). Additionally, any specific, or if deemed appropriate by the child study team, appropriate type of special education service can be purchased as a contracted service. The Marzano Academy will ensure each special education student receives appropriate educational services either as a direct provision of the Marzano Academy or as a contracted service.

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

The Marzano Academy is committed to providing the most appropriate level of educational services to all students served. As a unique school collaboration, the Marzano Academy will coordinate with Marzano Research associates who are certificated professionals in the fields of special education and educational psychology. The school leadership team anticipates that any special-education needs can be accommodated by Academy staff and supported by a large network of certificated special education professionals.

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

If a prospective Academy student with a disability is involved in a disciplinary process, the Academy will convene a multidisciplinary consultation team (MDCT) of educators and professionals (possibly contracted support staff) to examine the infraction and potential consequences. The IEP team, which is part of the MDCT team, must also determine if the hypothetical/inappropriate behavior is related to the student's disabling condition. The Academy's IEP team will need to convene and examine whether the student in question has a behavior support plan within their IEP. If a student does not have a behavior support plan and the team decides that a behavior support plan is imperative for the student to successfully function within the school, the team will create a school-specific behavior support plan. If a student has a behavior support plan, the team may need to adjust or modify the plan. The Academy's staff will protect the rights of special education students by following procedures within their IEP and possibly developing additional strategies within the student's IEP to ensure that the student is not disciplined without input from the IEP team. Depending on the type of hypothetical behavioral infraction, the school has defined levels of authority it can impose, even with students who have disabilities. For example, if a student is a danger to self or others, he or she may be removed from the classroom or even the educational setting for a specific amount of time. The child's IEP team will act as safeguard against due process violations and or violations which may inhibit appropriate deployment of the child's IEP. The Academy will use recommendations from the child's IEP team and, if appropriate, the MDCT to ensure the student continues to receive his or her education in the least restrictive environment.

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

A student with special needs will be supported not only by a special education teacher but by all teachers and staff who are part of the student's day. The student's IEP team will have active members, including parents, who will regularly communicate and monitor academic and/or social progress toward defined goals. Parents, at a minimum, will be a part of their special education student's IEP-planning team. Once a plan is implemented, parents will be part of their student's progress communication plan. Parents will be notified of any changes through prior written notice and updated regularly on their child's progress toward goals. For example, according to a child's IEP goals, academic or behavioral goals may have daily communication requirements which require parent signatures or phone calls. Parental involvement is highly dependent upon the child's IEP

goals. That said, the Marzano Academy values parental involvement in the IEP process and will seek to have parents involved in their student's success.

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

The Academy will offer consistent communication to parents for all meetings related to their child's educational progress including classroom grading periods, classroom progress reports, and, of course, for their child's IEP meetings. The Academy will offer periodic (starting with fall and spring) parent nights for parents of students with disabilities to cover topics, questions, and answers related to special education. For example, one topic might include strategies to use at home if your student struggles with a specific learning disability in mathematics (calculation strategies). The Academy's High Reliability Schools framework also mandates that the school create an ongoing parental involvement plan. It is anticipated that parents will be an active part of the campus and the Academy's special education teachers will design unique strategy sessions to provide these parents with specialized information about their children.

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

Not applicable. The Marzano Academy is a classroom-based, teacher-to-student, instructional campus. It is not a Distance Education School.

### **English Language Learners**

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

The Marzano Academy, in compliance with federal and state laws, will have students who enroll complete the school's *Home Language Survey* as part of the registration process. There are three questions on the Home Language Survey to determine whether the student will be assessed for English Language Proficiency. Upon enrollment, if any of the three questions on the Home Language Survey or the school enrollment form are answered with any language other than English, the student will be assessed for English Language Proficiency.

The three questions are as follows:

1. What is the primary language used in the home regardless of the language spoken by the student?
2. What is the language most often spoken by the student?
3. What is the language that the student first acquired?

To avoid misidentification upon enrollment, the Academy's Office Manager will assign all new students an English proficiency status code if any of the questions are answered other than English. The designated office staff must ensure that the pending assessment is entered into the student database as part of the registration process. When entering a code for a student in the computer database, the designated office staff should check to see if there is already an English proficiency status code for the student. If another code is already posted, the Office Manager will maintain the original English proficiency status code.

Federal and state laws require assessing the English proficiency of any student coded within 30 calendar days from the beginning of the school year. Students enrolling after the start of the school

year must be tested within 15 days of enrollment. The school's assistant school leader will ensure that all students are assigned to classes regardless of their English proficiency status code.

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

The Marzano Academy will ensure that the results of the W-APT assessment and other identification and program placement decisions are communicated to school staff and parents. Students who are coded as a non-English or limited English proficient as a result of the initial assessment are eligible for ELL services. Per federal regulations, when a student is identified as *limited English proficiency* (LEP), the student must be given the English Language Proficiency Assessment every year until the student exits the ESL program, graduates from high school, or withdraws from school. Parents of LEP children do not have the option of withdrawing their student from participating in the English Language Proficiency Assessment. Once students are assessed, the principal or staff designee, in consultation with the school's identified English Language Coordinator (assistant school leaders), shall ensure that eligible students are provided appropriate English language services.

Additionally, the Marzano Academy shall ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for English language services shall receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

The Marzano Academy staff shall ensure and prepare a *parent notification letter* if a student qualifies for English language services. The school shall send the parent notification letter to the parents or guardians. Once the parent receives the letter, he/she may choose such services. If the parent or guardian refuses services, the English language coordinator shall contact the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents may only waive instructional services—not testing. The English language coordinator shall document the parent conference. The English language coordinator at the school shall create a list in a database that identifies assessment information and is readily available to teachers and staff. The assessment information and primary home language forms should be stored in the student cumulative file. In addition, a descriptive narrative of each subtest of the English Language Proficiency Assessment results shall be available to the teachers.

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

Marzano Academy teachers teaching *English language learners* (ELL) are required to hold a bilingual or Teacher of English as a Second Language (TESL) endorsement. The federal laws governing the education of ELLs require that all teachers be highly qualified in the core academic content area(s) they teach. Federal law places major emphasis upon teacher quality as a factor in improving achievement for all students. The emphasis stems out of the research showing that teachers' mastery of the academic content they teach is critical to engaging English learners and is a significant factor in raising levels of student achievement. The goals of the English language development program are to help English learners achieve comprehension, speaking, reading, and writing competence in the English language.

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

The Marzano Academy will have W-APT or the WIDA model be administered by a person who is proficient in English and who has successfully completed training in the administration and scoring of the examination. Marzano Academy teachers of English learners will be as qualified as teachers who instruct non-ELL students. Additionally, Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools. Teachers who instruct students with different levels of English proficiency in the same class should receive specialized training. The Academy will attempt to hire appropriately certificated teachers. The Marzano Academy will hire qualified teachers and provide adequate training to teachers already on staff to meet the programmatic requirements of its ELL program. Teacher aides may be used to supplement instruction, but the primary education of ELL students should be by qualified teachers.

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

The Marzano Academy will choose an appropriate educational program to educate ELL students. The selection of the program is highly dependent on the school's site selection; the potential number of ELL students would influence a decision regarding one program versus another. Therefore, the Academy is examining all types of ELL programming and will make a final determination when school-site selection is finalized. The Academy will set educational goals for ELL students, establish policies for all faculty and staff, and ensure there are sufficient resources to carry out the program effectively. Federal law provides schools flexibility in deciding on an appropriate educational program. These options include, but are not limited to:

- ESL pull-out,
- sheltered English,
- structured immersion,
- transitional bilingual, and
- dual-language programs.

At the middle school level, grades 6, 7, and 8 (when added), the Sheltered English Immersion (SEI) model will be administered. Teachers will use strategies and techniques that comprise best ESL instruction and are beneficial to the English language development of ELL students. SEI is an integrated content language approach. The goal of the SEI is for ELL students to develop English language skills in content classes. Middle school ELL students have a limited time to become academically proficient in English. Therefore, they must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. The SEI is implemented at the middle and secondary level in both self-contained and integrated classrooms. A self-contained classroom consists of only ELL students grouped together for instruction. An integrated classroom consists of students who need ELL services and native English speakers.

Teacher training and professional development are critical for mainstream teachers of English language learners. Professional development, as part of an agreement with Marzano Research, will be ongoing throughout the academic year. Teachers will be trained on how to access and interpret

ELL data including the number of ELLs and their proficiency levels in the classroom. Professional development training will fully engage teachers on the type of data available to them and how to interpret it. Professional development training will include sessions on performance data from standardized tests, district-wide tests, and student portfolios that are used to make instructional decisions. Specifically, teachers will understand how students are classified as ELL or LEP within their system, and should understand the nuances of any assessments, including assessment accommodations. Teachers will be empowered to collect, analyze, and interpret data as professional development unfolds, and to adjust their student academic goals. Overall, professional development trainings will emphasize effective strategies to address the unique needs of ELL students and focus on the following: cooperative learning, hands-on activities, and visuals, demonstrations, modeling, and sheltered vocabulary.

The Marzano Academy is committed to effectively serving all students, irrespective of potential labeling condition. The goal is to make all students, including ELL students, college-and-career ready. All teachers teaching English learners will utilize and embed the English language proficiency standards and assessments in the content curriculum program. Content and language objectives will be a required element in driving the instruction. The curriculum will incorporate specific skills for assessing English learner proficiency and content area knowledge, knowledge of various program models, and a stronger foundation in supporting ESL students' language acquisition.

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

ELL students at the Marzano Academy will be kept in the ELL program only as long as needed for them to develop adequate English skills that will allow them to participate meaningfully in the regular instructional program for their grade level. As with the initial ELL assessment, students who may be eligible for exiting the ELL program should be tested with an objective assessment that has been validated for this purpose. Generally, students are tested annually at the end of the year; however, schools may be able to give these exit assessments at other times during the year if a teacher or parent requests it. The Marzano Academy will monitor the academic performance of former ELL students for two years following their exit from the program to make sure they can participate meaningfully in the regular educational program.

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

Parents will be invited to the school to participate and volunteer frequently. Parents as partners in the education of their children is a tenet of the Marzano HRS framework. This applies to all students and their families; however, special consideration and attention will be given to families whose home language may not English. The Marzano Academy will create opportunities to help parents access and benefit from school and community resources. The Academy will solicit volunteers who speak second languages, other than English, to help non-English speaking families complete school enrollment forms and learn more about community-based programs or after-school programs designed for second language learners.

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

Not applicable. The Marzano Academy is not a Distance Education School.

## **Homeless/Migrant Services**

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

The Marzano Academy will use creative, yet respectful and sensitive, techniques to identify homeless and or unaccompanied youth. This may involve techniques like administering surveys to peers, using enrollment questionnaires, or providing specific outreach to areas where out-of-school students might congregate. Federal law requires that children and youths experiencing homelessness are immediately enrolled in school and have educational opportunities equal to those of their non-homeless peers. This legal provision requires every public school district and charter holder to designate a Homeless Liaison to ensure that homeless students are identified and their needs are being met. The Marzano Academy will designate either the Academy's leader or assistant leader to serve as the Homeless Liaison.

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

The Academy's Homeless Liaison (designated as part of duties), in collaboration with school personnel and community members, will work together to identify children and youth in transition, both in and out of school. The Homeless Liaison will also train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth in transition, and procedures for forwarding information indicating homelessness to the local liaison. The local liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the local liaison.

Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents available. Nonetheless, the school selected for enrollment must enroll any child or youth in transition immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Unpaid school fees
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student's living situation
- Unaccompanied youth must also be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

The Homeless Liaison may also provide technical assistance for students and families in order to improve the educational opportunities and academic success of migrant children. The general purpose of identifying migrant children is to ensure that they benefit from the same free public education provided to other children. Properly identifying migrant children may also assist the Academy with qualifying for special federal grants and funds dedicated to migrant education. Migrant Education funds are federal funds to support high-quality education programs for migratory children ages 3 through 21. The program ensures that migratory children who move from other states or within the state are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

The Marzano Academy will ensure that migratory children receive appropriate educational opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. The Marzano Academy will appoint a Homeless Liaison and provide professional development opportunities and technical assistance to increase the capacity to serve migrant students to succeed academically; coordinate migrant policy development; provide programmatic leadership to share the knowledge base of issues related to migrant programs; and support other school-based educators.

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

Not applicable. The Marzano Academy is a classroom-based, teacher-to-student instructional program. It is not a Distance Education School.

## **SCHOOL STRUCTURE: CULTURE**

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

The culture of the Marzano Academy will be grounded in a theory of human motivation that encompasses six levels of human needs, ordered in a hierarchic manner. Intrinsic human motivation is the key to sustained success. Developing human motivation is a critical goal for the Marzano Academy’s teachers. The human motivation attributes are depicted in table 13.

**Table 13: A Hierarchy of Human Needs**

<b>Level</b>	<b>Need</b>
<b>Level 6</b>	The need to be connected to something greater than self
<b>Level 5</b>	The need for self-actualization
<b>Level 4</b>	The need for esteem within a community
<b>Level 3</b>	The need for a sense of belonging
<b>Level 2</b>	The need for physical safety
<b>Level 1</b>	The need for physiological comfort

Table 13 contains a slight adaptation of the well-known hierarchy of needs articulated by Maslow.<sup>44</sup> According to Maslow’s theory, human beings are always monitoring their environment to

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<sup>44</sup> Maslow, A. (1954). *Motivation and personality*. New York: Harper.

determine if that environment is helping or hindering them in meeting these needs. Metaphorically, human beings are continually asking themselves the following questions:

Level 1: Is this situation physically comfortable?

Level 2: Is this situation safe?

Level 3: Does this situation make me feel like I belong here?

Level 4: Does this situation provide me with a sense of esteem?

Level 5: Does this situation allow me to work on projects that are important to me personally?

Level 6: Does this situation inspire me?

It is a goal within the Marzano Academy that every student entering the Academy will continually ask the enumerated questions. Additionally, the more questions that are answered affirmatively by students, the more likely they will be motivated and self-fulfilled. The Marzano Academy is designed to ensure that all six levels of the hierarchy are directly addressed.

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

During the incubation year, the Marzano Academy will begin soliciting local community members, research school culture data (surveys, website reviews), and conduct parent outreach through board member connections in order to draw community input for the Marzano Academy's school culture development.

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

In order to create a foundational, lasting school culture, the Marzano Academy staff will create a safe and stable school environment; directly related to levels 1 and 2 of the hierarchy of human needs (see table 13, page 51). The Marzano Academy will help engender a sense of belonging and esteem in its students (levels 3 and 4) so that students who may take advantage of rolling enrollment feel a sense of belonging within the Academy. The Marzano Academy will be structured to provide opportunities for students to work on projects that are important to them personally and be inspired (levels 5 and 6).

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

In order to reinforce positive student behavior and keep students on track to achieve their academic and social goals, the Academy will clearly define the school's vision and academic goals. Operationally, this will mean developing a shared understanding about the Academy. Teachers, students, and parents will have an integral part in developing a shared vision for the Academy. Teachers, having been a part of the development process, will know what the Academy's overarching goals are and can articulate the mission and vision of the organization to their students and families. Creating and sharing a clear, school-wide direction will give all within the Academy a sense of purpose and identity. The entire school will also measure and monitor daily routines and prioritize activities that directly contribute to furthering the school's direction, goals, and vision.

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

The Academy's teaching staff, having shared in the development of the school's culture, will also be an integral part of developing shared goals and outcomes for the Academy. They will articulate the Academy's vision to the larger community. Having all vested partners, board members, leadership, and instructional staff create a shared vision for the school will assist in setting a campus-wide culture of high expectations for student behavior. All Academy staff will work on the development and the acceptance of group goals, essentially selling those school goals to students and their families. All Academy staff will be involved in defining high academic and behavioral performance expectations for Academy students. The principal will monitor the Academy's progress toward organizational performance proficiency.

The governing board (when officially designated so) will evaluate the Academy's principal using the Marzano School Leadership Evaluation model (an extensive evaluation rubric), originally introduced in *School Leadership that Works*.<sup>45</sup> The model is continuously modified and updated by researchers at Marzano Research. The School Leadership Evaluation model will be used to evaluate how effectively the Academy's shared vision and cultural plan is implemented. The Marzano Leadership Evaluation model mandates that the Academy partner with the school community to promote student achievement. In order to achieve a proficient rating on the School Leadership Evaluation model, the principal ensures that students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. Additionally, the principal ensures that input is regularly collected from students, parents, and the community and monitors the extent to which the inputs are contributing to the optimal functioning of the school. Parent and student feedback will be a mandated part of the school leader's evaluation process.

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

The Marzano Academy will support all students' social and emotional needs by developing a school based on humanistic psychology and decades of educational research and practice. The Marzano Academy will implement the hierarchy of human needs (see table 13, page 51) as a foundational component for school culture. Additionally, the Marzano Academy will use the Marzano High Reliability Schools framework levels to ensure that the school is safe and orderly, that there is a cooperative shared vision for academic and behavioral success, and that the community is an integral part of the Academy's development. To measure progress toward meeting students' social and emotional needs, the Academy will use the rubrics and scales presented in *School Leadership That Works*<sup>46</sup> and *District Leadership That Works*.<sup>47</sup> The model has specific domains that measure levels of parental and student involvement and measure how effectively students' needs are being met. The model will be consistently used as a measurement tool annually. As previously mentioned, an integral part of the model is community involvement. The model is a transparent evaluation system which solicits parent and student involvement and results will be presented to the school community.

**(7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite**

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<sup>45</sup> Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

<sup>46</sup> Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

<sup>47</sup> Marzano, R. J., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.

**the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?**

The Academy will measure success toward its students' humanistic needs by measuring, through self-report surveys, progress on the hierarchy of human needs. In year one, the school should accomplish (on the scale) levels 1, 2, and 3 (The Academy is a physically comfortable place to be, it is safe, and I belong at the Academy.). In subsequent years, the Academy will measure progress toward more complex humanistic traits such as levels 4, 5, and 6, which will be long-term Academy endeavors (The Academy will be a place where students find the intrinsic motivation to work on projects that they find important and, overall, the Academy is an inspiring environment.). As with academic reporting, behavioral progress is part of each student's educational plan. Parents will receive feedback on their student's academic and behavioral progress through consistent reporting of their proficiency scales and instructional plans.

### **SCHOOL STRUCTURE: STUDENT DISCIPLINE**

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

The Marzano Academy will adopt the research-based policies, strategies, and interventions outlined in *Classroom Management That Works*<sup>48</sup> as the basis for the school's discipline policy. The school's discipline policy will incorporate educational practice research, as well as fundamentals of behavioral psychology including the work of Maslow,<sup>49</sup> as referenced in the section on School Culture (page 51). Research indicates that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement.<sup>50</sup> Therefore, the Marzano Academy will take the matters of school structure and discipline very seriously and seek to build a foundationally safe, secure school environment where all students can excel.

The Marzano Academy discipline model addresses four general components of effective classroom management: (1) rules and procedures, (2) disciplinary interventions, (3) teacher-student relationships, and (4) mental set. Mental set was also addressed in the sections of this document concerning At-Risk Students (page 39) and School Culture (page 51). The concepts associated with one's mental set are critical to positive child growth and development and properly developing a healthy sense of belonging and accomplishment within students is vital for overall effective school discipline. Social-emotional learning in the context of promoting student responsibility is critical to a school's social order. In order to develop positive, prosocial connections with their students, teachers will be trained to use positive redirection to accentuate positive, prosocial behaviors and extinguish negative, counterproductive behaviors. Of course, displays of behavior exist along a continuum and teachers will be trained to use professional judgment when administering incentives or levying infractions. Displays of behavior not only exist along a continuum, from passive-aggressive to overtly aggressive, but they are also highly correlated with developmental age, ability-level and maturation. Managing and developing positive

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<sup>48</sup> Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.

<sup>49</sup> Maslow, A. (1954). *Motivation and personality*. New York: Harper.

<sup>50</sup> Marzano, R. J., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.

behavior (within students) is a complex endeavor. Therefore, the Marzano Academy will use student evaluation tools/rubrics that are individually developed to promote positive behavior.

Teachers play various roles in a typical classroom, but one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher.

### **Rules and Procedures**

Although the terms are sometimes used interchangeably, rules and procedures have some important differences. Both refer to stated expectations regarding behavior. However, a rule identifies general expectations or standards, and a procedure communicates expectations for specific behaviors.<sup>51</sup> For example, a teacher might establish the rule, "Respect others and their property." This single rule addresses a wide range of expected behaviors. The same teacher might also establish separate procedures for collecting assignments, turning in late work, participating in class discussions, and so on. These expectations are fairly specific in nature.

The creation of effective rules and procedures is directly related to the teacher's ability to provide clear purpose and strong guidance regarding both academics and student behavior. Studies indicate that when asked about their preferences for teacher behavior, students typically express a desire for this type of teacher-student interaction. For example, in a study that involved interviews with more than 700 students in grades 4–7, students articulated a clear preference for strong teacher guidance and control rather than more permissive types of teacher behavior.<sup>52</sup> Teachers can exhibit appropriate dominance by establishing clear behavior expectations and learning goals and by exhibiting assertive behavior.

### **Disciplinary Interventions**

It is the individual classroom teacher who is the first line of defense for discipline problems. One very disturbing finding from the research is that teachers generally believe that they are not only unprepared to deal with disruptive behavior, but the amount of disruptive behavior in their classes substantially interferes with their teaching. Reflecting upon decades of research, it is estimated that only about half of all classroom time is used for instruction and disciplinary problems occupy most of the other half.<sup>53</sup> It is important to point out that addressing discipline problems is not the sole responsibility of the individual classroom teacher. Effective discipline is a combination of effective management at the school level and effective management at the classroom level. The Marzano Academy will use the strategies enumerated within *Classroom*

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<sup>51</sup> Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn and Bacon.

<sup>52</sup> Chiu, L. H., & Tulley, M. (1997). Student preferences of teacher discipline styles. *Journal of Instructional Psychology*, 24(3), 168–175.

<sup>53</sup> Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.

*Management that Works*<sup>54</sup> to define the progressive steps teachers can use when students do not follow the rules and procedures that have been established.

### **Teacher-Student Relationships**

The third aspect of effective classroom management, after rules and procedures and disciplinary interventions, is teacher-student relationships. One might make the case that teacher-student relationships are the keystone for the other factors. If a teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions. Again, this makes good intuitive sense.

### **Mental Set**

The final factor important to effective classroom management is an appropriate mental set. Although the label *mental set* might be unusual in the parlance of education, it is highly descriptive of a critical aspect of effective classroom management. Effective managers approach the classroom with a specific frame of mind, a specific condition. Mental set is part of the teacher's and the student's approach to creating a positive day. It is actualizing a positive outcome for all involved within the classroom. As mentioned in the section on At-Risk Students (page 39), helping students develop a positive mental set through self-examination will be part of student life at the Marzano Academy.

The Marzano Academy school leadership and staff will create a positive-behavior discipline system based on intrinsic reward and motivation. The Academy will not employ token systems of reward to reinforce behavior. It is a goal of the Marzano Academy to develop motivated, lifelong learners who value learning and take pride in their accomplishments. Part of the Academy's discipline procedures will be to instruct, through mental set activities, the value of hard work and discipline. Research indicates that when verbal rewards are employed (e.g., positive comments about good performance, acknowledgments of knowledge gain) they can positively affect student achievement.

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

Students will be provided with due process before their right to a public education can be restricted or denied for disciplinary reasons. The student and/or their parent or guardian has a right to a fair and impartial proceeding before discipline or punishment is imposed, as well as a right to appeal decisions to the Academy's principal or to the Academy's governing board if they don't agree with the discipline proposed.

Discipline, like behavior, exists along a continuum. Typically, for rule infractions, the grievance process begins and ends with the Academy's principal. If the grievance is not resolved at this level, it may be presented to the school's governing board. If a student or parent disagrees with the discipline imposed by an Academy staff member, they have a right to present their grievance to the Academy's principal or the principal's designee.

The Marzano Academy will use procedures for out-of-school suspensions. The principal (or other designated person) must conference with the student and explain the alleged violation of the

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<sup>54</sup> Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.

rules, the evidence supporting the allegations, and the proposed action. The student must be given an opportunity to present his or her explanation. When the suspension exceeds one calendar day, the parent or guardian must be notified of the reason for the suspension, the duration of the suspension, and their right to appeal to the governing board. If the student or parent disagrees with a proposed suspension, they have the right to a conference with the Academy's principal to resolve the grievance. During the conference, the principal may question any person involved. The student, parent, or guardian may also question the employee who imposed the discipline. If the grievance is not resolved, a written or oral appeal may be made to the Academy's governing board.

The Marzano Academy's school leader (principal) will provide a written notice of an opportunity for a hearing before long-term suspension or expulsion is imposed. The notice must be in the predominant language of the student or parent/guardian, must explain the alleged misconduct and rule violated, specify the proposed punishment, and explain the right to a hearing. The student or parent/guardian may request a hearing. The student and the parent/guardian have the right, before the hearing, to inspect the evidence and any documents the district intends to introduce. The student and the parent/guardian have the right to be represented by an attorney provided *at their own expense*. The Academy may allow a representative other than an attorney, such as an advocate. The student and the parent/guardian have the right to present an explanation of the alleged misconduct and support their explanation through witnesses, introduction of documents, or through other physical evidence. The Academy's school leader (principal) may present the school's case and he or she has the right, before the meeting, to inspect any evidence the student or parent/guardian plans to introduce. A written decision by the Academy's principal or governing board must be provided to the student and parent/guardian or their attorney. The decision may either uphold the long-term suspension or expulsion, or may impose a lesser form or action. If a student or parent/guardian disagrees with the decision of an Academy representative, they may file a written request for appeal of the decision. An appeal may be heard by the governing board. If a request for appeal is granted, the governing board or appeals council will schedule a meeting. In most cases, the suspension or expulsion may be continued while an appeal is made to the governing board.

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

The Marzano Academy's school leader (principal) will manage the development of the Academy's discipline policy, collect data on discipline infractions and maintain accurate records related to frequency of discipline infractions and the nature and description of action taken. The Academy's principal will be responsible for maintaining discipline records and submitting data to the SPCSA. The Academy's school leader (principal), as part of his/her evaluation, will be required to maintain and monitor discipline records. Discipline records, like academic data, are a substantive source of information for school improvement. Discipline data, numerical data trends, and anecdotal data will be aggregated and measured using both quantitative and qualitative methods. The governing board and Academy staff will have access to the number of infractions but also the circumstance which precluded events. This data will be an integral part in the refinement of school culture and discipline and to meet proficiency within level 1 of the High Reliability Schools framework.

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

The Academy's disciplinary data collection procedures will also provide a running record of how discipline is carried out. This form of data collection will illuminate disparate discipline practices. Teachers who may need additional assistance with behavioral redirection techniques to ensure that student subpopulations are not disproportionately represented will be supported.

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

At the Marzano Academy, parents are an integral part of their child's academic and social success. As discussed in earlier sections, they will be part of the school's planning process and their input will be used to help develop Academy rules, policies, and procedures. Therefore, the Academy seeks parent assistance at all levels. The Academy will not create an adversarial discipline policy, but rather a policy that seeks common solutions to problematic situations. The Academy's core principle for the proposed grievance policy is shared decision making using mediated, solution-driven results to achieve positive outcomes for all.

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

The Marzano Academy will not have a uniform policy.

**SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

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

The Marzano Academy will create a 185-day calendar that is commensurate with the proposed Clark County school calendar for 2017–2018. The Academy will mimic surrounding school schedules. Parents within the community may have children at multiple school sites and the Academy wishes to diminish stressors on these families and encourage them to send their children to school on a consistent basis. Additionally, the Academy seeks students who are educationally disadvantaged, marginalized, and may be labeled as academically at-risk. In creating a school calendar, the Academy did not want to create any obstacles to consistent school attendance. The Academy is deliberately choosing a school calendar that is commensurate with existing community norms in order to encourage attendance. Increased rates of attendance translate to increased quality time on task. The more students attend school, the greater the likelihood they will reach subject-matter proficiency and build an academic career path toward successful high school graduation.

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

The Marzano Academy school day will be from 7:30 a.m. to 3:30 p.m., Monday through Friday. While the school day will extend beyond the required number of instructional hours and minutes in Nevada, the Marzano Academy is not billing itself as an extended day program. As referenced in the Executive Summary and other sections of this document, there will be extra time built into the daily schedule to accommodate time for daily reflection activities and mental set exercises. Additionally, there will be time at the end of the instructional day set aside for guided instructional practice; essentially, this is time built into the day for remediation, in-depth enhancement, or guided homework practice time.

The school will be open to students at least 8 hours per day. Grades K–5 will receive 6 hours of instruction per day, 43,200 (per school year) minutes for K–2 instruction and 54,000 (per school year) for 3–5 instruction. The additional 2 hours per day will be spent in group/school activities and at the end of the day, there will be a structured guided-practice time. The first hour of the day will be spent in a split-school activity; primary grades (K, 1, 2) attend an assembly first, then return to their respective homerooms until 8:30 while grades 3, 4, 5 attend an assembly.

**Table 14: Quick View of Marzano Academy Master Schedule**

	7:30-8:00	8:00-8:30	8:30-10:00	10:00-10:30	10:30-11:15
<b>K</b>	Assembly	Mental Set	Math	Projects	Specials
<b>1</b>	Assembly	Mental Set	Math	Projects	Specials
<b>2</b>	Assembly	Mental Set	Math	Projects	Specials
<b>3</b>	Mental Set	Assembly	Math	Projects	Science
<b>4</b>	Mental Set	Assembly	Math	Projects	Science
<b>5</b>	Mental Set	Assembly	Math	Projects	Science

	11:15-12:00	12:00-12:45	12:45-1:30	1:00-2:30	2:30-3:30
<b>K</b>	Lunch/recess	Science	Social Studies	ELA	Guided Practice
<b>1</b>	Lunch/recess	Science	Social Studies	ELA	Guided Practice
<b>2</b>	Lunch/recess	Science	Social Studies	ELA	Guided Practice
<b>3</b>	Social Studies	Lunch/recess	Specials	ELA	Guided Practice
<b>4</b>	Social Studies	Lunch/recess	Specials	ELA	Guided Practice
<b>5</b>	Social Studies	Lunch/recess	Specials	ELA	Guided Practice

Consistent student attendance is critical to successful Academy functioning. High rates of attendance are correlated with increases in learning. Attendance is not only vital for students; it is extremely important for their teachers. Consistent attendance allows teachers to make measured progress toward prescribed goals, without having to set aside time to review subject matter for students who are chronically absent.

The Academy’s staff and parents will create a communication plan which stresses the high-importance of consistent student attendance. In the previous sections, School Culture (page 51) and At-Risk Students (page 39), the need for intrinsic, authentic motivation was stressed as a method for student engagement. The Academy is therefore reluctant to implement an external, token reward system for consistent student attendance; however, recognition for consistent attendance will be celebrated. The Academy’s leadership and teaching staff will, as is the case with academic performance, work to instill intrinsic motivation for attending school regularly.

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

Once a student falls below a 95% attendance rate the Academy, headed by the Academy’s school leader (principal), will implement an RTI-type system to triage truancy. Tier 1 will be an immediate meeting with parent and student to stress the need for consistent attendance. Tier 2 will be a team meeting with school leadership, teachers, parents, and applicable Academy staff (office registrar) to possibly develop a support plan to increase student attendance. For tier 3 interventions, the Academy’s school leader (principal) will solicit community support (social

workers, police department, etc.) to create and implement a support plan for the family of a chronically absent/truant student. The Academy's office registrar will be responsible for attendance data collection. The registrar will work closely with the Academy's principal to create attendance plans and in the creation of interventions for chronically absent students.

## **A DAY IN THE LIFE & SCENARIOS**

### **(1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.**

Each day at the Marzano Academy will begin with students reporting to their homeroom classes comprised of peers at the same grade level. Some short quote or anecdote will be presented to students along with some time for students to briefly reflect in their journals as to how the message might relate to their personal lives. These daily inspirational episodes will be bolstered by longer inspirational presentations by live guest speakers, video recordings, or stories read to students. These might occur in individual classrooms or in the auditorium with select grade levels, depending on the appropriateness of the message for a K-5 audience. Again, students will be asked to discuss how these messages relate to their lives. Time will be added to the daily schedule at the beginning of each day to accommodate these shared interactions.

The academic schedule will resemble a traditional school in that there will be times dedicated to reading, writing, mathematics, science, and so on. It will differ from traditional schedules in that the time devoted to each math and English language arts (reading and writing) will occur at the same time across grade levels. That is, during the time for reading, all grades will be engaged in reading instruction. During the time for mathematics, all students will engage in mathematics instruction. This will allow students to move to the level of instruction that is appropriate to their personal level of development. For example, a student who is chronologically a fourth grader might move up to an advanced grade level during mathematics instruction, but down to third grade for reading instruction.

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

At the Marzano Academy, a typical day for a teacher might be presenting content regarding a particular topic to a large group of students, a small group of students, or an individual student who requires extra guidance and scaffolding. Students in the class will move freely through the content using instruction and assessments provided by the teacher or online in a blended learning environment. A common occurrence will be students working in pairs or small groups and helping one another move through a proficiency scale. At least one period of the day will be devoted to time during which no instruction is occurring. During these times students can continue working independently or in small groups on specific topics at their specific grade level. Students can access any teacher in the building at these times to receive help and scaffolding and to be assessed on their level of performance. Any teacher qualified in specific subject areas can help any student at any level, assess that student, and certify him or her as proficient on a specific topic. During these periods in which no direct instruction is occurring, students might also be working independently or in small groups on their projects.

Volunteers from the community (relatives of students, retirees, and other interested community members) will also be able to help students during these times perhaps assisting in personal projects or addressing specific subject areas if they have such expertise.

At least once per month, students will report on their progress on their personal projects within their homeroom classes. At the end of the year, students will present their final reports regarding

progress on their personal projects. These presentations will take the form of a traditional science fair with students displaying their personal accomplishments and their learnings over the past year. Closely related to personal projects will be community projects that are designed to provide services to or improve some aspect of the community. Students' personal projects might be their involvement in community projects.

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

The Marzano Academy is prepared to work with all students, irrespective of their ability levels, and their families to provide a safe, supported, exceptional educational experience. If a student enrolls in the Academy with an active Individualized Education Plan (IEP), that student will immediately begin to receive the appropriate services outlined in their current IEP. A student with a disability entering the Academy will be immediately introduced to the Academy's special education teaching team. The Academy's special education team, in conjunction with the student and his or her parent, will, upon enrolling, create an appropriate educational plan. If specific types of services need to be updated to accommodate educational service delivery at the Marzano Academy (in transitioning from one campus to another), the special education team will suggest to the parents an addendum to the student's IEP or develop a new annual IEP, specific to the Marzano Academy. If the student is scheduled to receive academic services for 60% of the instructional day in the general education classroom, the special education teacher(s) and general education teacher will develop an inclusion support plan. The details of the plan are highly dependent upon the student's academic and social ability levels. Therefore, general education supports could range from a co-taught classroom with one special education and one general education teacher, to a special education aide to support the student in the general education classroom, or a monitoring plan which is overseen by the general education teacher. The remaining 40% of the student's instructional day will be in an appropriate, least restrictive environment (LRE) so that the student can focus on skills and goals outlined in their IEP. Again, dependent upon the student's ability levels, these services could range from small-group pull-out to individualized attention. The Marzano Academy will ensure that any student with a disabling condition receives appropriate educational services in order to meet their IEP goals.

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

If a student enrolls at the Marzano Academy who is limited English proficient (LEP) and historically has qualified for English Language Learner (ELL) services, that student will immediately be eligible for the Marzano Academy's program for English Language Learners. Once students enter with valid, current ELL assessments, or are assessed, the Academy's principal and ELL coordinator will ensure that all ELL students are provided the appropriate level of English

proficiency services. The ELL staff of the Marzano Academy will immediately begin working the qualified ELL student to create an appropriate service delivery model that accounts for the student’s strengths and weaknesses. In the hypothetical case presented within this application, this student would benefit from a mixture of services since (given their hypothetical scores) they have speaking and listening proficiency but need supported instructional assistance in reading and writing. The ELL staff may deem that ELL pull-out services for reading and writing are appropriate, yet the student, given that she can listen and participate in general classroom, would benefit from being in the traditional classroom for the majority of the instructional day. Her hypothetical instruction could be a supported mixture of general classroom instruction with support from ELL staff and small-group assistance in reading and writing. ELL staff could support the general education teacher in a co-teaching function or provide instructional support to the general education teacher in terms of modifying assignments and assessments. Each student’s unique language learning needs will be taken into account and a service delivery model developed to ensure these students achieve complete English proficiency. ELL students and parents will be part of the educational planning process and will be given progress updates (email, written, verbally) toward English proficiency and all progress related to their education.

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

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

Given the hypothetical school-level test data for the Marzano Academy the Academy would have a data review team comprised of the school’s leadership, principal, assistant principal, a member of the office staff (registrar) and members of the teaching staff to include general, English Language Learner and special education staff, carefully review the results.

**(5a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in**

**mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.**

Given this hypothetical data, one can respond to the proposal questions in the following manner: First, the school's sample population of students with disabilities (SWDs) was higher than the typical national average of (11%) for SY (2012). Additionally, the SWDs sample population significantly decreased from 2012 to 2014; the SWDs population regressed, from N=23 to N=14, in SY (2014). This N count and corresponding percentage is approximately (10%) of the school's population and close to the national average of SWDs in a typical school. Overall there was a steady decline over those three years in the number of SWDs served. This leads to a wide range of complex questions, but one initial observation is that any time a small population of students (going from, in this example, 23 to 14 students) occurs, the smaller the population becomes, the more volatile the student's individual scores become, e.g. student-level statistical variance. For example, measuring academic performance within a population of 100 students, each of those students' accounts for 1% on an equal-interval 100% proficiency scale. However, in a population sample of 14, each of those students accounts for 14% variance within the 100% total. In a small sample population size, one SWD (student) could dramatically influence the percentage of proficiency for the entire population. So, sample size is an area or indicator to examine closely, especially in terms of how it disproportionately impacts the subpopulation and the school. One must also examine the reasons behind a dramatically shrinking population of SWDs.

Second, over time from SY 2012 to SY 2014, the percentages of SWDs in Language Arts (below bsc., bsc., prof., adv.) fluctuated greatly. In SY 2012, the percentage of SWDs in Language Arts were distributed across proficiency domains (34.9, 30.4, 13, 21.7). In SY 2014, the distribution of SWDs across proficiency domains truncated in Language Arts (57.2, 35.7, 7.1, and 0). At first glance, it appears the Academy did not properly serve SWDs to the degree that a higher percentage of these students reached *advanced*. However, the Academy's data review team would need more information. For instance, given the smaller (N) sample size of SWDs in 2014 (compared to 2012), there would be greater percentage volatility related to individual student performance. Additionally, one would have to ask, what is the difference in types of SWDs served between SY 2012 and SY 2014? Yes, there were more (greater pop. size) of SWDs served in SY 2012, but along the continuum of disabling conditions (IDEA categories), far more of the students in that population (SY 2012) could have had mild learning disabilities versus the SWD population for SY 2014, which could have included more severe disabilities. The data review team would need more specific information on types of SWDs served over time in order to craft a sound intervention plan.

The next steps for the Marzano Academy data review team would be: (1) Look beyond the numbers and examine the change in type of SWDs served over time. (2) The team would look for answers as to why the SWD population fluctuated so greatly over time; perhaps the school would need to create a plan for serving disproportionately high percentages of SWDs. Or is the trend to mediate toward a norm? (3) The data review team understands the Academy has a no-excuses approach to academic achievement; the Academy would need more information on types of SWD in order to create effective, individualized plans for each type of SWD. For example, strategies to achieve mastery on state tests would look very different for a student with a mild learning disability in the area of reading, versus a student with a severe cognitive disability. All the information to craft intervention plans is available in student registration files, IEPs, and classroom data.

Overall, the next steps would include members of the data review team, students, and their parents, working together in order to craft truly effective individualized plans. Testing intervention plans would be a mixture of raw numerical data, qualitative data from IEPs, and a mixture of quantitative and qualitative data from teachers.

# Operations Plan

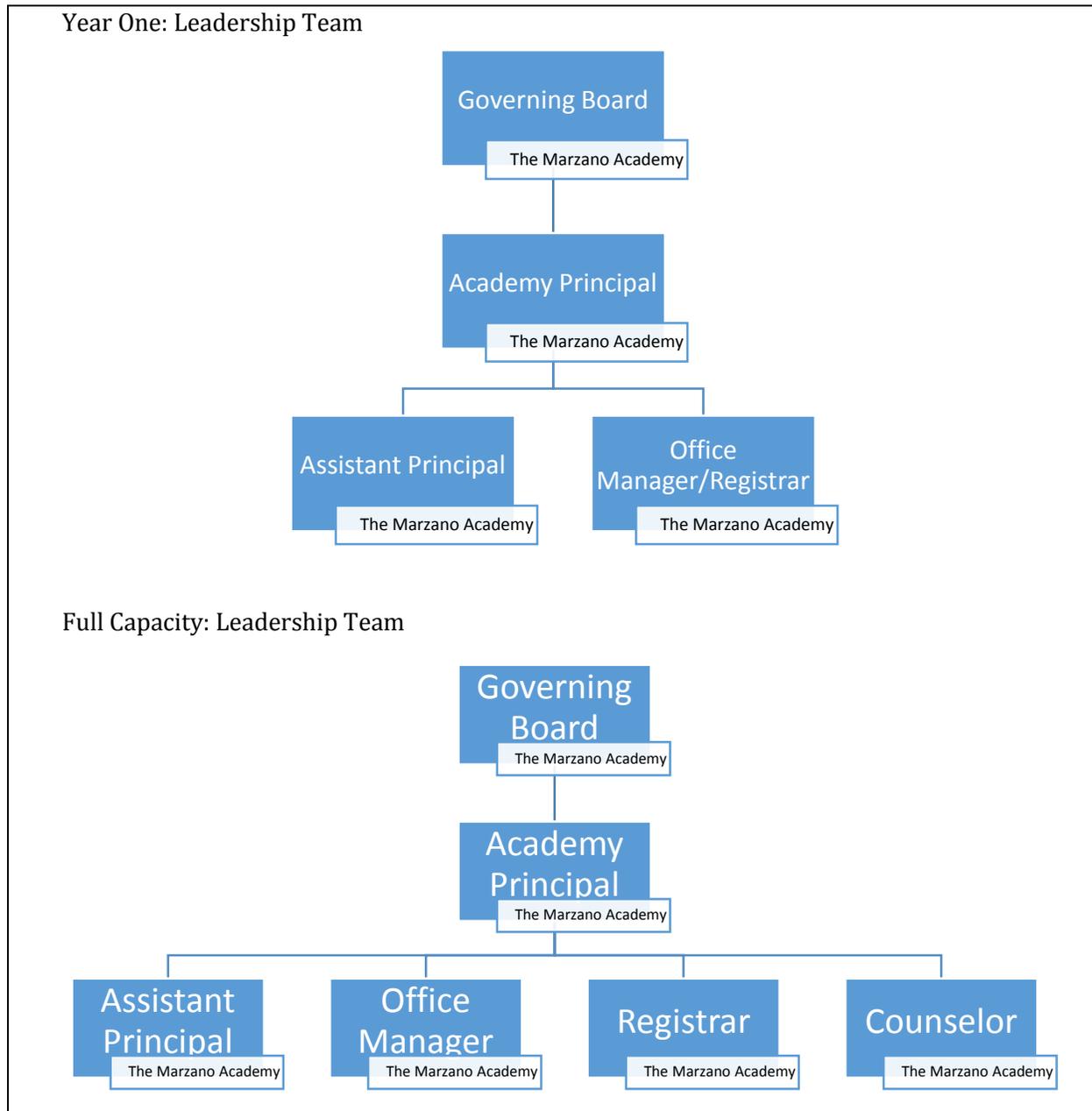
## LEADERSHIP TEAM

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

The proposed leadership organizational model for the Marzano Academy will be a lean leadership team. The Academy does not wish to be administratively top-heavy. The Academy will focus compensation and support to the Academy's teachers and office (support) staff.

(1a) Organizational charts for year one and one for when the school is at full capacity.

**Table 15: Leadership Team**



**(1b) Job descriptions for each leadership role (provide as Attachment 2)**

Please see attachment 2 (page 99).

**(1c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0–2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2017–18 school year.**

Please see attachment 3 (page 101).

**(1d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)**

Please see attachment 3 (page 101).

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

**(2a) School leadership, operations, and governance;**

The Academy’s proposed school leader (principal) and planning principal each have extensive experience implementing the Academy’s academic program. They have received direct training from Dr. Marzano on the HRS framework (and all other program aspects) and have held leadership positions within schools successfully implementing these programs. The school leader (principal) will be responsible for the academic tone within the campus. This person, when officially hired, will be responsible for helping to create, establish, and communicate mission-specific goals for academic instruction and assessment. The Academy’s planning principal and consultants from Strategic Educational Services have years of experience opening new schools, including charter schools. They will assist the chosen Academy leader with the day-to-day aspects of opening a school building. Each of the committee-to-form members were chosen for strong experience in finance, education, and law. The majority of the committee-to-form members have previous board experience. Their board experience ranges from traditional school boards to non-profit, financial governance boards.

**(2b) Curriculum, instruction, and assessment;**

The committee-to-form has a majority of members who are either current or previous educators. They possess a wide range of knowledge regarding K–12 education and all have experience with Marzano educational programs. The school’s planning principal has specific curriculum expertise in raising achievement of educationally disadvantaged students through the use of key elements of the Marzano educational program. The proposed Academy principal is a proponent of using real-time student data to quickly and accurately support remediation and intervention strategies. The proposed Academy principal currently holds a school leadership position within an educationally disadvantaged community and the school uses the same HRS framework that the Academy intends to use.

**(2c) At-risk students and students with special needs;**

The enrollment and subsequent education of students with special needs will be an Academy-wide responsibility. The office staff who enroll students will be trained in Child Find procedures to accurately locate current or previous special-education paperwork. The Academy’s proposed

school leader has direct experience working with special student populations and will be responsible for training Academy office staff. The Academy's principal will ensure that all appropriate procedures related to IDEA and Child Find are instituted and the Academy's assigned special education teacher will be in charge of special needs students' IEPs and educational programs. Ensuring that a student with special needs receives an appropriate education may require that school leadership, office staff, general education teachers, and special education teachers work collaboratively to develop an appropriate educational program. Dr. Marzano will train the school's leadership and teaching staff on the Marzano definitions of at-risk students. The Marzano Academy will employ unique educational programming to identify and provide specialized services for at-risk students. Dr. Marzano's definition and educational strategies for at-risk students are defined in this document's section on At-Risk students (page 39).

**(2d) Performance management; and**

The effective fiscal performance of the Academy will be a combined effort of the committee-to-form (Board), the school's leadership team, and associates from Marzano Research. The committee-to-form is staffed with proven financial leaders, legal experts, and educational experts. Their collective expertise will help guide the efficient development of the school from idea to implementation. The Academy's planning principal and proposed principal each have building-level administrative experience which includes campus operations, employee relations/management, and community outreach.

**(2e) Parent and community engagement.**

The Academy's proposed school leader (principal) will ensure that teachers are aware of and actively working toward the Academy's defined goals. The school leader/principal will report progress to the Academy's governing board and manage academic interventions. As designated within the principal's leadership evaluation model, the principal will also create, develop, and monitor communication procedures with parents and the community. The Academy's proposed school leader (principal) will ensure that the Academy's assistant principal will guide the day-to-day campus operations and ensure that the campus is a safe and orderly place according to the leading indicators articulated at level one of the Marzano HRS framework. A safe and orderly campus will ensure that the Academy's teachers have, at all times, a basic level of support to carry out their academic objectives. Since parental interaction is a hallmark of the HRS framework, Academy leadership will manage and direct community volunteerism.

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

The Academy's school leader (principal) will receive coaching and training directly from Dr. Robert Marzano, one of world's preeminent scholars on school leadership and teacher evaluation. The Marzano Academy is a collaboration effort between the Academy and research affiliates at Marzano Research (including Dr. Marzano). The principal competencies and the evaluation tool are outlined in attachments 4 and 6.

Please see attachment 4 (page 106) and attachment 6 (page 111).

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

The principal will be part of a larger recruitment team effort. Since the Academy is new, there may be overlap during the hiring and recruitment of staff. The Academy's principal will work with the Academy's development team and founding governing board members, to seek highly qualified

teachers. Through outreach efforts conducted by Marzano Research associates within the Las Vegas area, experienced teachers and administrative staff may be referred to committee-to-form members and/or Academy development members prior to the school leader being officially hired. Therefore, during the initial (year zero) hiring, the Academy will rely on a team of experienced educators from the committee-to-form, planning principal(s), and consultants to hire Academy staff. In subsequent years, the Academy principal will be the person to recruit and hire teaching staff.

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

The school leader (principal) will work with the Academy’s staff to ensure the Academy’s mission and vision are carried out. The Academy’s school leader (principal) will be the primary instructional leader. He or she will ensure that the Academy’s staff have all the resources necessary for a successful educational experience. He or she may create school-site councils or advisory councils to review instructional goals and progress toward achievement goals. He or she will report to the board regularly the Academy’s academic status, progress toward mission goals, and academic achievement results, including progress on formative and summative assessments.

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

The Academy’s leadership will be hierarchical to the degree that each position has specific responsibilities. However, the style of leadership will be “flat”. Any leadership team member will be free to raise concerns among team members. Communication will be constant and consistent among team members and serve a cross-functional purpose. The principal and assistant principal will be trained on the Academy’s student information system in the event the Office Manager, who manages the system, is out or unable to perform the task. Many leadership duties will be cross-functional so that the Academy has a seamless operation. Members of the committee-to-form, research associates from Marzano Research, and Dr. Marzano himself will ensure that the founding leadership team receives direct, uniform training in the High Reliability Schools framework foundations and all other educational program attributes (e.g., the key elements, the Marzano Taxonomy, proficiency scales and educational plans).

## STAFFING

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

**Table 16: Marzano Academy Staffing Needs**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Management Organization Positions</b>						
Development Director	1	1	1	1	1	1
<b>School Staff</b>						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Registrar	1	1	1	1	1	1
Counselor/Social Worker	1	1	1	1	1	1
Elementary Teachers	10	10	10	10	10	10
Middle School Teachers				2	4	6
Specials	P/T	P/T	P/T	P/T	P/T	P/T
Special Education	2	2	2	3	3	3
ELL	2	2	2	2	2	2
<b>Total FTEs at School</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>23</b>	<b>25</b>	<b>27</b>

## HUMAN RESOURCES

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

The Marzano Academy will begin recruiting and hiring teachers and school office staff through a combination of site-based, grass-roots strategies and traditional methods of recruiting and hiring. The Academy will hire teachers and administrators who currently possess appropriate Nevada classroom or administrative licensure or who are eligible (transfer from other states) for Nevada licensure. Marzano Research employs a national network of research affiliates who work and train local educators throughout the U.S. Local Marzano Research affiliates have critical relationships with local educators and a keen understanding of educators who are perhaps seeking employment alternatives outside of traditional school district employment. Again, this is an initial, albeit critical, networking solution that provides the Academy with access to a highly qualified pool of excellent teachers. This collaborative referral process also provides the Academy with a pool of prospective teachers who have Marzano educational strategies training and background knowledge. Again, the Academy will seek to hire highly qualified teachers and leadership (administrative) staff who are certificated within Nevada, or are in an active process of obtaining appropriate Nevada licensure.

In addition to affiliate networking, the Academy will recruit preservice educators by using established, critical relationships with successful preservice teacher-training programs. The Academy will collaborate with Marzano Research affiliates who have relationships with teacher training programs to create teacher recruitment sessions for the Marzano Academy. Members of the Academy and Marzano Research affiliates will be present at collegiate teacher-recruitment events to attract highly motivated and well-trained teachers to an exciting, new opportunity.

Marzano Research is currently developing a professional relationship with Nevada State College to develop highly trained educators to eventually staff the Marzano Academy.

The grass-roots teacher and staff recruitment strategies will be supplemented by traditional methods of educator selection and hiring. The Academy will post openings on educator employment sites such as *Edweek*, *SchoolSpring*, and *LinkedIn* as an additional means to gather a qualified applicant pool. The Academy is confident that this multifaceted approach to recruitment and hiring will yield a highly motivated and qualified applicant pool.

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

The Marzano Academy will set a base, entry-level salary for all Academy positions including principal, teachers, office staff, and support staff. The base salary for all positions will be slightly higher (approximately 2%) than commensurate starting salaries within surrounding schools. Qualified applicants will be interviewed and vetted and their experience levels will be part of salary negotiation. Therefore, a highly qualified teacher with years of classroom experience may command a higher starting salary than a qualified applicant who recently finished their preservice training. The Academy will also institute a bonus compensation system for all staff. Bonus compensation will be provided to Academy employees upon the completion of their annual, academic year goals. Goals for competitive bonuses will be specific to position type (e.g., teacher, office staff, support staff). In addition to competitive starting salaries, negotiated salaries, and competitive annual bonuses, the Academy will provide medical benefits to all Academy full-time staff. Competitive compensation and supported health-care and a robust system of teacher support will not only attract quality applicants, but will lead to a well-supported, high-performing teaching staff.

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

The Academy's foundational relationships between the teaching staff and its leadership will be based upon the Marzano School Leadership Evaluation model.<sup>55</sup> It will include a research component that is based on in-depth research and an extensive review of contemporary literature in school administrator leadership. The research to support this model was based upon a comprehensive survey of the available educational research on school administrator competence. From this survey, specific school leader actions and behaviors were identified that, historically, have had a positive relationship with student achievement. Based on the findings, Dr. Marzano identified 24 categories of principal actions and behaviors and strategically organized them into five domains that, if used consistently, will spur measurable teacher improvement with corresponding gains in student achievement. Further, for each of the 24 elements within the five domains, scales have been developed along with example evidences of success. It should be noted that the Marzano School Leadership Evaluation model offers a comprehensive approach to school leadership that aligns with the Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders and provides clear evidences to help school administrators evaluate and support their school staff.

The Marzano Academy will roughly be half the size of a commensurate traditional campus with the same grade-level configuration. The specific classroom size or student-to-teacher ratio, for grades K-5, will be approximately 25 students to 1 teacher and possibly 1 aide. The proposed

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<sup>55</sup> Marzano, R. J., & Toth, M. (2013). *Teacher evaluation that makes a difference*. Alexandria, VA: ASCD.

student-to-teacher ratio for grades 6–8 will be slightly lower than traditional middle school classrooms at 25:1.

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

Academy leadership, teachers, and support staff will be hired on an at-will basis. The school's leader (principal) will be hired and fired at the discretion of the school board. The school's leader (principal) will have authority to hire and fire teachers and office staff. All employs will undergo criminal background checks with the Department of Public Safety; the procedure for criminal background checks will be the same as it is for any state of Nevada employee who works directly with children. A criminal history background review is part of the licensure process whenever an educator or prospective educator applies to obtain or renew a license in the state of Nevada. This background check is mandated by Nevada law. Pursuant to NRS 391.033, every applicant for an educator license must submit with his or her application a complete set of his or her fingerprints and written permission authorizing the Superintendent to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its initial report on the criminal history of the applicant and for reports thereafter upon renewal of the license pursuant to subsection 6 of NRS 179A.075, and for submission to the Federal Bureau of Investigation for its report on the criminal history of the applicant.

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

Teachers will be supported through a robust system of highly trained leadership and robust professional development services. The Academy will work with Marzano Research to create a specific, teacher professional development plan. The teacher evaluation model takes into account multiple accurate, data-rich measures of teacher performance and student growth; the model ensures that all teachers receive fair, meaningful, and reliable evaluations. The model includes the following.

- Standards, rubrics, and suggested rating methodologies
- A detailed, five-phase plan for implementing the model
- Guidelines for calibrating evaluation criteria according to teachers' experience levels
- A step-by-step guide to creating a coaching program for teachers who require intervention
- Recommendations for using technology platforms to enable teacher collaboration

Teacher evaluation systems have too often focused on affixing ratings to teachers rather than helping them grow into mastery. Therefore, the Academy's teacher evaluation system will mandate that the principal support and work with teachers to help them improve their craft. If improvement is not seen, the multi-phase plan will provide documentation to school leadership regarding appropriate dismissal.

Please see attachment 5 (page 108).

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

The Academy will use the Marzano School Leadership Evaluation model to evaluate the principal. The Academy's principal will initially be vetted by the governing board and once selected, he or she will be trained and supported with Marzano School Leadership Evaluation model and the

leadership team will support and evaluate teachers with the Marzano Teacher Evaluation model.<sup>56</sup> The model uses a comprehensive, 360-degree approach to evaluating school leadership. The principal will be evaluated from a traditional top-down approach alongside evaluations from the teaching staff to complete a full, rounded evaluation.

Please see attachment 6 (page 111).

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

Operational and/or instructional support staff will be placed under the same evaluation model as the teaching staff (e.g., classroom aides will be evaluated using the Marzano Teacher Evaluation model). Non-instructional support staff will be evaluated by the school's principal.

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

Since the Marzano Academy is a new, start-up school, the Academy is still in the process of developing a succession plan. The Academy has very specific educational model and teaching methods. Therefore, the Academy would like to grow school leadership from within its ranks. This may entail cultivating leadership from senior teacher ranks as the school develops.

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

The Academy's school leader (principal) will be evaluated using the Marzano School Leadership Evaluation model rubric and if he or she is found to be performing at an unsatisfactory level, a progressive, supportive, corrective action plan will be implemented. If the Academy's principal, after supportive corrective action, is found to be performing at an unsatisfactory level, he or she may be terminated by the governing board. The school leader (principal) serves at the discretion of the school's governing board and his or her performance levels are clearly delineated within the Marzano School Leadership Evaluation model rubric. The Academy will attempt to mitigate turnover and the costs associated with new-hire training. The Academy anticipates 10% of the staff will not conform to the Academy's Teacher Evaluation model and be asked to seek outside opportunities. The costs associated with this type of turnover is anticipated to be \$500 per turned-over teacher.

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

The Academy plans on using a HRIS. The committee-to-form members assigned to review products are currently reviewing the OASIS-HRIS. However, a final determination has not made. System reviews are still being conducted.

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

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<sup>56</sup> Marzano, R. J., & Toth, M. (2013). *Teacher evaluation that makes a difference*. Alexandria, VA: ASCD.

The Academy will use a HRIS system for core functions. The Academy will also rely upon the school leader (principal) to manage some employee relations functions and the school's office manager will handle some payroll (submission) and other ancillary small business employee management functions. The human resources functions of payroll and benefits administration will be a combination of outsourced (contracted) support with local (school staff) supporting the management of employee data. Select committee-to-form members are currently vetting HR systems and will present findings to the large committee (Board) for vote and selection. HR outsourcing systems have responded with quotes that range from \$20 to \$200 per employee, per month. The range of services, company track record, and scalability will all be considered for final selection. The school leader and office manager will be the Academy's primary interface with the HR system and provide feedback to the committee (Board) on the system's effectiveness.

## **STUDENT RECRUITMENT AND ENROLLMENT**

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

The Marzano Academy's school leader (principal) will ensure that Academy enrollment notification is sent at least 45 days before the charter school begins accepting applications for enrollment to the home of the parent(s) or legal guardian of any child who resides within 2 miles of the charter school. The notification will state when the Academy will begin accepting applications for enrollment and providing specific information regarding the application and enrollment process. The Academy will abide by the requirements of Nevada's SB208 (2015) and ensure that enrollment notice will be sent to parents within 2 miles of the Academy, via traditional mailing, to established addresses. Additionally, the school will hold an enrollment information meeting 45 days before the school begins accepting applications for parents and community members within the immediate (2 mile) school radius. It is anticipated, for an August 2017 opening, that the Academy will send notification to the immediate community (within 2 miles) beginning February 1, 2017. At the end of March 2017 (March 31, 2017), the Academy will begin accepting enrollment applications for grades K-5.

Once the Academy is at the intended capacity (all grade levels) of 450 students, the Academy's leaders will adhere to requirement SB208 by notifying parents within a 2-mile radius and then employ a lottery enrollment process. As a new school, the principal will need to actively engage parents within the local community and begin advertising and marketing the school. As students enter kindergarten, 1<sup>st</sup> grade, and so on, those students will begin to matriculate through the school's subsequent grade levels.

**(1a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.**

For the first year of operation, the Academy will have student enrollment targets of 50 students per grade level for each grade level served, divided into two classes of 25 students each. Within the initial three years of operation, the Academy will be grades K-5. Therefore, the school will have an opening enrollment target of 300 students. The enrollment projection was created with the

following inputs: collective years of school leadership experience within the Academy's development team, the committee-to-form, plus input from school development consultants who used their knowledge of right-sized, student-to-teacher ratios to help determine an appropriate enrollment figure. It is anticipated, for an August 2017 opening, that the Academy will send notification to immediate community (within 2 miles) beginning in February 1, 2017. At the end of March, 2017 (March 31, 2017) the Academy will begin accepting enrollment applications for grades K-5.

**(1b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.**

The Academy will set a minimum enrollment target of 95% of the opening classroom capacity. It is also expected that the school's leader (principal) will closely monitor progress toward the initial target goal and subsequent full enrollment goals. It is expected that annually the Academy meets the minimum expectation for enrollment. The minimum targets ensure educational program fidelity and that each grade level and classroom, has an optimal (at minimum 95%) enrollment, so that students matriculate through the Academy with requisite skills and knowledge. The adherence to a high minimum enrollment and high daily attendance rates increases the likelihood the student population will produce the high-level academic outcomes expected of them.

**(1c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?**

The Academy will mandate that the teaching staff be instructed prior to the beginning of the academic year on all legal requirements required for student enrollment. The training will include an overview on enrolling students with disabilities, students with limited English proficiency (LEP) and students who may not have supporting documentation (e.g., homeless students who do not possess immunization records, etc.). The school leader (principal) will ensure that the teaching staff is properly instructed with Nevada's school enrollment requirements and federal provisions for unique student populations. The school leader (principal) will be the primary contact and he or she may be supported by subject-matter experts from Marzano Research regarding the enrollment expectations for special student populations. The current proposed school leader is quite knowledgeable in all of the educational and legal requirements pertaining to special student populations, especially disciplinary procedures for these student populations. Identified students with special needs will be closely monitored by their primary case manager/special education teacher, as well as the school leader, to ensure that disciplinary procedures do not violate their legal right to the least restrictive environment.

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

The Academy's recruitment will change once the Academy has successfully opened and 100% enrollment targets have been achieved. Given that the Academy will begin educating students at kindergarten, the K-5 model will rely more on retaining students and less on attracting new students. In order to backfill vacancies within specific grade levels, the school's leadership will use a *prevent* (loss of students), *retain* (current students), and *recover* (lost students) enrollment management strategy (PRR). As a new and unique educational option, it is important for the principal, teachers, and staff to exceed parental expectations and provide a safe, supportive, and

positive educational experience, thereby preventing student loss and retaining enrollment. Therefore, the Academy’s recruitment plan may shift slightly from marketing to new students and families to the retention of students and families. The Academy’s principal will listen to parent concerns and work with families to improve the student experience in an effort to recover students who may have made alternative choices.

**(3) Complete the following tables for the proposed school to open in 2017-18.**

**(3a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)**

**Table 17: Minimum Enrollment**

Grade Level	Number of Students					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	50	50	50	50	50	50
1	47	47	47	47	47	47
2	47	47	47	47	47	47
3	47	47	47	47	47	47
4	47	47	47	47	47	47
5	47	47	47	47	47	47
6				47	47	47
7					47	47
8						47
<b>Total</b>	<b>285</b>	<b>285</b>	<b>285</b>	<b>332</b>	<b>379</b>	<b>426</b>

**(3b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)**

**Table 18: Planned Enrollment**

Grade Level	Number of Students					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6				50	50	50
7					50	50
8						50
<b>Total</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>350</b>	<b>400</b>	<b>450</b>

**(3c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)**

**Table 19: Maximum Enrollment**

Grade Level	Number of Students					
	2017-2018	2018-2019	2020-2021	2021-2022	2021-2022	2022-2023
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6				50	50	50
7					50	50
8						50
<b>Total</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>350</b>	<b>400</b>	<b>450</b>

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

The Marzano Academy will serve students in grades K-5 for the school’s first year in order to establish a comprehensive, effective elementary educational program and elementary school experience. The Academy will use the Marzano High Reliability Schools framework (HRS) as the foundation for the Academy’s educational programming, along with Marzano’s effective educational elements, teaching strategies, and instructional methods. The research behind these strategies, methods, and the overall framework advocates for cohesive educational programs that have specific goals when serving defined grade levels (e.g., elementary, middle, and high school grades).

The Academy will not open a school with more than 400 students; however, the Academy would like to initially serve more than three grade levels. In order to create a foundation for educational success, it is necessary to the Academy’s framework and chosen student population to open the Academy with a complete set of elementary grade levels, K-5. In this grade configuration, the Academy can establish clear procedures using the Academy’s proficiency scales and essential instructional strategies to properly advance students from one grade level to the next. Additionally, the school day, as part of the HRS framework, is structured so that students can receive individualized instruction for both remediation and enhancement or acceleration. Teachers using common math and English language arts instructional times can move students to grade level classes commensurate with their academic ability. This instructional strategy would be very difficult to develop with truncated grade levels.

The HRS framework has unique teacher-support and professional-development methods which favor an established set of grade levels for a defined student population (K-5 elementary, 6-8

middle school). There are specific teacher professional development techniques which are tied to teachers who serve elementary age students. The Academy would like to keep the elementary and middle school programs intact (K-5 and 6-8) in order to effectively adhere to the guidelines suggested in the Academy's chosen framework and educational strategies. The Academy would like to create an ideal setting for educational success and thereby adhere to the integrity of the selected educational framework. A complete set of elementary grade levels, K-5, would be the most beneficial way to inaugurate the Academy.

## **BOARD GOVERNANCE**

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

The Marzano Academy is currently being developed by a development team and a committee-to-form and the philosophy used by these teams is "lead the way through ethical and intelligent practice." The founders of the Academy, from development members to committee members, want to see highly effective, research-based educational programming within educationally disadvantaged communities. To ensure this reality, Academy founders will ensure that their decisions and practices are transparent and are committed to improving the lives of educationally disadvantaged children. The committee-to-form (prospective governing board) of the Marzano Academy will promote the Academy's mission and vision by using high ethical standards and establish an effective, high-quality educational program. Using these protocols, the prospective Marzano Academy governing board shall oversee all operational, financial, and pedagogical issues within the Academy. The committee-to-form members have the qualifications and backgrounds necessary, as outlined by the state of Nevada, to lead a charter school, including but not limited to finance, business, law, and education.

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

The governing board of the Marzano Academy will be comprised of five board members. Governing board positions will include the roles of President, Treasurer, Secretary, Director of Academics, and Director of Operations. The Academy will recruit individuals who share the Academy's vision and passion and who possess extensive knowledge and experience in education, financial management, or business management, and parental input. The Marzano Academy's governing board roles and responsibilities include (but are not limited to) the following:

- Maintain educational program integrity and promote the Academy's mission and vision
- Make School policy decisions
- Fill vacancies on the Board (or potential Academy site committee)
- Adopt, amend, or repeal the school's Articles of Incorporation or Bylaws
- Review financial documents and meeting minutes of the charter school to ensure appropriate legal and financial procedures are being followed and make recommendations such as adding or revoking authorities
- Make recommendations for the governing board's professional development
- Ensure marketing development for the Academy
- Evaluate the Academy's principal and assistant principal's performance and set each administrator's salary

- Approve the Academy’s budget and submit to the State
- Approve and continually update policy and procedure manuals, employee handbooks, and student handbooks
- Approve the Academy’s curriculum

The Marzano Academy’s governing board may interact with the Academy’s school leader (principal) and assistant principal in formal board meetings, by receiving status reports, and by soliciting Academy-specific information. Additionally, the governing board may request that the governing board’s Director of Operations and Director of Academics work with the Academy’s school leader (principal) and assistant principal on its day-to-day operations, as part of designated subcommittee work. The Marzano Academy governing board shall be responsible for evaluating the work of the Academy’s school leader (principal) and assistant principal. The responsibility to hire, evaluate, and terminate teachers and school staff belongs solely to the Academy’s school leader (principal). Likewise, in all years, the responsibility to hire, evaluate, and terminate the school’s leader (principal) belongs to the Governing Board.

**(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 7). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017–18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.**

Please see attachment 7 (page 114).

The proposed members of the governing body (committee-to-form) are: (1) a Las Vegas attorney (legal expertise) who also has a background in teaching elementary education; (2) a marketer and business developer who has significant background in politics and business development within Las Vegas; (3) a Las Vegas financier and economist who has extensive experience with non-profit board management, finance, and real estate; (4) an international education expert who specializes in urban education, especially turning around educationally disadvantaged communities; and (5) an expert in school leadership as it applies to Marzano educational programs.

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

Please see attachment 8 (page 115).

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

At the time of this application submission, the current committee-to-form includes the prospective founding board members. The current committee-to-form, to the best of our foresight, will be the founding board.

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

The governing board will adhere to the Academy's Conflict of Interest Policy (see attachment 9, page 166). Each governing board member, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers, on behalf of the Academy, will conduct himself or herself in a manner consistent with the Academy's Conflict of Interest Policy, as may be amended by the Board from time to time. In order to address Disclosure of Conflicts, each governing board member, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers shall annually complete and sign the form of the Academy's Annual Conflict of Interest Acknowledgment Statement. The best way for governing board members to avoid conflict is to openly address potential conflicts of interest and discuss how those conflicts may impact voting and impartiality. A straightforward way to prevent conflict is for a governing board member to recuse him or herself if a direct or perceived conflict arrives when critical decisions are made. A governing board member may recuse himself or herself from discussions and voting if a potential conflict of interest exists. If a governing board member acts in a deliberate manner inconsistent with the intentions of the Conflict of Interest Policy, the governing board member may be removed. A governing board member may be removed from office with or without cause by the vote of a majority (51%) of the Board, either at a regular meeting or at any special meeting called for that purpose.

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

Marzano Academy governing board members all have a spirited interest in seeing the principles of the Marzano High Reliability Schools framework in action. There are no conflicts. Currently the Academy's committee-to-form/governing board is working together to actualize this vision. If conflicts arise, governing board members will abide by the Academy's Conflict of Interest Policy.

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

The Marzano Academy governing board will be responsible for developing a sustainable succession plan, including the recruitment of future board members. Current committee-to-form members/governing board members will recruit exceptional community members who are strong advocates for the Academy's mission and vision. Potential board members will be interviewed to ensure vacancies are filled with individuals who possess the qualifications and expertise necessary to perform the duties of the Academy's governing board. As stated in the Academy's Bylaws, in any event where a vacancy occurs for any reason, the Governing Board may fill the position at any meeting called for that purpose. The Marzano Academy governing board will review submitted resumes, select competitive candidates for interview, conduct in-person interviews, and elect future governing board members in accordance with the Academy's Bylaws. The appointment of a successor governing board member requires the affirmative vote of a majority (51%) of current governing board members. Upon the affirmative majority vote of the Governing Board, the successor governing board member shall immediately take office; however, for the purposes of term limits, the successor governing board Member's term will be counted as beginning on the date of the first annual meeting following his or her election. Any action taken by the Marzano Academy governing board, either the appointment of new governing board members or the filling of vacancies, will be done in accordance with Nevada's Open Meeting Laws. The Academy currently has filled the desired number of committee-to-form (governing board) members. There is no need to expand the number of members.

**(9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training**

**and development should include a timetable, specific topics to be addressed, and requirements for participation.**

Governing board members of the Marzano Academy will be required to attend professional development training. When professional development opportunities are developed and scheduled all current governing board members are expected to attend. The Academy will provide an orientation for new governing board members, acclimating them to the Academy's policies, procedures, and vision. Ongoing professional development and training of governing board members will be provided so Board Members may constructively participate in the decision making process and stay abreast of current issues. Further, Board Members will be assigned relevant, research-based readings and asked to read and be prepared to discuss in a study session.

The Academy's school leader (principal) and assistant principal and relevant, contracted support organizations, such as the Academy's legal counsel and financial experts, will facilitate the orientation and ongoing professional development of the governing board. Additional Academy personnel may provide training in specific areas as needed. For example, members of an Academy site council may present and explain the annual budget to sufficiently inform Board members, to solicit their feedback, and to make desired changes.

The professional development plan for initial governing board members

Professional development for initial governing board members includes the following topics:

For the incubation development period for the Academy (1 year to 1 year and 3 months prior to opening):

- Charter basics: definition, operation, and critical differences between charter and traditional schools
- Charter school finance
- Charter school governing board operation (overview)
- Effective creation and development of school policies
- Management vs. governance
- Development and goals for board meetings, board calendar
- Training on rubrics designed for effective leadership and teacher recruitment

For first-year operation (academic year one)

- Evaluation of leadership and instructional staff
- Academic data and evaluation of curricular program and academic interventions
- Data related to attendance, enrollment, and projections
- Financials, related to school operations

For on-going operations (academic year one and beyond)

- Critical issues training: how to prioritize and plan effectively, selection of board focus and priorities
- Leadership development
- Academic data (ongoing)

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

The working relationships between the Marzano Academy governing board and the Marzano Academy staff will be reviewed on an annual basis and revised based on the specific needs and requirements of Marzano Academy. Table 20 describes the roles and responsibilities of the board and the charter school administrator in critical areas. The original format for this table was adapted from page 201 of the *Board Governance Training Manual* found at [charterschooltools.org](http://charterschooltools.org).<sup>57</sup>

**Table 20: Working Relationships**

<b>Responsibility</b>	<b>Board of Directors</b>	<b>Academy staff</b>
<b>Legal</b>	Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. Maintains legal status; insures the proper paperwork is submitted to governmental agencies. Reviews financial and business dealings and exercises proper judgment in self-dealing transactions - - avoidance of conflicts of interest.	Must provide information to the board to demonstrate that the charter school is well managed. Compiles information for annual filing requirements. Signals to the board if either of the situations is likely to occur.
<b>Finance and Accounting</b>	Approves annual budget. Reviews periodic financial reports (balance sheet, income statement, changes in financial position). Ensures that proper internal controls are in place.	Prepares annual budget with input from staff and finance committee Oversees preparation of periodic financial reports. Implements proper financial controls.
<b>Planning</b>	Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. Reviews strategic plan and progress. Assesses compliance/progress in achieving	Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school; and assists the board in maintaining focus and momentum
<b>Goals</b>	Educational and other outcomes agreed to in the charter contract. Assesses program evaluation plan.	Develops specific program goals and objectives based on the board specific mission. Develops reports or oversees staff development of reports
<b>Policy</b>	Develop and adopt written policies Responsible for reviewing policies periodically	Identifies need for new policies Responsible for assuring the implementation of policies and for assisting
<b>Personnel</b>	Sets and reviews personnel policies. Hires Charter School Administrator and evaluates the administrator's performance.	Implements personnel policies. Recommends changes in personnel policies to the board. Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).

<sup>57</sup> Martinelli, F. (n.d.). *Creating an effective governing board guidebook*. Retrieved from <http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf>

<b>Responsibility</b>	<b>Board of Directors</b>	<b>Academy staff</b>
<b>Resource Development</b>	Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. Reviews and approves all major grant proposals.	Conduct research and maintain information database. Assist in fund development efforts. Develops grants, and other funding applications, plans fund-raising events, enters business ventures to support mission.
<b>Board Accountability</b>	Establishes and communicates clear expectations of Board directorship Assures effective participation of Board directors	Facilitates training and information exchange for members in preparation for selection of Board directors Facilitates effective communication among Board directors
<b>Decision-making</b>	Defines and communicates the role of Board, administrator in making decisions Assures appropriate involvement of board directors in charter school decision making	Makes action decisions within parameters set by the board, collaborates both with the other staff and Board in some decisions
<b>Community Relations</b>	Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community. Promotes cooperative action with other charter schools including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc.	Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
<b>Contracts</b>	Approves contracts	Manages contracts

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

The Marzano Academy will form a school-site committee, that may be named the Professional Learning Community, comprised of students, teachers, staff, parents and community members to work together in crafting a flexible and actionable plan that is responsive to the ongoing and changing needs of the Academy. The committee will review the vision, mission, and goals of the Academy, at least annually. The governing board will also solicit feedback on the Academy’s direction by sending ongoing surveys to students, parents, teachers, staff, and local community members. Additionally, the governing board will receive needs survey results and will share those results with the stakeholder community via newsletters and the school’s website.

The Academy’s governing board will mandate that the school’s principal create an ongoing subcommittee to review all school academic data and any other data (e.g., attendance data) that could affect student academic performance and or impact instruction. The Academy’s data review council or data review advisory committee (to be named) will be comprised of the school principal, assistant principal, two members of the teaching staff, one office staff member (registrar), and one parent advisor. This council or subcommittee will closely monitor attendance data and academic performance data. Periodically, the Academy’s governing board may request a presentation on

school performance, progress toward educational outcome goals, and progress on interventions. The Academy’s data review council/subcommittee will serve at the discretion of the governing board and report to the governing board when requested.

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

If a parent or student has an objection to a governing board policy, he or she may request, in writing, to present the issue to the board at the beginning of a regularly scheduled board meeting. A parent or student has the right to speak to governing board members, at a public governing board meeting, about issues they may have with a governing board policy or decision.

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

The governing board of the Marzano Academy will create and establish goals specific to the governing board’s performance. Each strategic goal will utilize the SMART Goals planning strategy so that each goal is specific, measurable, attainable, realistic, and time bound. Each strategy will be research-based; include a specific action plan to support the given strategy, as well as outline what will be done; state the person responsible; required resources, support, training; and timelines for the given strategy to be successful or what targets should be reached.

The Marzano Academy’s governing board will meet monthly to review financial statements, as well as monitor progress towards its strategic goals, determine which areas are on target and problem solve and follow up for any areas falling behind. Based on feedback from board members and possible subcommittee members, the Board may amend and revise budgets, projections, and strategies.

Marzano Academy’s governing board and subcommittees will be trained in data analysis, including how to examine interim assessments, summative assessments, and “formal” state-mandated assessments. Academic growth will be examined relative to Academy goals. The resulting information, rate of learning, and degree of integration of data analysis practices will determine future professional development needs relative to data analysis.

**Table 21: Marzano Academy Governing Board Goals**

Goal	Purpose	Outcome Measure
<p><b>Academic</b> The Marzano Academy Governing Board will utilize relevant data to implement programs designed to increase student achievement.</p>	<p>A well-informed governing board, regarding academic performance, will effectively implement programs, strategies, and interventions designed to increase academic achievement.</p>	<p>*In the Academy’s first year: The governing board will monitor the status measures of student academic performance on correlated state exam interim assessments and create long-term growth goals for student academic achievement.</p>
<p><b>Operations</b> The Marzano Academy Governing Board will use resources efficiently and innovatively to provide an exceptional educational environment.</p>	<p>Efficient fiscal management of the Academy’s budget will support the effective delivery of educational services and support a safe, clean educational environment, encouraging positive growth in academic achievement.</p>	<p>After reviewing monthly financial statements, the governing board will ensure the Academy is not running a financial deficit.</p>

Goal	Purpose	Outcome Measure
<p><b>Capital</b> The Marzano Academy will attract, retain, and develop qualified personnel that share a positive visionary focus of excelling student achievement and growth.</p>	<p>A stable, positive, socially beneficial educational environment will encourage high-quality teachers to stay and their stability will foster excelling student academic achievement.</p>	<p>Biannually, the governing board will review survey data from the teaching staff regarding degree of satisfaction and aggregate anecdotal comments on school improvement methods.</p>
<p><b>Communication</b> The Marzano Academy Governing Board will consistently collaborate with stakeholders forming productive relationships that support the district vision.</p>	<p>Consistent, effective communication between the school and its community will encourage parental involvement and community support which will in turn support individual student academic achievement.</p>	<p>The governing board will monitor and aggregate the frequency and type of parent and community involvement and determine if interventions are needed.</p>

**INCUBATION YEAR DEVELOPMENT**

**(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016–2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.**

Successful new-school development is a complex endeavor. The Academy anticipates opening in the fall of 2017 (technically, August 2017). This provides initial development-team and committee-to-form team members over one year of planning and development to create a new, exceptional educational experience. The Academy development team developed a preliminary project management scope and sequence which has three, overarching phases. The scope and sequence of the phases are visually represented (in brief) in attachment 10 (page 174).

As part of a phase I, initial development strategy, the development team solicited financial expertise from two international educational research companies, a charter school development company, and independent consultants versed in charter school development. Phase I development focused and will continue to focus on school need, proposed educational program, school viability, location, projected costs, and charter application. Once the proposed program is matched with a community need, projected costs estimated, and a charter application approved, the development project can proceed to phase II which includes creating a non-profit entity, converting the committee-to-form to a governing board, securing financing, completing leadership hiring, beginning teacher outreach, land acquisition, build or build-out (phases), and construction. Phase III, which is anticipated for the spring of 2017 (technically, January 2017–May 2017), will mark the completion of school development and include final instructional staff hiring, building completion, and the initiation of school enrollment. In order to bring the Academy concept from idea to implementation, the Academy development team completed a tremendous amount of due diligence and solicited expertise from a wide variety of experienced charter school developers.

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

The Marzano Academy, given the significant amount of lead time prior to the opening of the Academy, would like to deliberately and carefully solicit potential leadership candidates (principal and assistant principal) through an extensive vetting process. The Academy will seek guidance from an experienced school principal to act as a consulting or development principal and assist with leadership selection and leadership training once candidates are selected. The principal will coordinate professional development training services, with input from Marzano Research. Marzano Research, in an effort to properly inculcate the school's leadership team in the Academy's mission, vision, and hallmarks of the Marzano High Reliability Schools framework, will train the Academy's leaders. The Marzano Academy's training for leadership will begin immediately when all leaders are hired. The main components of the leadership program will include the Marzano High Reliability Schools framework, the key elements of high reliability schools, Marzano's nine essential instructional strategies, and the Marzano Taxonomy. All of these are referenced in the Executive Summary (page 4) and are detailed throughout this application. All of these training components directly match with the desired educational program for the Academy. It will be crucial for the Academy's leadership team to learn and firmly understand the foundational components of the Academy's educational program during the incubation year zero.

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

Immediately following location selection, the Marzano Academy development project will be guided by a project manager from Marzano Research. This full-time project manager from Marzano Research will work with partner organizations to support and complete development of the Marzano Academy. The development of the academic program will be supported by Marzano Research, the operational (land, building, construction, finance) development will be supported by a charter development company, Waltz Education Group, and additional finance and philanthropy will be supported through philanthropic donations to the Marzano charter initiative. Each of these partnering organizations employs many full-time and part-time employees and consultants who may be asked to provide direct support for this project. Compensation for these individuals will come from the Marzano charter initiative, which is currently supported through philanthropic funding.

**DUAL CREDIT PARTNERSHIPS**

The Marzano Academy does not have a dual credit partnership. This section is not applicable at this time.

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

This is not applicable to the Marzano Academy.

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

This is not applicable to the Marzano Academy.

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

This is not applicable to the Marzano Academy.

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

This is not applicable to the Marzano Academy.

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

This is not applicable to the Marzano Academy.

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

This is not applicable to the Marzano Academy.

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

This is not applicable to the Marzano Academy.

## **SERVICES**

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

Please see attachment 12 (page 178).

**(1a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

The Academy, initially, does not intend to provide transportation. There is a potential negative impact to enrollment in not providing supported transportation to the school; however, the Academy's operational land and facilities development team will consider multiple population density, traffic count, and traffic metrics when selecting an ideal school site. The Academy has taken into consideration that proper school-site placement planning will mitigate the need for school-supported transportation. Additionally, the Academy's school leader (principal) and assistant principal will actively engage in purposeful, ongoing marketing to ensure the school is a well-positioned educational option in the community.

**(1b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

The Academy will contract with an approved school-lunch vending service to provide daily lunch service. Marzano Academy contracted consultants have provided projected costs associated with average per-pupil lunch costs and this information has been entered within the school's

projected budget. The Academy is actively seeking input and bids from approved school food-service providers, including *Three Square*; however, a final selection has not been made. Operational consultants for the Academy have provided food service and catering company information. Contracted food service vendors will bring their own kitchen-preparation supplies. It is incumbent on the Academy to provide an approved space for food preparation. Operational consultants are currently communicating with companies who are authorized and have experience with providing an approved School Lunch Program (for example: Sodexo). Currently, the Academy has not selected a vending service, and therefore, it would be premature to name a company within this document.

**(1c) Facilities maintenance (including janitorial and landscape maintenance).**

The building the Academy will eventually occupy will most likely need to be renovated and modified for educational use; the facility, will have, albeit with limitations, a warranty. The school has budgeted money for either a full-time custodian or a dedicated contracted service from a custodial-service company. However, the Academy is actively seeking bids from full-service custodial services to weigh the value of a dedicated full-time person versus a contracted service. The Academy has budgeted money for either a full-time custodian or a dedicated contracted service from a custodial-service company. However, the school's leadership (once fully staffed) will actively seek bids from full-service custodial services to measure the value of a dedicated full-time person versus a contracted service. The Academy will contract with a local landscape company for a weekly or bimonthly service depending on location.

**(1d) School health and nursing services**

School health and nursing services will be provided by a contract with a local health associate. Many elementary schools do so in lieu of hiring RNs or LPNs. A part-time health associate, for the initial three-year school population appears to be the best option.

**(1e) Purchasing processes**

The Academy will have protocols for purchasing which are guided by cost thresholds, intentions for use, and safety considerations. The committee-to-form will need to decide an appropriate cost threshold for Academy purchases which must be approved by a Board vote. Costs under this threshold may be the responsibility of the Academy's school leader (principal), recorded by the Academy's office manager, and subject to review by the Academy's Board. Intentions for use will help guide purchases for instruction, which may require Board approval, versus purchasing cleaning supplies, which may be the provenance of the Academy's school leader. Additionally, the purchase of a food service may be under a cost threshold, but because it affects the health and safety of the campus, a presentation to and vote by the Board may be required.

**(1f) Safety and security (include any plans for onsite security personnel)**

At this time the Academy does not have a plan for onsite security personnel. The Academy will open with elementary grades and the Academy school leader (principal) and office administrative staff will coordinate with emergency services for any security breaches (e.g., intruder on campus). Currently, given the initial grade levels served, (K-5, then one grade per year), the Academy does not intend to hire security personnel.

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

The technology plan for the Marzano Academy is mitigated by the fact that the Academy has not finalized a build or build-out site location. Therefore, the existing infrastructure within a given area, such as fiber-optic availability versus cable, will impact hardware choices. The following technology infrastructure plan is based on assumptions and since the Academy currently doesn't exist, there is not a current state or needs assessment of current technology for recommended upgrades. The technology plan or outline for infrastructure is project managed into three phases, commensurate with the Academy's structural development.

Technology is an essential part of the Academy's educational program, but it has to be properly integrated with the program and the pedagogy or may be seen by students as a curricular add-on and not part of the curricular process. It is a goal of the Academy's board and associated research consultants that technology use be a natural process and not a separate part of the day or classroom. Additionally, technology use, particularly 1:1 devices, need to be integrated at the appropriate age so that students know how to use their devices in the proper educational context. Schools across the country are flocking to the concept of 1:1 learning, which is the concept of one device for every student and teacher in the school. While the benefits and success stories of 1:1 initiatives have been well published, there has been little information published about the implementation strategies used by technical coordinators in these initiatives; the infrastructure behind a 1:1 initiative must be properly developed in order for the initiative to be successful.<sup>58</sup>

The Academy will begin their technology considerations with an infrastructure plan. The infrastructure plan (phase one) takes into consideration the Academy's technology goal, working with the end in mind. The Academy will serve 300 students using personal devices (mobile device, netbook, laptop, or PC) and accommodate an additional 30 adult staff members with laptops or PCs, for a connectivity total of 330–350 within the building. An often overlooked consideration when planning to serve a large, secure, group is a proper electrical platform. Given the Academy is finalizing a build or build-out, there is an up-front opportunity to establish the right electrical local grid to power all the required switches, modems, routers, and devices for all the Academy's intended users. The Academy will also ensure that connectivity and configuration with modems, firewall, switches, and routers complies with the Child Internet Protection Act (CIPA).

The next phase of the Academy's technology infrastructure plan is design considerations. The Academy will examine how the school's educational program will use technology and compare those considerations against the Academy's technology infrastructure. For example, are there increased usage time periods during the day which compromise access? Are devices being used in small groups for extended periods of time? What are charge rates compared with student use? With design considerations, the Academy will critically examine how infrastructure may impact learning through technology use. The goal is to minimize downtime, outages, and disruption so that learning is seamless with technology. Therefore, the Academy will work with technology contractors to support the program by mitigating the aforementioned factors.

The third phase of the Academy's infrastructure plan is identifying the key objectives; these include hardware and software, training, and tech support for the academic program. The academic program objectives are: (1) provide reliable connectivity and access, (2) provide adequate educational technology hardware, (3) provide software solutions, (4) teachers provide training for all students, (5) provide technology support services, and (6) integrate technology into the curriculum at all grade levels. Each of these areas of the objectives has subcomponents and tasks, as detailed below.

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<sup>58</sup> Bryant, T. (2006, June 1). Tips to manage a 1:1 learning initiative. *Tech Learning*. Retrieved from <http://www.techlearning.com/article/tips-to-manage-a-11-learning-initiative/43576>

### **Objective 1: Provide Reliable Connectivity and Access**

When building selection is complete, the Academy will immediately begin working on connectivity/access solutions with the local ISP to ensure optimal connectivity and ensure equal access throughout the building (this will influence the number of connections such as modems, switches, routers, and access points required for the building). Ideally the Academy would like to connect with a fiber-optic ISP to create a fiber-optic loop local area network (LAN) within the building to support wireless needs (300 devices) and create a voice (VoIP) communication system.

### **Objective 2: Provide Adequate Educational Technology Hardware**

The Academy will have what it needs to optimally conduct its educational program. The Board is willing to invest in the required hardware to support 300 students and 30 adult staff members. Ideally, the Academy will have a data backbone consisting of 12 strands multimode and six strands single mode of fiber with redundant copper. Video will be delivered via IP network, there will be 10Gbps switches or greater and wireless throughout the building to support three devices per person. The telephone voice communication system will be a voice-over-Internet-protocol (VoIP) system and each classroom will have an interactive projector with HDMI video ports to the projector. As referenced in the infrastructure phase, there will be several outlets for charging devices, wired jacks for computer connections, and laptops for teachers.

### **Objective 3: Provide Software Solutions**

Building upon infrastructure and hardware, the development team will solicit feedback from consultants on effective software solutions. These decisions may also be influenced by specific curricular choices. At a minimum, the development team understands that students, teachers, and office staff need a common platform/operating system and suite of functional products for student and/or office tasks. Therefore, the development and the school's Board (once seated) will develop a per-student and per-staff software-solution cost.

### **Objective 4: Teachers Provide Training for All Students**

Technology, equipment, and software are idle without proper professional development. The type of OS or particular office and/or student suite of programs impacts how much training staff will need. Additional classroom software solutions, assessments, content, and on-demand research products typically have professional development expenses embedded in their cost. The Academy will also budget for a-la-carte PD services for staff.

### **Objective 5: Provide Technology Support Services**

Teachers within the Academy may employ a train-the-trainer strategy to ensure that all staff are able to guide their students on basic device operation and basic software capabilities. Support services for devices (non-functioning) will be contracted. There will be redundant devices while devices are repaired.

### **Objective 6: Integrate Technology Into the Curriculum at All Grade Levels**

The Academy will integrate an appropriate, 1:1 device for each student in grades 3 and older. Teachers will have dedicated laptops and the office staff will have dedicated PCs.

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

**will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.**

The Academy's student information management system, Infinite Campus, will be an integral part of the office staff and school leadership's (principal, assistant principal) daily school experience. Therefore, adequate training for this vital software will be required for office and leadership staff. Fortunately, Infinite Campus provides 1:1 training, onsite training (depending upon size), and on-demand webinars to support learning. Infinite Campus training for all Academy office and leadership staff will be required. The State of Nevada Department of Education has a Charter School Reporting Requirements Manual outlining all critical required reports and due dates. Office staff and the Academy's registrar will project manage report completion and the timely submission of reports. The Academy's office manager will be assigned to regularly monitor student information and commit to ongoing trainings.

The Academy recognizes that state (Nevada) and federal (U.S.) departments of education require the collection of student and family (e.g., Title 1), personally identifiable information (PII) for various assessment, accountability, and entitlement programs. The Academy will implement policies and protocols to safeguard this information. The Academy will adhere to data access policies and procedures outlined in FERPA, ESEA, the Student Online Personal Information Protection Act (SOPIPA) and by the State of Nevada Department of Education.

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

The Academy will create a secure storage protocol that includes physical security during and after school hours. The building will be controlled by a security system and will be under monitored surveillance. The Academy's access policy defines persons who may view PII data as "only authorized and authenticated Academy personnel or contracted vendors with signed privacy obligations for specified applications or parents and students may access this data through the Academy." Additionally, Academy staff will have strong passwords and all staff will receive security awareness training.

## **FACILITIES**

**(1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.**

The Marzano Academy's proposed opening is slated for the fall of 2017 (technically, August 2017). The development team is currently in the process of identifying an exact location. One of the principles guiding the search for the right location is the selection of an educationally disadvantaged community. The Marzano development team has been in communication with Opportunity 180, Nevada, to identify "priority footprint" areas of Metro Las Vegas. These priority areas are defined by low-performing elementary schools; the "footprint" essentially helps prospective charter school operators identify the areas of Las Vegas with the most educational programming need. The Academy's development team, including Dr. Marzano, have engaged a consulting company to aid and assist with financial projections, cost estimates, site selection, building or build-out construction solutions, and finance options. The Waltz Education Management Group is currently engaged to develop a project management scope and sequence for two options:

(A) securing land and building a new building to create the Academy and (B) securing an existing facility and building out to accommodate the educational program needs of the Academy. The Waltz project management professionals (PMPs) have specific timelines associated with each option and cost estimate scenarios given exact locations.

**(2) If a facility is not yet identified, please describe the organization’s approach to finding a suitable facility. Please include the organization’s plans to finance the facility, including:**

Members of the Marzano Academy charter project and the Waltz Group development team have met regularly to vet potential sites and cost estimates. The teams (Waltz team members, Marzano Academy team members) currently meet once per week to introduce new building ideas and keep communication between vested partners current, consistent, and moving forward. The Waltz Group has a development specialist onsite in Las Vegas to identify land, property, and/or existing buildings. There are currently multiple plans/options for financing the project and they are dependent on the type of facility (e.g., land plus building construction or purchasing an existing building with renovation costs).

**(2a) Total project cost:**

Total project cost is dependent on the type of overall facility (land plus new build versus the renovation of an existing facility). The first option has a total project cost estimate of a maximum of 6.8 million dollars, whereas the second option currently is estimated at a maximum of 5 million dollars.

**(2b) Financing and financing assumptions:**

In early development meetings, the Waltz team positioned project cost estimates based upon previous school builds with commensurate student counts and classrooms. Early estimates range from \$6.8 million for option A (securing land and building a new building to create the Academy) to \$5 million for option B (securing an existing facility and building out to accommodate the educational program needs of the Academy). The Waltz team has presented finance solutions options that range from 100% to financing based-upon capitalization of the project (e.g., 80% financing). A timeline goal for option A has been set for May/June 2016 (identify land areas) and a timeline goal for option B is September 2016 (build out).

**(2c) Total facility costs that the financial model can handle—debt service + lease + maintenance + utilities + etc:**

Ideally, the Marzano Academy would like to assume a maximum debt load of 6.8 million.

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

The Marzano Academy currently does not have a facility.

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

The Marzano Academy project development team is currently contracting with the Waltz Education Management Group. The Waltz Group is a collective of professional educators, financiers,

construction management professionals (CMPs), and PMPs, dedicated to ensuring charter school success. The founders created the management group specifically to advise charter school operators with all aspects related to real estate, design, finance, and construction. The company's leadership has 20 years of school construction (majority charter school) experience. The Waltz team has seen firsthand how small mistakes made along the way during development cost clients critical time and money. Their experienced charter-specific development team is focused on saving resources to help avoid many of the common pitfalls and mistakes made while developing a new school facility. Their members can advise in every aspect of the school development cycle as needed or specifically with project management, design-build, construction, renovations, new building, entity formation, charter development, master planning, and legal and financial planning.

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

The Waltz Education Management Group has presented the Marzano Academy development team with lists of vendors and companies that they currently work with who provide property management services that include facility maintenance, grounds keeping, building warranty repair, and parking and playground construction and maintenance. At the appropriate time (upon site and construction development), the Academy will begin vetting vendors and select companies who have a proven track record of providing exceptional service to schools.

**ONGOING OPERATIONS**

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

The Marzano Academy will fully comply with Nevada's Division of Emergency Management school emergency program and will comply with Clark County School District's guidelines for educational emergency management systems. The Marzano Academy will develop an emergency response and crisis management plan that is based on Clark County School District guidelines. The Academy's school leader (principal) will be the person primarily responsible for monitoring and updating this "living" plan.

The school's student safety guidelines require that any person entering the building must report directly to the front reception office for clearance. Upon clearance, the person will receive a visitor's badge to be worn in a manner that is visible while on school property. Visitors, including students from other campuses or students suspended from that campus, who are on school property without authorization are trespassing and are subject to arrest.

In the case of an emergency event, the school will have predetermined crisis management facilitators, specially trained staff, and/or teachers to help evacuate the Academy. Also, in case of emergency, the crisis management staff will escort students to an alternate, adjacent location from the school. The school will employ an emergency response notification system (text and or robo-call) to alert parents in case of a school emergency; the school may employ a One-Call system (or similar vendor) to alert parents regarding a school emergency and to follow written text or verbal, voice directions.

Marzano Academy parents are required to keep updated contact information in case a student becomes ill or has an accident at school or if a school emergency notification is required. The office staff and Academy registrar will create a protocol to ensure that contact information is up-to-date; for example, monthly notices sent home to alert the school of any changes. Emergency medical

services may be called if parents are unavailable or if it is determined that immediate medical attention is warranted. Expenses for emergency care will be directed to the parents.

As mandated by the State of Nevada, the Marzano Academy will regularly practice fire and security drills. These drills will be performed under state frequency requirements and will be conducted under the direction of the Clark County Fire Department. The Marzano Academy expects to exceed the number of practice drills required by federal and state standards.

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

Please see attachment 14 (page 181).

## Financial Plan

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

The Marzano Academy is currently interviewing prospective business solution consultants who can provide accounting, payroll, purchasing, and auditing services for the Academy. Marzano Research has an extensive history of successfully outsourcing accounting, purchasing, payroll, and audits for its international research organization. Additionally, charter school consultant companies like CS Educational Services and Strategic Educational Services have proposed experienced, charter-specific, business outsourcing companies. To date, the Marzano Academy has received information from three financial solutions companies: a southwestern school-business solutions company who currently provides the aforementioned business services to sixty charter schools throughout the Southwest; a charter business solutions company that provides financial expertise to several, large, charter management organizations; and a boutique financial solution company that has experience with small, start-up charter schools. Given the solicitations and information obtained, the Academy will elect to outsource or contract for accounting, payroll, and auditing procedures. The Academy's criteria for interviewing prospective business solutions companies is to first select companies with charter school business experience and then review their work history relationship with their charter clients. Additionally, the Academy will examine their auditing history (client list) and successful submission of state-required documentation. The Academy will finalize their school-business relationship with prospective companies who have a successful history of charter school-specific relationships, timely submission of required audit documentation, and high levels of demonstrated ethical standards.

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

**(2a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.**

**(2b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.**

**(2c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.**

**(2d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.**

**(2e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**

**(2f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**

Please see attachment 15 (page 184).

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

Please see attachment 16 (page 186).

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

The Marzano Academy will mandate and ensure an annual audit of all charter school financial accounts and procedures related to Academy finance and accounting and governance procedures related to finance and administrative procedures related to proper financial oversight. Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG). The Academy will select a highly qualified auditing firm. A copy of the audit report will be presented to the governing body.

The Academy will select auditors who are properly licensed certified public accountants and/or persons working for a licensed certified public accounting firm, according to Government Auditing Standards (GAAS). Additionally, the Academy will select firms who meet the independence requirements of GAAS. Within the vetting process, the Academy will also have criteria that prospective auditing firms must have an external peer review performed at least every three years in accordance with GAAS and the most recent external peer review report must be provided to the charter holder and to the Academy's governing board. Prospective auditing firms must also meet the continuing education requirements of GAAS. Prospective audit firms will be required to include a statement in the engagement letter affirming that the audit firm meets all of the mandatory qualifications. A prospective auditing firm and/or a supervising certified public accountant must maintain good standing with an accounting industry regulatory body. An audit firm's, or supervising certified public accountant's, status with their national regulatory body and State Board of Accountancy must be presented to the governing board before a final selection.

**Attachment 1:  
Letters of Community Support/Partnership**

## Rita Cannan Elementary

2450 Cannan Street  
Reno, NV 89512  
(775) 353-5750  
(775) 353-5752 (Fax)



Kelly Humphreys, Ph.D., Principal  
Daniel Kirk, Assistant Principal

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December 18, 2015

To Whom It May Concern:

I am writing in support of Marzano Research establishing a charter school in Nevada. I am presently in my 23<sup>rd</sup> year as an educator, the last 15 of which have been in northern Nevada. I am also a committed advocate of public education. Having been a teacher, school psychologist, and both school- and district-level administrator, I also see the value in having public options for students that exist outside of a local district's school choices. It is often in these settings where innovation can thrive and the best outcomes for students are achieved.

Given Nevada's poor performance on nearly all positive indicators of student achievement, we are a state in need of creativity, choice, and best practices. I believe that Marzano would bring this to Nevada. I strongly endorse Marzano Research, an institution that has been progressive in moving educational practice forward that generates strong results for students. Higher performing students yield higher performing graduates, and more graduates lead to stronger and more resource-rich communities for our state.

Please consider Nevada as a location to bring a Marzano-sponsored charter school. Should any follow-up regarding this communication be desired of me, please do not hesitate to contact me at 775-353-5750 or [khumphreys@washoeschools.net](mailto:khumphreys@washoeschools.net).

Sincerely,

A handwritten signature in cursive script that reads "Kelly Humphreys".

Kelly Humphreys  
Principal  
One-Day Charter School Principal

March 2, 2016  
1872 Stablegate Avenue  
Henderson, Nevada 89012

The Governing Board  
State Public Charter School Authority  
State of Nevada

I could not be more pleased to recommend that the Clark County School District approve the Marzano Academy as a viable educational opportunity for students and parents. As a former CCSD educator who used Robert Marzano's classroom practices, as a former CCSD Curriculum Director for Secondary English and Reading who utilized many of Marzano's strategies dealing with assessment, goal setting, and making use of the information derived from testing to drive effective instruction for myself and effective learning for students, I can personally attest to the validity of Robert Marzano's research. I have been a Head Reader/Scorer for the State of Nevada Writing Proficiency Exams for more years than I care to admit. Robert Marzano's philosophy of standards-based assessments was applied to outcomes so we could, in turn, go back to our individual schools and have a meaningful discussion with administrators and colleagues as to what the numbers meant and what improvements we were in position to make.

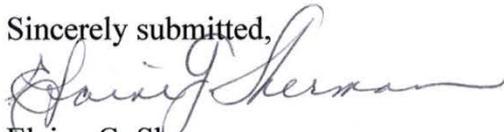
Marzano's educational foundation upon which his academy will be based is understandable to parents, teachers, administrators, students and members of the Las Vegas community. Nothing needs to be "unpacked" or rewritten to be understood.

There are so many ways to instruct, so many ways to demonstrate knowledge. An academy based on Robert Marzano's sound and tested principles will be another key in the Clark County School District's arsenal to unlock student potential. I was here the year CCSD opened 18 schools in one year! Ordering books, laying carpet and tile, hiring teachers, bolting desks together. Records were set that will never be broken. While much was accomplished, a price was paid. I have stated in conversations with friends, colleagues, or members of the community that the issues to be solved concerning the education of our children is the hardest one we face. So many factors enter into the equation. When a child fails, who do we blame? The third grade teacher? Seventh grade teacher? Parents? Society? Television or other electronic distractions? The student? Textbook publishers? The test makers?

I believe the timing is right to approve the charter for Marzano Academy. Robert Marzano presents a consistent framework of instruction based on tested research upon which all instructors will be trained.

The only insight I can offer in closing is that I have always been excited by education. Even after retirement I volunteered at one of our at-risk schools to "prep" students for writing proficiency. Reading about our "failure to thrive" in the Clark County School District has been discouraging. Just thinking about the promise the Marzano Academy can hold for students, parents, and our community puts hope back on the horizon.

Sincerely submitted,



Elaine G. Sherman

March 5, 2016  
3120 St. Tropez  
Las Vegas, Nevada 89128

The Governing Board  
State Public Charter School Authority  
State of Nevada

When I came to Las Vegas in 1992, I commented to my husband that Las Vegas is like an island, only surrounded by sand and cactus rather than water. It has a unique population and economy that creates its own successes and problems; and like an island must develop its own solutions.

The valley's population is rapidly growing into a minority/majority demographic. The service economy is expanding into new areas, such as healthcare and technology, increasing the demand for new types of workers. The public school system is being challenged to meet new demands. Administrators and teachers in the local school district are being required to meet these global demands with limited resources and, sometimes, conflicting messages.

Charter schools have a role in meeting Nevada's K-12 goals. Trusted research, such as Robert Marzano's, can help guide charter school administrators in delivering high quality, community-based education with a focused philosophy for students.

In my years as a CCSD administrator, I have found Marzano's principles to be helpful in raising student achievement, maintaining a positive school climate, supporting classroom teachers, and preparing students for the future. My work as principal of Desert Rose High School taught me that we have much to learn from our most at-risk students. My students all came to Desert Rose labeled as failures. Our first task was to provide students with hope that they could achieve an education that would change their lives to the positive. Each dropout had a unique and important story to tell, as witness one 17 year-old homeless young man who made up two years of school in four months and ended up being accepted to the Air Force Academy. He sat next to a gentleman in his English class who dropped out of high school at 16 to fight in Europe in World War II, later coming to Desert Rose to graduate at age 90 along with the 17 year-old.

Since 2001, Desert Rose HS has graduated over 5,000 students each with a special story. The collective knowledge of at-risk students and the educators who serve them attest to the need for unique and individual programs based on current and future research. Marzano's effective schools research works with highly at-risk populations when applied to the individual needs of students.

In the 1950's, the "island" population was 35,000 people; today the Las Vegas Valley is over two million. The growing and changing population is supportive of educational options.

Sincerely submitted,



Sandra Ransel, Ph. D. (retired principal Desert Rose High School, Clark County School District)

**Attachment 2:  
Leadership Team Job Descriptions**

1. **School Principal:** The Academy's principal will oversee and manage all school personnel including the office staff, the instructional staff (Academy teachers), and any associated part-time or contracted staff who may work on the Academy's campus. The principal will work with the Academy's staff to ensure the Academy's mission and vision are carried out. The Academy's principal will be the campus' primary instructional leader. He or she will ensure that the Academy's staff have all the resources necessary for a successful educational experience. He or she may create school-site councils or advisory councils to review instructional goals and progress toward achievement goals. He or she will report to the board regularly about the Academy's academic status (progress toward mission goals) and academic achievement results (progress on formative and summative assessments). The Academy's principal may hear and resolve disciplinary matters. Related to disciplinary matters, the principal will interact directly with parents should a student's discipline matter involve removal from the general education classroom. The principal will be the primary interface and resolution for parental concerns. The Academy's principal will be an employee of the school and serve at the discretion of the Academy's governing board.
2. **School Assistant Principal:** The Academy's assistant principal will be a direct liaison with any staff associated with the safe and secure daily operation of the campus. The assistant principal's duties will be all encompassing and may include, but are not limited to, ameliorating concerns with the building (e.g., power, technology, safety and security issues). The assistant principal may also intervene in student discipline matters. The Academy's assistant principal will provide consistent operational support for the Academy. He or she will be an employee of the Academy and serve at the discretion of the principal.
3. **Office Manager/Registrar:** The Academy's office manager will provide critical operational support for the campus. He or she may be the first line of communication between parents/students and the Academy's principal or assistant principal. The office manager will be responsible for the timely submission of local, state, and federally mandated reports. He or she will also have the critical function of properly recording daily attendance and managing and reporting those figures to the State. The office manager will oversee data management and student records management. He or she will ensure that all records are properly maintained according to state and federal privacy mandates.

**Attachment 3:  
Resumes and Student Achievement Data for School Leader**

## Planning Principal

James McMurphy

8857 East Nichols Place, Centennial, CO 80112 720-525-6435

James.mcmurphy@marzanoresearch.com

### ***Experience Summary***

A positive, motivated, and collaborative professional effectively utilizing career expertise in educational leadership is seeking to serve as the Marzano Academy Planning Principal. I have over 20 years of experience in effective teacher recruitment, drive to increase and stabilize peak enrollment, as well as all other leadership functions. I have demonstrated a successful record of budget management and strategic resource allocation as well as organizational development, assessment analysis, and employee motivation and evaluation. As an experienced and professional education leader, I thrive in a fluid and competitive environment and I am seeking new career opportunities.

### ***Skills and Areas of Knowledge***

- Excellent instructional leadership, project management, and brand management in competitive educational marketplace
- Responsible and efficient use of a \$5.4M annual budget in a highly decentralized environment
- Excellent teacher training and staff development inservice delivery
- Proven record of conflict management, mediation, and reconciliation
- Mastery of MS Office Suite, iOS, and related applications
- Collaborative relationships with customers, business partners, and the surrounding community
- Employee hiring, onboarding, mentoring, coaching, evaluation, retention, discipline, and dismissal
- Compliance with all federal, state, and organizational compliance standards
- Highest ethical standards
- Representing organizational interests by participation and leadership as a part of the negotiations process with the employee union
- Established and engaging public presenter and speaker
- Data analysis and analytics
- Excellent and consistent communication and follow through
- Development of immediate, short-term, and strategic goals for organizational success

### ***Achievement History***

- Successfully led a team of 83 employees toward a coordinated goal of raising student achievement and implementation of district vision and goals. Responsible for all operational management and decision-making aspects for the school.
- Served as the key decision maker in acquiring and deploying instructional materials and technology from which associated professional development needs were determined and instituted.

- Successfully collaborated with our customer base of parents and local business leaders to meet and surpass articulated expectations and needs.
- Prepared and delivered presentations to recruit and retain families and then assess messaging effectiveness. These efforts have led to exceeding annual enrollment projections from 2011 to 2014 in an environment that is based upon student and family attendance choice.
- Presentation and public speaking experience with adult groups in size from 2 to 2,000.
- An expert in maximizing school operational budgets, school- and child-related legislation and policy, and developing programming to meet the highest standards for our parents' primary concern, their children's safety and learning.
- 20 years of teaching and leadership experience in kindergarten through 8<sup>th</sup> grade in multiple school configurations and environments. Ability to communicate most current education pedagogy and research to our community to facilitate understanding, resulting in increased student enrollment.

### ***Professional History***

- Business Development Manager | Marzano Research | 3/2015–present
- Principal | Douglas County School District | 7/2011–8/2014
- Assistant Principal | Douglas County School District | 7/2006–6/2011
- Assistant Principal & Pupil Achievement Specialist | Cherry Creek School District | 7/2000–6/2006
- Teacher & Instructional Coach | Smithville R-II School district (MO) | 7/1994–6/2000

### ***Education***

- M.S. Ed - Masters of Science in Administration–Secondary Education | July 1997 | Northwest Missouri State University
- B.S.Ed. - Bachelors of Science in Education–Teaching Secondary Social Sciences | May 1994 | Northwest Missouri State University

## **Prospective Building Principal (relocating to Las Vegas)**

Matt Ashlock

1767 Vine Street #2, Denver, CO 80206 810-610-8194

matthewashlock@outlook.com

### ***Achievement History***

The school he is currently an administrator with is located in Northwest Aurora, Colorado, with a student population of 2,086 students. The school's racial demographics are: 66.5% Hispanic, 15.9% Black or African American, 8.9% Asian, 5.3% White, and 2.1% other. The school has a large English language learner (ELL) population, including non-English proficient/limited English proficient students comprising 41.6% of the student population. Additionally, over 298 students, 14% of the population, are refugee students who are also ELL students. The majority of students within the school, 55%, are English language learners (ELLs). 92% of the students qualify for free and reduced lunch.

Given the school's demographics and location it can easily be categorized as a high-needs educational environment. In 2012, the school adopted Dr. Marzano's High Reliability Schools framework and teacher professional development program. Over the past three academic years, the school has seen an 80% decrease in the number of negative behavior incidents, 3% annual increases in student achievement across core subject areas, and significant decreases in academic growth gaps across all subpopulations.

### ***Experience***

Assistant Principal, Aurora Central High School (June 2013–Present)

Duties include but are not limited to: Curriculum planning, master schedule development, professional development facilitation, teacher evaluation, fiscal management, data analysis, unified improvement planning, monitoring of student adequate progress and proficiency levels, assessment coordinator, student supervision.

Dean of Students Summer School Principal, Aurora Central High School (August 2012–June 2013)

Duties included but were not limited to: Professional development of staff/student interactions, credit recovery program administrator, administrative team member, PBIS and equity co-facilitator, student supervision and discipline.

Professional Technical Administrator/Site Administrator English Instructor, Aurora Public Schools - Online High School (January 2010–August 2012)

School Site Administrator, APS Online - Aurora Central Campus, Supervisor/Facilitator of a Blending Learning Environment, grades 9–12, Highly-Qualified English Instructor, Grades 9–12

Duties included but were not limited to: School site finance, advisory committee chair, development and implementation of APS Online UIP, community outreach, student supervision, monitoring of student adequate progress and proficiency levels, assessment coordinator, academic advisement, career pathway planning, and ongoing APS district professional development for users of various online curriculum platforms.

Administrator Intern/Summer School Principal, Aurora East Middle School, Aurora, CO (May 2008–July 2008 and May 2009–July 2009)

Language Arts Teacher, Aurora East Middle School, Aurora, CO (August 2007–December 2009)

Literacy Interventionist, Grades 6th–8th, August to December of 2009, 8th Grade Literacy Teacher with Special Education Cohort 2008–2009, 7th Grade Literacy Teacher with English Language Acquisition Cohort 2007–2008

English Teacher, Henry E. Lackey High School, Indian Head, MD (August 2006 to June 2007)

10th Grade Academic and Honors English teacher, 11th grade English teacher, Hamady High School, Flint, MI (August 2005–June 2006)

***Licensure***

- Colorado Professional Principal License # 0499321, All Schools: K–12 Expires: 04/05/2019
- Colorado Professional Teaching License # 0499299 English Language Arts: 6–12 Expires: 04/05/2016
- Linguistically Diverse Educators Certificate, APS Accredited Certificate Program

***Education***

- Bachelor of Arts in English Education & B.A.Ed. in Secondary English Education, University of Michigan
- Masters of Arts in Education, M.A.Ed. in Educational Leadership and School Administration, University of Phoenix

**Attachment 4:  
Competencies Used for School Leader Selection**

Many of the competencies for school leader selection at the Marzano Academy are linked with the domains and attributes of evaluating a school leader. Therefore, many of the attributes or elements listed in this competency attachment will be referenced in the School Leadership attachment (page 111). The Academy's school leadership selection committee will consider candidates' experience, experience with best practices, and research-supported leadership attributes. The Marzano Academy, when selecting a school leader or Academy principal, will use a combination of (1) research best practices, derived from a meta-analysis of educational leadership; (2) pertinent practical experience; and (3) evidence of best practice from prior experience. The Academy's leadership selection committee will screen individuals and use a metric which combines the aforementioned attributes within a rubric. The rubric will allow screening participants to generate a raw score which combines these attributes or domains.

### **School Leadership Experience**

The Marzano Academy seeks individuals who possess the following attributes for a school leadership position (may be working to complete some attributes):

- Prior school leadership experience
- Teaching experience
- Current Professional Educator Licensure in good standing
- A history of positive evaluations from prior positions
- Experience working with school boards
- Experience working with community based organizations

### **Evidences of Best, Educational Practices**

The Marzano Academy seeks qualified school leadership candidates who have demonstrated positive experiences with the following elements:

- A data-driven focus on student achievement
- Continuous improvement of instruction
- A guaranteed and viable curriculum
- Cooperation and collaboration
- School climate

### **Demonstrated Skill-Set Within Research & Best Practices**

The Marzano Academy seeks qualified school leadership candidates who possess strong knowledge and demonstrated skill in the following elements:

- Leadership knowledge and skill
- Ability to lead (and or teach) within diverse student populations
- Communication ability
- Fiscal stewardship

**Attachment 5:  
Teacher Evaluation Tool**

The Marzano Academy will use the Marzano Teacher Evaluation Model as the Academy's primary means to evaluate teachers. The Marzano Teacher Evaluation Model is based on a number of texts, including *What Works in Schools*,<sup>59</sup> *Classroom Instruction That Works*,<sup>60</sup> *Classroom Management That Works*,<sup>61</sup> *Classroom Assessment and Grading That Work*,<sup>62</sup> *The Art and Science of Teaching*,<sup>63</sup> and *Effective Supervision: Supporting the Art and Science of Teaching*.<sup>64</sup> Each of these texts was generated from a synthesis of educational research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

The model includes four domains with key elements in each domain.

- Domain 1: Classroom Strategies and Behaviors; 41 Elements
- Domain 2: Planning and Preparing; 8 Elements
- Domain 3: Reflecting on Teaching; 5 Elements
- Domain 4: Collegiality and Professionalism; 6 Elements

A variety of states, districts, and schools across the country use the Marzano Teacher Evaluation Model. New York, New Jersey, and Florida employ the model as a whole or in part as the basis for their state-wide teacher evaluation systems. It is also, at the time this application is being developed, being piloted or considered in other states (e.g., Oklahoma and Missouri). Additionally, a growing number of districts across the country have adopted or adapted the model as the basis for teacher feedback and development (e.g., Cherry Creek Public Schools in Denver, Colorado; Adams School District 50 in Westminster, Colorado; and Rockwall School District in Rockwall, Texas).

A unique aspect of this model is that a growing number of experimental control studies have been conducted by practicing teachers on the effectiveness of model-specific strategies in their classrooms. These studies establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques can establish a link between elements of the model and student achievement. Other evaluation models currently used throughout the country appear to rely more heavily or exclusively on correlational data regarding the relationship between their elements and student achievement. To date, over 300 experimental/control studies have been conducted. These studies involved over 14,000 students and 300 teachers across 38 schools in 14 districts. The average effect size for strategies addressed in the studies, was .42, with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. Stated differently, on average, when teachers use the classroom strategies and behaviors in the model, their typical student achievement increased by 16 percentile points. However, even larger gains (e.g., those associated with effect sizes as high as 2.00) can be realized if specific strategies are used in specific ways.

The Marzano Teacher Evaluation Model, as previously noted, has four domains. Each of the domains has key elements. Teacher effectiveness is rated using a rubric and scale associated with

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<sup>59</sup> Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

<sup>60</sup> Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

<sup>61</sup> Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.

<sup>62</sup> Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: ASCD.

<sup>63</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

<sup>64</sup> Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

each Domain and Element. In total, there are four domains with 60 elements. The complete Marzano Teacher Evaluation tool is a large text. Therefore, a sample was added to this attachment as an example of the measurement tool (rubric and scale) for the Teacher Evaluation tool. Please keep in mind there is a rubric and scale for each domain and element.

**DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS**

***Lesson Segments Involving Routine Events***

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

<b>Element 1: Providing Clear Learning Goals and Scales (Rubrics)</b>				
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.				
<b>Teacher Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has a learning goal posted so all students can see it.</li> <li><input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.</li> <li><input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson.</li> <li><input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it.</li> <li><input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson.</li> </ul>		<b>Student Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, students can explain the learning goal for the lesson.</li> <li><input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal.</li> <li><input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.</li> </ul>		
<b>Innovating-4</b>	<b>Applying-3</b>	<b>Developing-2</b>	<b>Beginning-1</b>	<b>Not Using -0</b>
Adapts and creates new strategies for unique student needs and situations	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

**Attachment 6:  
School Leader Evaluation Tool**

The Marzano Academy will use the Marzano School Leadership Evaluation Model to assess its school leader (principal). The School Leadership Evaluation Model was designed by Dr. Robert Marzano. The model is based on an extensive review of the extant literature in school administrator leadership. While it can be used independently, it is designed to be used in close conjunction with the Marzano Teacher Evaluation Model. The first task in creating the School Leadership Evaluation Model was a survey of the research on school administrator competence. From this review of the research literature, specific school leader actions and behaviors were identified that, historically, have a relationship with student achievement.

This meta-analysis of school leadership research was published in the book *School Leadership that Works*<sup>65</sup> by Dr. Marzano. The purpose of the study was to examine the research literature on those school leadership factors that have a statistically significant relationship with student achievement. Over 300 studies were examined and 69 met the criteria for inclusion. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1,400,000 students. The overall finding was that strong school leadership has a statistically significant relationship with positive student achievement. Strong leadership can be described as 24 specific types of actions and behaviors enacted by school leaders.

Based on the review of the research literature, 24 categories of principal actions and behaviors were identified. These 24 categories or elements were organized into five domains:

- (1) A data-driven focus on student achievement
- (2) Continuous improvement of instruction
- (3) A guaranteed and viable curriculum
- (4) Cooperation and collaboration
- (5) School climate

For each of the 24 elements within the five domains, scales have been developed along with example evidences of success. Table 22 (page 113) shows a sample scale from the tool.

To understand the logic of the scale and all others in the model, it is best to begin with the Applying (3) level of the scale. A score of Applying (3) can be considered the level of performance that indicates proficiency regarding the element. In this case, the school leader not only establishes clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement at the school level but also regularly monitors that everyone has understanding of the goals. In short, the school leader ensures faculty and staff understand the goals. Above this level is Innovating (4). Here, in addition to the Applying (3) actions and behaviors, the school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals. This level is usually associated with exceptional or excellent performance regarding the element. Developing (2) is a step below the target of Applying (3). Developing (2) indicates that the school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not monitor to ensure faculty and staff understand the goals. This level of performance is usually associated with needing improvement regarding the element. Below this level is Beginning (1). Here the school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level, but does not complete the task or does so only partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is Not Using (0).

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<sup>65</sup> Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Here the administrator does not even attempt to establish school-wide achievement goals. This level is also considered unsatisfactory.

**Table 22: Sample Scale from the Marzano School Leader Evaluation Tool**

<b>Domain 1: A Data-Driven Focus on Student Achievement</b>				
1. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.				
<b>Innovating (4)</b>	<b>Applying (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Using (0)</b>
The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school-level.	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school-level.

**Attachment 7:  
Board Member Template**

Please see the Excel file named “7. Board Member Template.”

**Attachment 8:  
Board Member Information Sheets**

## Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Marzano Academy, Las Vegas
2. Full name Amanda Connor  
Home Address 30 Desert Highlands Henderson, Nevada 89052  
Business Name and Address Connor & Connor PLLC 710 Coronado Center Dr. Henderson, Nevada 89052  
Phone Number 702-750-9139  
E-mail address Amanda@connorpllc.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4.  Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes
6. Why do you wish to serve on the board of the proposed charter school?

**I am familiar with Robert Marzano's methodologies and believe that they will be beneficial to educationally disadvantaged children in the State of Nevada, particularly Clark County.**

## Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?

**A public charter school board member should work to implement the mission of the charter school, ensure that the academic program of the school is success and that the school's organization and operation are faithful to the terms of its charter.**

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**I am a board member of the Children's Advocacy Alliance which is a non-profit organization that works to solve chronic problems facing children in the State of Nevada including education. Furthermore, I was a kindergarten teacher which gives me knowledge and experience regarding education and the practical implications of policies.**

9. Describe the specific knowledge and experience that you would bring to the board.

**I bring knowledge regarding educational practices, including Marzano's methodologies, as well as legal experience with implementing laws and regulations. Furthermore, my experience on the board of the Children's Advocacy Alliance gives me knowledge of the role a board can play in implementing and furthering the mission statement of an organization.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

**The Marzano Academy, Las Vegas is a proposed charter school that looks to create an effective educational environment by implement Robert Marzano's research regarding classroom instruction and school organization to create a positive learning environment for disadvantaged children in Clark County.**

2. What is your understanding of the school's proposed educational program?

**It is my understanding that the school plans to utilize an educational program based on the research and techniques developed by Robert Marzano as a part of Marzano Reasearch.**

3. What do you believe to be the characteristics of a successful school?

**I believe a successful school is a place that has a positive learning environment that challenges students to learn new techniques and concepts. A successful school is able to make a child feel comfortable and foster the child's desire to learn.**

4. How will you know that the school is succeeding (or not) in its mission?

**The children through the work projects that they complete, the enthusiasm that they display towards learning, and measurable data regarding their academic success will be indicators of whether or not the school is succeeding.**

## Start-Up Charter School Board Member Information

### Governance

1. Describe the role that the board will play in the school's operation.

**The role of the board is to effectively manage the resources, monitor and strengthen the programs, oversee the organization and the staff, and ensure that the school is operating in accordance or in line with its stated mission and charter.**

2. How will you know if the school is successful at the end of the first year of operation?

**The school success will be demonstrated by the success of the students as measured by the projects they complete and measurable data regarding their academic achievements.**

3. How will you know at the end of three years of the school is successful?

**The school's success will continue to be demonstrated by the success of the students. Furthermore, the ability to grow the school to serve additional disadvantaged children will demonstrate the success of the school.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

**The board will need to adequately appropriate resources and ensure that the organization is properly staffed to provide the services needed consistent with the mission of the school.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**If I believed one or more members of the board were acting unethically or not in the best interests of the school, I would follow proper procedures for notifying individuals of my concern and would continue to follow up on such concern until proper investigation and/or action occurred.**

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes

**I know one other prospective board member, Lucy Stewart. I know of her as a professional as my law firm has worked in the area of land use and privileged licensing, which she also works in.**

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

## Start-Up Charter School Board Member Information

I / we do not know any such employees.  Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist

## Start-Up Charter School Board Member Information

should you serve on the school's board.

None.  Yes

### Certification

I, Amanda Connor, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Marzano Academy Charter School is true and correct in every respect.

Amanda Connor  
Signature

4/8/16  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Marzano Academy, Las Vegas,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

**Start-Up Charter School Board Member Information**

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

**Notarized Statement**

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

State of Nevada  
County of Clark

[Handwritten Signature]  
Signature of Certifying Charter School Official

Amanda Connor  
Name Printed

Board Member  
Title

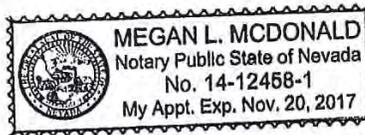
4/16/16  
Date

Subscribed and sworn to before me

This 6<sup>th</sup> day of April, 2016  
date month year

[Handwritten Signature]

(Notary Public Seal)



## **Amanda N. Connor Esq.**

710 Coronado Center Dr. Suite 121 Henderson, NV 89502  
Phone (702) 750-9139 E-mail amanda@connorpllc.com

### **Education**

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August 2007-May 2010 University of New Mexico School of Law  
*Juris Doctor, Suma Cum Laude*

September 2005-May 2006 New Mexico State University  
*Master's of Administration, with Honors*

June 2003-June 2004 The University of California San Diego  
*Master's of Education, Magna Cum Laude*

August 2000-April 2003 Pepperdine University  
*Bachelors of Liberal Arts, Magna Cum Laude*

### **Licenses**

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State Bar of Nevada 2011

State Bar of New Mexico 2010

Level II Elementary Education and Bilingual Education (New Mexico) 2004

Elementary Education (California) 2004

### **Experience**

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May 2012-present Connor & Connor Pllc  
*Attorney*

Having gained valuable experience working for seasoned attorneys as a subordinate, I determined that I could better serve clients by managing my own law firm. Consequently in May, 2012 I founded the law firm of Connor & Connor Pllc with my husband and partner, Derek J. Connor Esq. As a partner in the law firm I am ultimately responsible for all decisions relating our clients cases. My responsibilities include handling all levels of civil and criminal litigation from the initial client intake up to trial and appellate work if necessary. In addition to my duties as an attorney, I am also the Chief Financial Officer of the law firm. As such, I am ultimately responsible for all the day-to-day business and financial decisions related to running the firm.

June 2011-June 2013  
*Independent Contractor*

Albuquerque Business Law P.C.

I have worked at the mid-sized New Mexico based law firm of Albuquerque Business Law P.C. since moving to Nevada in June of 2011. I perform work as directed by the partners on a contract basis. My work for Albuquerque Business Law has focused largely on general litigation, foreclosure defense and business transactions.

August 2010-May 2011  
*Attorney*

Peifer, Hanson & Mullins

After graduating law school, I worked as an associate at the law firm of Peifer, Hanson & Mullins. The firm is a highly regarded law firm in central New Mexico for its business and litigation practices. As an associate, I was assigned numerous civil litigation cases including serious personal injury cases, wrongful death and complicated business transactions.

August 2004 – May 2007  
*Dual Language Kindergarten Teacher*

Desert Hills Elementary – Las Cruces, New Mexico

I was a member of the dual-language team at Desert Hills Elementary where I taught kindergarten. I was responsible for teaching the children in both English and Spanish age appropriate curriculum. I strived to utilize instructional strategies that would improve student achievement and took many opportunities to attend conferences and seminars on strategies to improve student cognition.

### **Memberships**

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*Co-Chair*  
*Women Grow: Las Vegas*

Women Grow is a national organization with the goals of educating, empowering and connecting women in the cannabis industry. As chair of the Las Vegas chapter, I would provide opportunities to women in southern Nevada to succeed in the cannabis industry by arming them with education and the appropriate business connections.

*Board Member*  
*Children's Advocacy Alliance*

Children's Advocacy Alliance is a community-based non-profit that mobilizes people, resources and reason to ensure every child has a chance to thrive and to make Nevada a better place to live and raise a family. The organization works to advocate for policy change to create solutions to chronic problems facing kids and families. As a board member, I help to further the mission of the Children's Advocacy Alliance.

*Adjunct Faculty  
Touro University*

As a member of the adjunct faculty of Touro University, I have been asked to teach medical students on the relationship between medicine and the law with particular focus on medical marijuana and a physicians responsibility relating to the same.

*Faculty  
Oaksterdam University*

I have the privilege of being a member of Oaksterdam University's faculty where I teach classes on Nevada law and federal law relating to marijuana.

### Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).**

**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Marzano Academy
2. Full name James Shannon McMurphy  
Home Address 8857 East Nichols Place, Centennial, CO 80112  
Business Name and Address Marzano Research, 12577 East Caley Ave, Centennial, CO 80112  
Phone Number 303-766-9199 (ext 341)  
E-mail address James.mcmurphy@marzanoresearch.com

**3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.**

I have over 20 years of K-12 classroom and school leadership experience in both traditional public school and magnet school environments. Currently, my responsibilities at Marzano Research enables me unparalleled access highly-effective instructional practices as well as our own protocols in establishing a caring and collaborative culture of our students, staff, and families.

4.  Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes

## Start-Up Charter School Board Member Information

### 6. Why do you wish to serve on the board of the proposed charter school?

It is essential that all governing constituents of any school are well versed in the most effective instructional practices and have school or school-leadership experience. Starting a Charter School is no small matter and my presence, simply put, will exponentially increase the viability of our instructional approach as well as our ability to create systems that are effective in well-established effective schools.

### 7. What is your understanding of the appropriate role of a public charter school board member?

My role is to guide, advise, oversee, and provide support for the Charter School leadership so that the students and families we serve receive the very best instruction possible in a safe and caring environment.

### 8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Again, I have six years experience as a classroom teacher, two years as a pupil achievement specialist, ten years as an Assistant Principal, and four years as a Principal. This level of experience makes me uniquely qualified to advise, support, and evaluate our organizational structure, instructional approach, hiring practices, budget, and all other facets of this specific organizational structure.

### 9. Describe the specific knowledge and experience that you would bring to the board.

First-hand knowledge of the needs, challenges, and ability of effective school leaders, well versed in Marzano effective teaching practices, and ability to oversee and support the day-to-day operations of our school.

## School Mission and Program

### 1. What is your understanding of the school's mission and guiding beliefs?

At Marzano Academy, we believe that all students can learn and be highly successful. To achieve this, we have a specific, research-based approach to instruction, school climate, teacher development, and ongoing reflection about our practices to ensure we are meeting the needs of our students.

- Providing and Communicating Clear Learning Goals
- Assessment
- Direct Instruction Lessons
- Practicing and Deepening Lessons
- Knowledge and Application Lessons
- Strategies that Appear in all types of Lessons
- Engagement
- Rules and Procedures

## Start-Up Charter School Board Member Information

- Relationships
- Communicating High Expectations

### 2. What is your understanding of the school's proposed educational program?

Our instructional program, classroom management design, and approach to assessment is research-based and proven with over 20 years of implementation in various settings across the United States and the rest of the world. There are many facets to our design and, fortunately, as a member of the Marzano Research team, I am well-versed in our content.

### 3. What do you believe to be the characteristics of a successful school?

A successful school establishes a **Safe and Collaborative Culture**, ensures **Effective Teaching in Every Classroom**, establishes a **Guarantee and Viable Curriculum**, references, plans, and reports out in a **Standards-Referenced** or **Standards-Based** manner.

All students know that they should not only strive to reach their goals, but have the power and the wherewithal to exceed their own expectations. Parents are a critical partner in our learning community and are always welcome and encouraged to find ways to personally connect to the school. Teachers are encouraged to take educational risks, evaluate and reflect upon their own performance, and then are supported and provided with essential tools to maintain their own personal growth plan.

### 4. How will you know that the school is succeeding (or not) in its mission?

Assessment is not just a practice for measuring academic gains or information instruction; it is our way of maintaining our "heading" as we journey along with our students, staff, and families. We will continually monitor academic achievement as well as student, staff, and parent perceptions, school safety analysis, and curriculum review and revision as we constantly monitor our overall school program.

Ultimately, our mission can't be determined a success or failure until far into the future. However, we have a personal and systemic commitment to our continual improvement for the sake of our students and their learning. If our students' future selves exceed their own expectations, then we are successful.

## Governance

### 1. Describe the role that the board will play in the school's operation.

In my opinion, it is the board's responsibility to ensure that our Principal and staff have all of the tools, training, and resources to create and maintain an effective learning environment for our students. While we would hope to not be intertwined in the day-to-day operations of the school, we would stand ready to support, advocate, and provide any assistance to our school community as the need would arise.

More globally, the board would act as oversight for the Principal and ensure program fidelity and regular reflection and adherence to our principals' and beliefs.

## Start-Up Charter School Board Member Information

**2. How will you know if the school is successful at the end of the first year of operation?**

The first year of operation in any organization is filled with note-taking and observation so that we might learn from our success and shortfalls. To me, Marzano Academy would be a success:

- A. During our assessment cycle of formative, interim, and summative formats our student are demonstrating increased achievement related to learning moving toward proficiency at each interval.
- B. When our student/staff/parent/community surveys return to us and we see increasing indicators of a positive and safe culture and climate.
- C. After year one if we increased enrollment, were able to provide essential education resources to our staff, and established systems and protocols that ensured the safety and fidelity of our program.

**3. How will you know at the end of three years of the school is successful?**

After our first three years of operation our "success" can still be measured by the academic achievement of our students, the responsiveness of governance structure to the needs of our community, we continue to offer a safe and collaborative climate for all, and our enrollment continues to grow as we build a positive reputation in our community .

- A. During our assessment cycle of formative, interim, and summative formats our student are demonstrating sustained levels of increased student achievement related to learning.
- B. When our student/staff/parent/community surveys return to us and we are maintain indicators of a positive and safe culture and climate for all of our school-community.
- C. After three years we should see an increased enrollment as we are able to provide essential education resources to our staff, and established systems and protocols that ensured the safety and fidelity of our program.
- D. After three years, Marzano Academy will be judged successful, when any internal or independent academic evaluation will find multiple indicators of positive student achievement.

**4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

Establishing a solid base of resources, both fiscally and instructionally would be essential for our school's success. In addition, finding ways to cooperative partner with Clark County School District (which we have begun) is also essential. Informing our community of our approach, why it would be an advantage for children to attend, and providing the safety and security that one would expect of any school would be a few of the essential steps we would be need to take.

**5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

From the onset of our organization, it will be one of our duties to develop a decision-making matrix for our board and for our school. This will outline the roles and responsibilities of each of the board members, for school leadership, teacher leadership, our parent (PTO) organization and shall establish a moral and professional code of conduct for each.

If, by some chance, a board member begins to act unethically or in a way contrary to our founding ideas or principles, it will be the protocols of our decision-making matrix to allow that board member to be heard regarding the concerns stated against him or her. After the chance to speak and rebut, the membership shall decide if the actions were made in

## Start-Up Charter School Board Member Information

ignorance or malice. If it is the later, or if it is severe, the board will need to remove that individual from his or her capacity.

“What is in the best interest of our children and their learning” will be our ultimate question in all of our decisions. If this simple, but important question can not be answered in the affirmative, then it should have no support by our board.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes

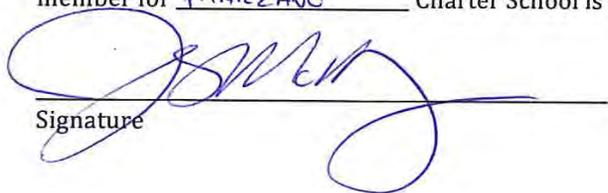
### Start-Up Charter School Board Member Information

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A.  I / we or my family do not anticipate conducting any such business.  Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
 None.  Yes

#### Certification

I, James McMurphy certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for MARZANO Charter School is true and correct in every respect.

Signature



Date

May 3, 2016

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Marzano Academy,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Handwritten Signature]  
Signature of Certifying Charter School Official

James McMurphy  
Name Printed

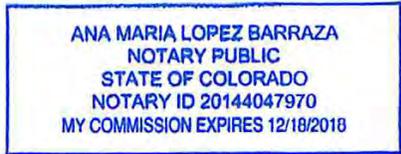
Planning Director  
Title

May 3, 2016  
Date

Subscribed and sworn to before me

This 3rd day of May, 2016  
date month year

(Notary Public Seal)



## James S. McMurphy

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887 East Nichols Place, Centennial, Colorado 80112 | 720-525-6435 |

### Summary

A positive, motivated, and collaborative professional effectively utilizing career expertise in educational leadership is seeking to serve as the Marzano Academy Planning Principal. I have over 20 years of experience in effective teacher recruitment, drive to increase and stabilize peak enrollment as well as all other leadership functions. I have demonstrated a successful record of budget management and strategic resource allocation as well as organizational development, assessment analysis, and employee motivation and evaluation. As an experienced and professional education leader I thrive in a fluid and competitive environment and I am seeking new career opportunities.

### Skills and Areas of Knowledge

- Excellent instructional leadership, project management, and brand management in competitive educational marketplace
- Responsible and Efficient use of a \$5.4M annual budget in a highly decentralized environment
- Excellent Teacher - Training, and Staff Development in-service delivery
- Proven record of conflict management, mediation, and reconciliation
- Mastery of MS Office Suite and iOS and related applications
- Collaborative relationships with customers, business partners, and the surrounding community
- Employee Hiring, On-boarding, Mentoring, Coaching, Evaluation, Retention, Discipline, and Dismissal
- Compliance with all federal, state, and organizational compliance standards
- Highest ethical standards
- Representing organizational interests by participation and leadership as a part of the negotiations process with the employees union.
- Established and engaging public presenter and speaker
- Data Analysis and Analytics
- Excellent and Consistent Communication and Follow-through
- Development of immediate, short-term, and strategic goals for organizational success

### Experiences

- Successfully led a team of 83 employees toward a coordinate goal of raising student achievement and implementation of district vision and goals. Responsible for all operational management and decision-making aspects for the school.
- Served as the key decision maker in acquiring and deploying instructional materials and technology from which associated professional development needs were determined and instituted.
- Successfully collaborated with our customer base of parents and local business leaders to meet and surpass articulated expectations and needs.
- Prepared and delivered presentations to recruit and retain families and then assess messaging effectiveness. These efforts have led to exceeding annual enrollment projections from 2011 to 2014 in an environment that is based upon student and family attendance choice.
- Presentation and public speaking experience with adult groups in size from 2 to 2,000.
- An expert in maximizing school operational budgets, school and child related legislation and policy in addition to developing programming to meet the highest standards for our parents primary concern, their children's safety and learning.
- 20 years of teachings and leadership experience in Kindergarten through 8<sup>th</sup> grade school configurations and environments.

- Ability to communicate most current education pedagogy and research to our community to facilitate understanding resulting in an increase student enrollment.

**Professional History**

BUSINESS DEVELOPMENT MANAGER | MARZANO RESEARCH| 3/2015 – PRESENT

PRINCIPAL | DOUGLAS COUNTY SCHOOL DISTRICT | 7/2011 – 8/2014

ASSISTANT PRINCIPAL | DOUGLAS COUNTY SCHOOL DISTRICT | 7/2006 – 6/2011

ASSISTANT PRINCIPAL AND PUPIL ACHIEVEMENT SPECIALIST| CHERRY CREEK SCHOOL DISTRICT| 7/2000 – 6/2006

TEACHER AND INSTRUCTIONAL COACH| SMITHVILLE R-II SCHOOL DISTRICT (MO) | 7/1994 – 6/2000

**Education**

**M.S.ED - MASTERS OF SCIENCE IN ADMINISTRATION – SECONDARY EDUCATION | JULY 1997 | NORTHWEST MISSOURI STATE UNIVERSITY**

**B.S.ED - BACHELORS OF SCIENCE IN EDUCATION – TEACHING SECONDARY SOCIAL SCIENCES | MAY 1994 | NORTHWEST MISSOURI STATE UNIVERSITY**

## Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Marzano Charter School
2. Full name Tammy Miller  
Home Address 9597 Strain Ridge Road  
Business Name and Address Solution Tree, 555 North Morton Street, Bloomington, IN 47401  
Phone Number 812-325-4020  
E-mail address tammille@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I have served as the principal of three elementary schools and the Director of Elementary Education for a district of 11,000 students. Additionally, I have worked as a consultant for the Indiana Department of Education and a research associate for the Indiana University Center on Education and Lifelong Learning on the Bloomington campus. I have also served on the board of an education foundation called the Foundation of the Monroe County Community Schools. Please see my resume for more detailed description of my contributions to my profession and our children.

4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

See Item #3.

6. Why do you wish to serve on the board of the proposed charter school?

During my service as a building and district administrator in the Monroe County Community School Corporation, our work was focused on Marzano's research and implementation of the High Reliability School model. Through the guidance of Dr. Marzano and his associates, our staff development was focused on creating a system with a guaranteed and viable curriculum, common formative assessments, proficiency scales, and standards based grading. With the first implementation of these systems we were fortunate to have a great deal of support from the Marzano consultants. Due to the nature of the political climate for education and Indiana's decision not to adopt the Common Core, but rather to establish new Indiana standards, our teachers and principals were put to the test. We had to recreate the essential learnings, common formative assessments, and proficiency scales in just a few months to be prepared for the new material to be tested. Remarkably, the processes had become internalized and I was able to lead the 14 elementary schools through this task with efficacy due to their established knowledge and understanding.

Simultaneously, we began working with Marzano associates on the implementation of The Art and Science of Teaching which we then adopted as our method of teacher evaluation. The use of digital tools from Learning Sciences International were purchased and incorporated into the teacher evaluation process. Integrated into this work was an intense focus on greater rigor and relevance which was built into the common formative assessments to drive the expectations to a higher level.

Additionally, I asked Marzano Research Lab to work with us in further developing a standards based report card which has been fully implemented this school year.

Marzano's research and support in professional development along with a Professional Learning Community infrastructure provided our district with the tools to move from a "D" status to an "A" status which has been sustained for three years. My firsthand experience with implementation and the success our students experienced, has led me to become a strong advocate of Marzano. It would be my honor to support this work in the first Marzano Charter School. All students deserve the high caliber of education that can be obtained through this model.

7. What is your understanding of the appropriate role of a public charter school board member?

I have served on an education foundation board for the Foundation of the Monroe County Community School Corporation. The purpose of this board is to determine fundraising activities and to align the goals of the FMCCS with those of the school district. I served both as a member of the board at one time and in later years as the district level administrator liaison.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As discussed in question #6, I have extensive experience in the implementation of Marzano's work with strong evidence of effectiveness in our district. As a member of the board, my contribution will be to provide insight on the Marzano model as issues and decisions arise. It is sometimes difficult for board members to comprehend the intricacies involved with implementation of complex initiatives and the impact their decisions might impact the outcomes. My role would be to assist in this process.

I also have years of thirty years of experience in education as a teacher, principal, district administrator, research associate, and consultant. These roles and responsibilities have represented many perspectives including both the private and public sector. It is my desire to use these past opportunities as a tool to guide future work in supporting the work of this charter school.

9. Describe the specific knowledge and experience that you would bring to the board.

My content knowledge of curriculum and instruction along with my background in policy at the district level will serve as a sound resource for the board.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The school will positively impact the lives of educationally disadvantaged students and empower them to become educationally proficient students who develop a proclivity for life-long learning. The school's guiding beliefs are grounded in Dr. Marzano's research on High Reliability Schools; specifically implementing strategies that create a high-functioning, no-excuses organization.

2. What is your understanding of the school's proposed educational program?

First a school has to be a safe and comforting environment so students can concentrate on learning. From this foundation, as the High Reliability Schools-framework demonstrates, educators can develop a hierarchy of increasing cognitive challenges.

3. What do you believe to be the characteristics of a successful school?

The school will have its own student academic and socio-emotional performance metrics to measure academic growth. Although students may be new to the campus, proficiency scale metrics enable teachers to accurately measure individual and class academic performance. It is my understanding that the school's leader (principal) will provide detailed academic performance reports at scheduled board meetings.

4. How will you know that the school is succeeding (or not) in its mission?

The school will have its own student academic and socio-emotional performance metrics to measure academic growth. Although students may be new to the campus, proficiency scale metrics enable teachers to accurately measure individual and class academic performance. It is my understanding that the school's leader (principal) will provide detailed academic performance reports at scheduled board meetings.

### **Governance**

1. Describe the role that the board will play in the school's operation.

The board will ensure the success and sustainability of the school in the following areas:

Student Achievement

School Leadership

Acting Strategically

Raising and Using Resources Wisely

Maintaining Legal and Regulatory Compliance

The board will also be committed to exemplary governance. This will require efficient and

strategic board work to accomplish the goals set forth as well as assessing board performance annually.

2. How will you know if the school is successful at the end of the first year of operation?

The planning/incubation period prior to opening the school will include baseline goal setting for implementation with timelines. The first year could include surveys and other types of data collection to support the following areas of operation:

\*Students demonstrate academic success through work products and achievements.

\*Evidence of key design elements implemented are observable.

\*Enrollment is at or near capacity as well as ensures access and equity for all students eligible to attend the school.

\*Evidence of a school culture that supports the social and emotional health of all students can be found.

\*Families articulate that they are engaged in the school and the education of their own children.

\*Evidence of compliance with all terms of the charter and state/federal regulations.

\*State student performance standards are met.

\*An effective organizational structure that supports a professional working environment is in place.

\*The school operates with a sound financial condition and publicly accountable manner.

3. How will you know at the end of three years of the school is successful?

Upon setting the baseline goals prior to opening, the third year will demonstrate the growth in all areas as first established. Most critically, the achievement data collected must show a steady increase and include any hard evidence of gains. All areas listed above (#2) as criteria for success in the first year would be included in the data collection and assessment process each school year.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

A marketing plan is critical to the opening of the school and recruiting the necessary student enrollment. Beyond recruitment the marketing plan should include all appropriate events and successful happenings at the school.

The charter school board should establish benchmarks within the strategic plan for determining implementation and growth success. A rubric aligned with state or national charter criteria would be utilized or created if needed as a measurement tool upon opening the school. Monthly or quarterly meetings should be utilized to review performance in each of these areas with specific evidence being presented by the school leadership to demonstrate proven success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Any unethical actions should be reported to the appropriate delegate depending upon the charter agreement. Procedures for dealing with allegedly fraudulent and/or unethical business practices should be set forth in the original guidelines for the board. If necessary, and pending the circumstances of the situation, the organization granting the charter might be notified as well.

## Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
X I / we do not know any such trustees.
  
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
X I / we do not know any such employees.
  
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
X I / we do not know any such persons.
  
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
X I / we do not anticipate conducting any such business.
  
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contract with an education service provider or school management organization.  
X I / we do not know any such persons.
  
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
X N/A.
  
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of

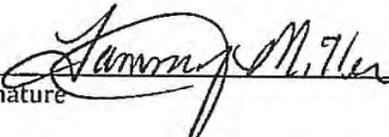
consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
X N/A.

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
X Does not apply to me, my spouse or family.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  
X None.

#### Certification

I, Tammy Miller, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for the Marzano Charter School is true and correct in every respect.

  
Signature \_\_\_\_\_ Date 4/25/16

## Statement of Assurances

Revised June, 2015

1. The charter school herein named, Marzano,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Tammy Miller  
Signature of Certifying Charter School Official

Tammy Miller  
Name Printed

Board Member  
Title

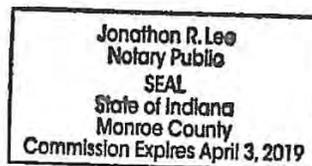
April 26, 2016  
Date

Subscribed and sworn to before me

J. R. Lee

This 4<sup>th</sup> day of May 2016  
date month year

(Notary Public Seal)



## Tammy Renee Miller

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9597 Strain Ridge Road 812-325-4020/tammille@gmail.com Bloomington, IN 47401

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### Areas of Expertise:

- Marzano scale implementation
- Leadership in program development
- Curriculum mapping and instructional design
- Art and Science of Teaching
- Competency Based Instruction
- Determined sense of mission for all students to master grade level standards

### Content and Implementation Expert

**Educational Program Manager, July 2015-Present**

**Solution Tree, Bloomington, IN**

*Lead and collaborate with state, district, and local agency administrators across the United States to implement a results oriented plan that includes curriculum design, professional development, and programming. The intent of each partnership is to accomplish higher levels of academic achievement for all students.*

- Collaborate with and guide Solution Tree marketing, sales, events, and professional development teams in coordination of new services and product launch.
- Train sales team on content and delivery in working with clients.
- Establish partnerships with State and Local Education Agencies for solid implementation plans.
- Network with educational agencies to strengthen our presence in the professional development market.
- Coordinate with Solution Tree authors for efficacy of professional development services.
- Support training of associates for delivery of new services.
- Create proposals for clients in need of school turn around assistance.

### Educational Leadership Experience

**Director of Elementary Education, February 2013-July 2015**

**Monroe County Community School Corporation, Bloomington, IN**

*Lead elementary administrators and teaching staff from 14 schools in curriculum design, professional development, and elementary programming that will produce higher levels of learning for all students.*

- Led the continuation of an implementation plan to bring the district from Improvement Status of a "D" to an "A" and sustained it for the past four years.
- Directed district wide work in creating a guaranteed and viable curriculum for English Language Arts and Math.
- Led the elementary school teaching and administrative staff of over 500 to create common formative assessments and supporting proficiency scales for ELA and Math.
- Implemented a district wide instructional model based upon high probability strategies and Marzano's The Art and Science of Teaching.
- Provided leadership in developing a teacher evaluation model that aligned with Marzano's The Art and Science of Teaching.
- Supervised fourteen elementary principals and guided their data analysis to focus on each student by skill with individualized plans.
- Implemented Marzano's High Reliability Schools model with all elementary schools.
- Directed the Title I services for the district and responsible for oversight of two million dollar budget.
- Directed Title II and III services for the district and responsible for oversight of funding.
- Planned and implemented multiple summer learning conferences that were open to the state of Indiana.

- Developed and implemented a district wide literacy program that included a continuum of skills to be mastered, multiple types of diagnostic work, and a partnership with a private school serving students with dyslexia.
- Implemented districtwide standards based grading for all elementary schools.
- Partnered with Marzano Research Lab to refine and implement a digital report card utilizing the standards based approach.
- Implemented student data notebooks for all elementary students.

**Principal, June 2004-February 2013****Clear Creek Elementary, Bloomington, IN****Monroe County Community School Corporation**

*Provided program design and leadership for staff to achieve an increase of 18% on ISTEP in one school year. This resulted in the school moving from a "D" status to an "A".*

- Utilized the Professional Learning Community model to personalize learning for each student to master the Essential Learnings at his or her grade level.
- Created individualized learning plans for each student with monthly parent meetings for failing students.
- Designed a school wide system to provide additional Tier 2 and Tier 3 support for all students.
- Restructured the entire school with staff consensus to implement a Proficiency Based Model of Acceleration for students who are ready to move up to next learning level. This resulted in students making one year of growth or more in one semester. Most notably, the first graders who had not mastered any of the kindergarten standards made one year of growth in one semester.
- Implemented standards based grading and reporting to parents.
- Implemented school wide use of Data Notebooks for students to track progress on all Essential Learnings in ELA and Math. Students shared their goals and action plans with parents weekly.
- Implemented a Tier 2 Reading Academy for first and second graders not on grade level.
- Facilitated the design process and implementation for the first MCCSC inclusionary preschool.
- Secured Well Managed Classroom and Boys Town training as a building wide initiative that has been used to support other schools in the district.

**Assistant Principal, June 2001-2004****Clear Creek Elementary, Bloomington, IN****Monroe County Community School Corporation**

*Directed all literacy initiatives and assisted with all administrative responsibilities. Served as interim principal for three extended leaves.*

- Coordinated literacy efforts within the school and became a certified Reading Recovery teacher in order to better lead instruction for struggling readers.
- Guided faculty through process of examining student work and rubric development to better inform instruction and promote reflective teaching.
- Involved community and parents in a school governance network to affect major improvements throughout school operations.

**Education Consultant/Research Associate, August 2000-2001****Center on Education and Lifelong Learning, Indiana Institute on Disability and Community  
Bloomington, IN****Indiana University*****Advanced the work of CELL by expanding services to include Service Learning, Literacy, CLASS, and the Indiana Essential Schools Network.***

- Facilitated professional growth for teachers/administrators and school reform efforts through coaching, training, evaluating, and researching.
- Developed and taught special education course with Indiana University team via distance education.
- Coordinated Service Learning projects in 15 schools throughout Indiana/conducting regional trainings.
- Coached school faculties for improved instructional delivery and student achievement in Gosport, Gary, and Muncie for the Indiana Essential Schools Network.
- Served as co-chair and presenter for “Deep and Wide: A Balanced Literacy Approach” sponsored by the Center on Education and Lifelong Learning to improve reading and writing instruction for elementary teachers.
- Supported development of Indiana Principal’s Leadership Academy web site to facilitate implementation of Article 7.
- Designed alternative assessments using rubrics, student-led conferencing, goal setting, and proficiency notebooks—Monroe County Community School Corporation, Metropolitan School District of Decatur Township.

**Principal, June 1994-2000****Rogers Elementary, Bloomington, IN****Monroe County Community School Corporation*****Created learning community by empowering teachers and parents in united effort to enhance instructional efficacy.***

- Implemented literacy initiatives including: securing initial funding and providing training for MCCSC literacy groups; designing curriculum/format for MCCSC Project Early Start; and establishing Indiana University Language Education Writing Partnership.
- Prepared annual budgets for institutional operations, grants, and long-range financial plans.
- Launched professional development plan for teachers, cultivating growth in instructional strategies through goal-setting, study groups, and peer coaching.
- Developed recognition/celebration programs and implemented school decision-making procedures to provide more teacher input in policy and curriculum decisions.
- Established student publishing center; focused on writing, editing, and self-evaluation.
- Facilitated teachers in designing an assessment tool, which aligned Language Arts curriculum with Indiana State Proficiency Standards.
- Authored proposals and received grant awards of \$200,000 to augment instructional programs.
- Solicited and secured \$12,000 in sponsorships for Rogers Elementary teacher to become the “First Teacher on the Iditarod Trail” in Alaska.
- Lobbied for and secured Rogers Elementary as the regional Reading Recovery training site.

**Other Experience:**

**Program Coordinator / Fund Raiser** for Muscular Dystrophy Association; Indianapolis, IN  
**Sales Representative** for Proctor & Gamble; Cincinnati, OH  
**Senatorial Intern**; Washington D.C.  
**McDonald’s Tutorial Program Coordinator**; Bloomington, IN  
*Created tutoring program for restaurant employees, which is now a national program.*

**Education:**

<b>MASTER OF SCIENCE IN ADMINISTRATION</b> Butler University; Indianapolis, IN	<b>1991</b>
<b>BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION</b> Indiana University; Bloomington, IN	<b>1986</b>

**Presentations and Publications:**

**The Sky is Not the Limit: Creating a Learning Community**—National Effective Schools/Phi Delta Kappa  
 National Conference; Houston, TX

**Process Writing and Assessment / Use of Rubrics**—American Association of Colleges of Teacher Education  
 National Conference; New Orleans, LA

**Indiana Lieutenant Governor’s Education Forum**—Represented Monroe County Community School Corporation as television panelist.

**Facilitating Systemic Change**—Association for Educational Communications and Technology  
 National Conference; Indianapolis, IN

**Community Strategic Planning Group**—Represented Monroe County Community School Corporation as television panelist.

**Restructuring Schools: Aligning Performance Based Accreditation**—Indiana Department of Education, IN 2000, and RE state sponsored workshop;  
 State Conference; Indianapolis, IN

**Indiana Principal Leadership Academy**—Presented on Organizational Change and Empowerment;  
 State Conference; Indianapolis, IN

**National Council of Teachers of Mathematics**—Co-authored chapter for National Council of Teachers of Mathematics Research Interpretation Project on problem-solving for middle school students.

**Math Problem Solving for the Middle Grades**—Indiana Council of Teachers of Mathematics  
 State Conference; Indianapolis, IN

**Indiana University Mathematics Education**—Author for special grant program to produce intermediate resource book for teaching.

## Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve The Marzano Academy, (Las Vegas)
2. Full name Van G. Morrow  
Home Address 2186 Eagle Sticks Drive, Henderson, NV 89012  
Business Name and Address N/A  
Phone Number Cell: 303.888.1199  
E-mail address remaxvgm@aol.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.  

I have a B.S. in Economics and an extensive work history in the business, real estate and banking industries. I have launched many small businesses and have experience with non-profit board management. I currently serve as a volunteer for various Clark County and neighborhood community organizations.
4.  Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes – A non-profit corporation.

## Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?  
I am excited about volunteering my time and sharing my expertise in real estate, finance and small business start-ups, so that this proposed Charter School can successfully serve an educationally needy community.
7. What is your understanding of the appropriate role of a public charter school board member?  
It is my understanding that first, the committee-to-form is created for the proposed charter school. The committee-to-form has a Nevada, statutory requirement to seat the committee with persons who have a background in one, some or all of: education, law, finance, real estate, and business development. While the proposed school is in the application phase, the committee members may be asked questions and provide guidance or expertise to the proposed charter school development team. When the proposed school is approved, the committee becomes the school's Governing Board. The Governing Board will lead and manage the school's leader, oversee the school's fiduciary requirements and provide guidance and leadership to the school's community, including communicating the school's mission and vision.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
9. Describe the specific knowledge and experience that you would bring to the board.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to create academically proficient students who develop an intrinsic motivation to learn. The proposed has a desire to work in educationally disadvantaged communities and provide a superior-level of educational programs and services.

2. What is your understanding of the school's proposed educational program?

It is my understanding that the proposed school will use a combination of educational programs based upon the lifetime of work and experience from Dr. Robert Marzano. At a foundational level, the proposed school will use Dr. Marzano's High Reliability Schools framework, coupled with Marzano's Key elements and the teachers and school leadership will receive specific training and guidance in this concepts – from Marzano.

3. What do you believe to be the characteristics of a successful school?

A no-excuses commitment to learning, each student achieving mastery through the use of Marzano Proficiency Scales, highly trained teachers who are united in a common vision.

4. How will you know that the school is succeeding (or not) in its mission?

## Start-Up Charter School Board Member Information

Through the use of (Marzano desgiend) Proficiency Scales, outside observers will be able to see at what academic level(s) students entered the school and overtime at what level they are currently performing. Program specific assessment instruments will be show academic growth, relative to each child.

### Governance

1. Describe the role that the board will play in the school's operation.

The school will oversee, manage and guide the school's leader. The Board will act as financial stewards of per-pupil revenue and ensure the school is properly managing its resources.

2. How will you know if the school is successful at the end of the first year of operation?

Academically, program specific Proficiency Scales will demonstrate whether individual students or collectively classrooms (grade - levels) made academic progress.

3. How will you know at the end of three years of the school is successful?

It is my understanding that within 3-years the school will have Baseline, state-level assessment data and additional years of performance data. There should be a positive trajectory in terms of an increase in academic performance for certain grade-levels and subject areas.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Given my experience in economics, finance and accounting I would use these skills to ensure that the school is properly allocating financial resources and ensuring that the school's teachers have the tools they need to develop academically proficient students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

There are bylaws which the proposed school will need to 1. Agree upon and 2. Ratify. Board members will have an understanding of their responsibilities and their personal conduct. I would initially request clarification from a "suspected" board member regarding their actions and intentions. If their response was an act of omission or naiveté, I would remind the Board member of his or her obligations, the overall board obligations and request that the action be corrected. If the hypothetical action was an act of commission - it was intentional, this matter would need to be addressed by the Board's president and this could a situation where a vote to dismiss a Board member could take place.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
x  I / we do not know any such trustees.  Yes

## Start-Up Charter School Board Member Information

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
x  I / we do not know any such employees.  Yes
  
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
x  I / we do not know any such persons.  Yes
  
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
x  I / we do not anticipate conducting any such business.  Yes
  
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
x  I / we do not know any such persons.  Yes
  
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A. x  I / we have no such interest.  Yes
  
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A. x  I / we or my family do not anticipate conducting any such business.  Yes
  
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated

### Start-Up Charter School Board Member Information

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

x  Does not apply to me, my spouse or family.  Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

x  None.  Yes

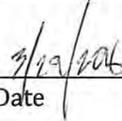
#### Certification

I, Van Morrow, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

Signature



Date



## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, THE MARZANO ACADEMY,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

X [Handwritten Signature]

Signature of Certifying Charter School Official

X VAN G. MORROW

Name Printed

Committee to form morrow

Title

3/29/2016

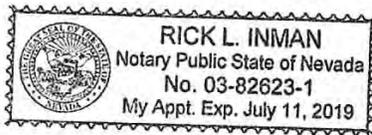
Date

Subscribed and sworn to before me

This 29 day of MARCH 2016  
date month year

[Handwritten Signature]

(Notary Public Seal)



## Van G. Morrow

2186 Eagle Sticks Drive, Henderson, NV 89012-2541: Home: 702.614.4347, Cell: 303.888.1199

### **EDUCATION:**

- B.S. in Economics and Banking, (1961), *Colorado College*, Colorado Springs.

### **EMPLOYMENT HISTORY:**

#### **Real Estate Broker**

- Nevada and Colorado (1967-2012), Director of South Suburban Board of Realtors

#### **Director, Credit Union**

- Safeway Credit Union (2006), Clark County, NV

#### **Regional Manager**

- SC Johnson Company (1963-1967), regional territory in the Western U.S

### **LICENSES AND CERTIFICATIONS:**

- FBI Clearance, City of Denver Police, Security and Las Vegas Metro PD clearance cards
- Security Officer both in Colorado & Nevada licenses with ACSO & LVMPD

### **AWARDS:**

- Sales Manager of the Year, Real Estate, (multiple occasions)

### **RELEVANT EXPERIENCE:**

- Launched multiple small business
- Strong knowledge of finance, accounting and economics as it relates to small business development
- Volunteer with community boards and committees
- Volunteer for community watch and COPS volunteer and committee member

### **PERSONAL:**

- Retired, married 55 years, live in Henderson, Nevada, continue to stay deeply involved with the community

### **REFERENCE:**

- Dr. Harold Haak, University of Denver, President of Fresno State University, Department of Education, State of Colorado

### Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve

The Marzano Academy

2. Full name

Lucy Allen Stewart

Home Address

1916 Trail Peak Lane, Las Vegas, NV 89134

Business Name and Address

LAS Consulting, 1930 Village Center Circle, Bldg 3, Suite 577, Las Vegas, NV 89134

Phone Number

702-499-6469

E-mail address

stewplan@gmail.com

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. I have a graduate degree in Urban Planning, I have worked for Clark County Planning Department as the Assistant Director and for the State of Nevada as a Public Utilities Commissioner. I have been involved in local politics for several years and can bring a variety of experience with state and local government to the school.
4.  Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes

## Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school? This is an opportunity to give back to the community and Dr. Marzano has an excellent reputation.
7. What is your understanding of the appropriate role of a public charter school board member? To give guidance and direction to the school. To assist the administration if needed (help with local permits, etc)
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on several charitable boards. The MS Society- I was on the board that was over the local chapters in Arizona and Nevada. I serve on the Opportunity Village ARC Board which gives guidance and direction on the day to day operation of Opportunity Village. I have also served on the Speedway Children's Charities, American Heart Association, Arthritis Foundation, and was the director of the North Central Texas Chapter of the APA, and 1st Vice President of the City Planners of Texas.
9. Describe the specific knowledge and experience that you would bring to the board. I bring experience from having served on various boards (see item 8 above). Each board was different and each role was different. This gave me experiences in working with a variety of people and within the restrictions of each organization.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The school's philosophy will be based upon Dr. Marzano's research, most notably his High Reliability Schools' framework. The school will show how best practices work together and provide indicators to empower schools to measure their progress.

2. What is your understanding of the school's proposed educational program?

The school specifically seeks to serve "educationally disadvantaged" students. The Marzano Academy will use a proven, researched-based school framework, created by Dr. Marzano, entitled the Marzano High Reliability Schools™ framework. The High Reliability Schools-framework (HRS) will serve as the foundational, guiding principles for student success. In addition to the Framework, the Marzano Academy will use critical instructional elements (Marzano Key Elements) to ensure teacher support and student success.

3. What do you believe to be the characteristics of a successful school?

Where there is an atmosphere of collaboration between the students and faculty all in the best interest of the students' education.

4. How will you know that the school is succeeding (or not) in its mission?

Dr. Marzano's research, most notably his High Reliability Schools' framework. The school will show how best practices work together and provide indicators to empower the school to measure its progress.

## Start Up Charter School Board Member Information

### **Governance**

1. Describe the role that the board will play in the school's operation.

*The board could potentially be responsible for the academic, financial, and operational quality of the charter school.*

2. How will you know if the school is successful at the end of the first year of operation? Dr.

Marzano has developed systems to determine the success of the school. *The school has a fiscal responsibility to ensure that the board and staff adhere to the budget and properly allocate funds to*

*the classroom. The school must be fiscally responsible and not spend over its budget. The school has an academic commitment to improve the educational performance of students who attend the Academy. Therefore, end-of-the-year academic results should show improvement from the beginning of the year.*

3. How will you know at the end of three years of the school is successful? *The school continues a positive trend of staying within budget. After three years of academic data, the Academy should show positive academic performance gains for students who attended throughout the three years.*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Consistent monitoring of the school's budget; financial reporting each board meeting. Up-to-date academic feedback regarding the academic progress of classrooms, grade-levels and the entire campus.*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *I would call a meeting of the board and give the members an opportunity to explain themselves. There may be additional facts that I am not privy too, and the board member(s) may not be aware of the appearance of unethical behavior.*

### Start-Up Charter School Board Member Information

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
  
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
  
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes
  
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A.  I / we or my family do not anticipate conducting any such business.  Yes
  
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Start-Up Charter School Board Member Information

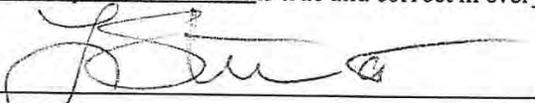
Does not apply to me, my spouse or family.  Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None.  Yes

**Certification**

I, Lucy Stewart, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The Marzano Academy Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

4/16/14  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, MarzanoAcademy,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

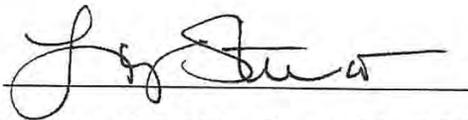
- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

Start-Up Charter School Board Member Information

- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
- 6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Lucy Stewart

Signature of Certifying Charter School Official

Name Printed

Startup Charter School BO member

Title

4/16/16

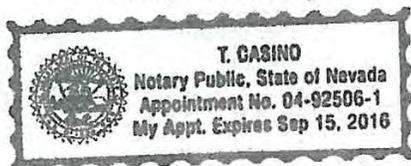
Date

Subscribed and sworn to before me

Start-Up Charter School Board Member Information

This 16<sup>TH</sup> day of APRIL, 2016  
date month year

(Notary Public Seal)



  
Comm. EXP. 9.15.2016

**Professional Profile**

- Strategic and political consultations based on comprehensive research and positioning for positive results
- Successful coordination and implementation of strategies for land planning and development solutions
- Certified expert witness in land use for Clark County District Court

**Education:**

Stephan F. Austin State  
University Bachelor of Arts  
Criminal Justice and Political  
Science

Texas A&M University  
Masters in Urban Planning

**Community Associations:**

**Raceway Children's Charities  
Board Member**  
2005 – 2014

**Arthritis Foundation Board  
Member**  
Las Vegas Chapter  
2000 – Present

**Opportunity Village Board  
Member, numerous  
committee appointments**  
2002 – Present

**Leadership Las Vegas  
Graduate, Class of 1998**

**Professional Associations:**

**American Planning  
Association**  
Chair, 2008 National  
Conference, Sponsorship,  
Local Exhibits

**American Planning  
Association**  
Speaker, 2008 National  
Conference

**American Institute of Certified  
Planners, member**  
1986 – 2003

**State of Nevada American  
Planning Association  
Legislative Committee Faculty**  
National Business Institute

**Career Accomplishments****LAS Consulting, Las Vegas, NV  
1999 – present**

Political and Land Planning Consultant

- Responsible for developing justifications and defensible positions for land use applications; communicate with agency representatives, meet with public officials and facilitate solutions.
- Create strategies for the entitlement process of master planned communities.
- Testify on ordinance amendments, land use and condemnation cases.
- Facilitate permit issuance.
- Lobby Nevada legislature.

**Teaching**

- Seminars for land use law within Nevada

**Public Utilities Commission, Las Vegas, NV  
November 1997 – January 1999**

Commissioner

- Term appointment by the Governor to provide consistent policy guidance on regulatory issues, which comports with legislative directives to industry participants, interested parties, staff and the Utility Consumer Advocate through timely adjudication of contested matters, identification of emerging issues and prompt initiation and resolution of rulemakings and investigations.

**Comprehensive Planning Department, Clark County, NV  
September 1989 – November 1997**

Assistant Director

- Initially hired as the Development Coordinator and rose to increasingly responsible positions eventually managing the Current Planning Department.
- Responsible for developing policies and procedures for division implemented "team" restructuring of the division.
- Managed a staff over 50 people; responsible for FY 97/98 \$3,331,724 budget and maintaining good working relationships with other departments.
- Prepared ordinance amendments, special reports, studies, resolved conflicts and promoted a positive public image.
- Responsible for preparing and staffing four Planning Commission and two County Commission agendas and meetings per month; agendas included up to 300 items each month.

Phone 702.499-6469 • stewplan@aol.com

Spring 1998 – Fall 2002

**Skills:**

Proficient use of desktop software including Excel

Long and short term goal setting strategies

Comfortable in public settings, neighborhood meetings, public speaking and presentations

Working knowledge of the Nevada State Legislature rules, regulations and lobbying practices

**References:**

**References:**

**Jay Brown, Esquire**  
(702) 275-8888

**Alex Davis**  
(704) 578-8299

**Neal Tomlinson, Esquire**  
(702) 327-6859

- Zoning Administrator for the department.

**Comprehensive Planning, Plano, Texas**

**March 1981 – September 1989**

Chief Planner

- Rose to increasingly responsible positions after being hired as a planner for the City of Plano including Chief Planner in charge of Current Planning.
- Met with developers, contractors and consultants to discuss and accept development and zoning applications.
- Responsible for managing special requests for City Council members.
- Prepared ordinances.
- Managed large development requests including the notable J.C. Penny's Corporate Headquarters relocation to Plano from New York, NY.
- Responsible for special neighborhood studies and demographics.
- Involved in development of Comprehensive Plan.

**Attachment 9:  
Board Bylaws, Code of Ethics, and Conflict of Interest Policies**

## BYLAWS

OF

THE MARZANO ACADEMY

(Adopted as of \_\_\_\_\_, 2015)

### ARTICLE I NAME

OFFICES Section 1. Name. The proposed name of the Non-Profit Corporation is "The Marzano Academy" hereinafter referred to as the "School".

Section 2. Principal Office. The School will have such offices, within the State of Nevada, the location may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 3. Registered Office and Registered Agent. The School shall maintain a registered office and registered agent in the State of Nevada. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time.

### ARTICLE II BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the School shall be managed by its Board of Directors (the "Governing Board" or "Board").

Section 2. Number and Qualifications of Directors.

(a) Number. The number of Directors shall be 5 and shall serve for the term provided in Section 4 of this Article. (b) Qualifications. Directors must be more than 18 years of age. Each Director must pass a background check, or other regulatory inquiries, as required by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the School or its activities, as amended from time to time, which shall include as a minimum, a fingerprint check showing that there exists no criminal record which could adversely affect the School or its operation. Directors must, in the opinion of the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the School.

Section 3. Election of Directors. (a) Initial Directors. The initial Directors named in the Articles of Incorporation, organizational meeting minutes, or consents in lieu of the organizational meeting shall serve until the first annual meeting of the Board. (b) Successor Directors. Successor Directors, other than any ex officio Director, shall be elected by the affirmative vote of a majority (51%) of the Directors then in office at the annual meeting of the Board in the year a vacancy will occur.

Section 4. Term of Office. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each annual meeting of this School, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of; as nearly as possible, an equal number of directors.

Section 5. Compensation. Directors of the School shall not receive compensation for serving as directors, but may receive reasonable compensation for other personal services rendered which

are necessary to carrying out the exempt purposes of the School. In addition, directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

Section 6. Resignation. A Director may resign at any time by filing a written resignation with the Director of Operations, the Academic Director, or the Secretary of the School.

Section 7. Removal. A Director may be removed from office with or without cause by the vote of a majority (51%) of the other Directors of this School either at a regular meeting or at any special meeting called for that purpose.

Section 8. Vacancies. In the event a vacancy occurs in the Board of Directors from any cause, including an increase in the number of Directors, the Directors may fill the position at any regular meeting or at any special meeting called for the purpose of electing a director; provided, however, that for the purpose of counting term limits, the newly elected director's term will be counted as beginning on the date of the first annual meeting following his or her election.

### ARTICLE III MEETINGS OF THE BOARD

Section 1. Place of Meetings. Meetings shall be held at a location compliant with Nevada Open Meeting Law which may include the principal office of the School or any other place sufficient to accommodate all interested persons and located within a reasonable distance from the School.

Section 2. Annual Meeting. The annual meeting of the Board shall be held at such time and place as set forth in the notice given, or waiver signed, with respect to such meeting. At the annual meeting, the incumbent Directors shall elect new Directors to fill any vacancies on the Board, who shall then elect officers and transact such other business as may be properly brought before the meeting. If for any reason any annual meeting is not held during the time period set forth above, a deferred annual meeting may thereafter be called and held in lieu thereof.

Section 3. Regular Meetings. The Board may provide by resolution for regular or stated meetings of the Board to be held at a fixed time and place provided notice of all such meetings are posted in accordance with Nevada Open Meeting Law.

Section 4. Special Meetings. Special meetings of the Board may be held at any time and for any purpose or purposes.

Section 5. Notice and Waiver of Notice.

(a) Open Meeting Law. All official actions and deliberations of the Board shall take place at a meeting open to the public in compliance with Nevada Open Meeting Law (the "Nevada Open Meeting Law"), for so long as Nevada Open Meeting Law applies to charter schools such as the School, except in cases where and to the extent, Nevada Open Meeting Law authorizes the Board to meet in executive session.

(b) Public Notice of Meetings. Public notice, including both permanent and recurring notices, of all meetings of the Board and of all committees and executive sessions authorized by the Board shall be given pursuant to and as required by Nevada Open Meeting Law, for so long as Nevada Open Meeting Law applies to charter schools.

(c) Recurring Notice. Recurring Notice shall either include the meeting's agenda or directions on how to acquire the meeting's agenda. The agenda shall include the date, time, place, purpose and business to be transacted at the meeting. If the Board is to enter executive session, the agenda shall state such along with the legal justification for entering executive session. Such notice shall be made

publicly available at least twenty-four (24) hours prior to the meeting and in accordance with the School's permanent notice filed with the Nevada Secretary of State. In the event of an actual emergency as considered by Nevada Open Meeting Law, the School will post notice of the meeting as soon as possible under the circumstances, but no later than twenty-four (24) hours after the meeting.

(d) **Methods of Giving Notice.** Notice of any meeting of Directors, and any other notice required to be given under these Bylaws, Nevada Open Meeting Law may be communicated by posting on the school's website, in a locally circulated publication, in person, by telephone, e-mail, facsimile or other form of wire or wireless communication, or by mail or private carrier. Oral notice is effective when communicated. Written notice is effective at the earliest of the following: (i) when received; (ii) five (5) days after its deposit in the U.S. mail, if mailed postpaid and correctly addressed; or (iii) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

(e) **Waiver of Notice.** Whenever any notice whatever is required to be given under the provisions of Nevada Open Meeting Law, or under the provisions of the Articles of Incorporation or Bylaws of the School, the attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**Section 6. Appearance by Telephone or Other Communication Technology.** Any or all Directors may participate in a regular or special meeting or in a committee meeting of the Board through the use of the telephone or any other means of communication by which all participating Directors and the public present may simultaneously hear each other during the meeting. Participation by such means shall constitute presence in person at a meeting.

**Section 7. Quorum.** Fifty-One percent (51%) of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. If a quorum is present when a meeting is convened, the quorum shall be deemed to exist until the meeting is adjourned, notwithstanding the departure of one or more directors. If less than a quorum is present when a meeting is convened, a majority of the Board present may adjourn the meeting from time to time without further notice.

**Section 8. Manner of Acting.** At any meeting of the Board every Director entitled to vote shall have one vote. The act of fifty-one percent (51%) of the Directors present at a meeting at which a quorum is present shall be the act of the Board.

**Section 9. Presumption of Assent.** Academy leadership, present at a meeting of the Board, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such Board member's dissent shall be entered in the minutes of the meeting or unless such Board Member shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the School immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

**Section 10. Minutes and Tracking Systems.** Written minutes of the business conducted at meetings of the Board shall be kept and retained at the School's principal office, held open for inspection by any director at all reasonable times, and made publicly available in accordance with Nevada Open Meeting Law. The School also shall establish a system for tracking Board approvals and disapprovals, and to provide the Board with a tool for confirming subsequent actions and policies taken in response to Board decisions.

Section 11. Director Deadlock. In the event the Board votes are deadlocked, but only if so required by the written request of any director delivered to the Chair, the Board shall, within thirty (30) days after receipt of such written request, appoint a mutually-agreed upon neutral mediator to aid the Board in facilitating the decision-making process. If, after appointing the mediator, the deadlock persists for a period not to exceed 60 days after the original deadlock vote, the Board shall, within ten (10) days thereafter, agree upon a neutral, qualified arbitrator who shall have the authority to issue a decision on the issue upon which the Board is deadlocked such decision shall be binding on the School and on each Director.

#### ARTICLE IV OFFICERS

Section 1. Number. The principal officers of the School shall be a President, a Director of Operations, a Director of Academics, a Secretary and a Treasurer. The Board may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office

Section 2. Election and term of Office. The officers of the School shall be elected each year by the Board at its annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office from the close of the annual meeting for a term of one year, or until a qualified successor is elected upon expiration of the term of that office or until that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Resignation. Any officer may resign at any time by delivering written notice to the Director of Students and Operations, the Academic Director, the Secretary of the Board or by giving oral or written notice at any meeting of the Board. Any such resignation shall take effect at the time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4. Removal. Any officer or agent elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the School will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 5. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

Section 6. The Director of Operations. Subject to Board oversight, the Director of Operations shall supervise and control the School's business operations including management of the School's finances, fundraising, marketing, community partnerships, parent relations, and student discipline. Jointly with the Director of Academics and subject to rules prescribed by the Board the Director of Operations shall have authority to appoint agents and employees of the School, to prescribe their powers, duties and compensation, and to delegate them authority. Such agents and employees shall hold office at the joint discretion of the Director of Operations and the Director of Academics. In general, the Director of Operations shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time.

Section 7. The Director of Academics. Subject to Board oversight, shall supervise and control the School's academic program including management of student testing, teacher observations and evaluations, special education services, curriculum development and implementation, and professional development. Jointly with the Director of Operations and subject to rules prescribed by the Board, the Director of Academics shall have authority to appoint agents and employees of the School, to prescribe their powers, duties and compensation, and to delegate them authority. Such agents and employees shall hold office at the joint discretion of the Director of Academics and the

Director of Operations. In general, the Director of Academics shall perform all duties incident to that office, and such other duties as may be prescribed by the Board from time to time.

Section 8. President of the Board. The President of the Board shall call and preside at all meetings of the Board, shall be, ex officio, a voting member of all committees of the Board and shall be the liaison between the Board and both the Director Operations and the Director of Academics. The Secretary shall serve in the absence of the President or in the event of the President's death or inability or refusal to act.

Section 9. The Secretary. The Secretary shall: (a) keep the minutes of the Board meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the School if one is authorized by the Board, in which case the Secretary shall see that the seal of the School is affixed to all documents the execution of which on behalf of the School under its seal is duly authorized; and (d) in general perform all of the duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board.

Section 10. The Treasurer. The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, reporting to the Board and serve as Chair of the Finance Committee; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Chair or by the Board.

Section 11. Other Assistants and Acting Officers. The Board shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board.

Section 12. Compensation. Officers of the School, other than the Director of Operations and Director of Student Learning, shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the School. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board.

#### ARTICLE V CONFLICTS OF INTEREST

Section 1. Conflict of Interest Procedure. Each Board member, Officer, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers, on behalf of the School, shall conduct him or herself in a manner consistent with the School's Conflict of Interest Policy as may be amended by the Board from time to time.

Section 2. Disclosure of Conflicts. Each Director, Officer, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers shall annually complete and sign the form of the School's Annual Conflict of Interest Acknowledgment Statement as may be amended by the Board from time to time.

#### ARTICLE VI COMMITTEES

Section 1. Board Committees. The Board by resolution may create one or more standing or ad hoc committees having such powers as are specified in the resolution. Committees may consist of one or more Directors of the School.

Section 2. Powers Reserved to the Board. Any committee, to the extent provided in the resolution of the Board shall have and may exercise any of the powers and authority of the Board, except that no committee shall have any power or authority as to the following: (i) the filling of vacancies on the Board or any committee with Board delegated powers; (ii) the adoption, amendment or repeal of the Bylaws; (iii) the fixing of compensation of the Directors; (iv) the amendment or repeal of any resolution of the Board; or (v) action on matters committed by the Bylaws or by resolution of the Board to another committee of the Board.

Section 3. Participation by Non-Directors. A person who is not a Director may be appointed to any Board committee; provided, however, that such non-Director shall have no right to vote on any question that would create a binding obligation of the School.

Section 4. Removal: Authority of the Board. The Board may remove any member of a committee, or may dissolve such a committee, at any time, with or without cause. Any committee action is subject to amendment, modification, or repeal at the next annual or regular meeting of the Board

Section 5. Term. Except for committees for which the Board has, by resolution, adopted different rules, each member of a committee shall continue as such until the next annual meeting of the School, unless the Board removes the member or terminates the Committee. Committee members may serve consecutive terms without limitation.

Section 6. Committee Rules. Each committee may, subject to the approval of the Board, prescribe rules and regulations for the call and conduct of meetings of the committee and other matters relating to its procedure that are consistent with the Articles, the Bylaws and Board applicable resolutions.

#### ARTICLE VII INDEMNIFICATION

The School shall, to the fullest extent permitted indemnify its current and former Trustees, Officers, and agents against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Trustee or Officer is a Party because such Trustee or Officer is a Trustee or Officer of the School; provided, however, that the School's obligation of indemnification shall be conditioned upon its receipt of prompt written notice of the threat or filing of an action, suit or proceeding as to which rights of indemnification are sought. The School may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Trustees or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Trustee or Officer may be entitled under any written agreement, board resolution, or vote of the Members.

#### ARTICLE VIII MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the School shall end on the last day of June in each year.

Section 2. Books and Records. The School shall keep at its principal or registered office copies of its current Articles of Incorporation and Bylaws; correct and adequate records of accounts and finances; minutes of the proceedings of the Board and any minutes which may be maintained by committees of the Board; records of the name and address of each Director and each officer; and such other records as may be necessary or advisable.

Section 3. Corporate. Acts. The President (of the Board) shall have authority to sign, execute and acknowledge on behalf of the School, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the School's regular business, or which shall be authorized by resolution of the Board. Except as otherwise provided or directed by the Board, either the Director of Operations or the

Director of Academics may authorize in writing any officer or agent of the School to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the School is authorized and empowered to sign, in attestation, all documents so signed and to certify and issue copies of any such document and of any resolution adopted by the Board of the School, provided, however, that an attestation is not required to enable a document to be an act of the School.

Section 4. Loans. No moneys shall be borrowed on behalf of the School and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

Section 5. Deposits. All funds of the School, not otherwise employed, shall be deposited from time to time to the credit of the School in such banks, investment firms or other depositories as the Board may select.

#### ARTICLE IX AMENDMENTS

Section 1. By the Board. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the vote of a majority (51%) of the Directors then in office at any regular or special meeting thereof.

Section 2. Implied Amendment. Any action taken or authorized by the Board which would be inconsistent with the Bylaws then in effect but is taken or authorized by affirmative vote of not less than the number of Directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

\*\*\*\*\*

Certified a true and correct copy of the Bylaws adopted on the \_\_\_ of April in the year \_\_\_\_ by the Board at The Marzano Academy.

**Attachment 10:  
Incubation Year Planning Table**

### Incubation Year Planning Table

The following start-up plan and specific organizational goals are for the planning year (SY 2015-2017). Development to begin 12/15 and will continue to 2017, to ensure that the school is ready for a successful launch in fall 2017.

<b>09/2015-2017 Planning Year Milestones (SMART Goals) by Work Stream</b>	<b>Activity</b>	<b>Key Personnel</b>	<b>Milestone Date(s)</b>
<i>INSTRUCTION</i>	Development-team members for the Marzano Academy meet with Dr. Robert Marzano and research analysts at Marzano Research to learn about Phase I. "High Reliability Schools framework (HRSs)", The Key elements of HRSs, 9 Phase II. Essential Elements of Instruction and the Marzano Taxonomy. Founding members will learn all about the school's proposed framework, mission and vision of proposed school	Dr. Robert Marzano, Research analysts from Marzano Research, Jeff Jones,	Phase I. 12/15, Phase II. Details of high reliability schools 1/16-5/16 Phase III. On-going instructional program development 6/16-1/17
<i>TALENT</i>	1. Securing a complete founding board for the Marzano Academy 2. Interviewing, interested, potential school leadership 3. Plan development for leadership and teacher introduction and training	Jeff Jones, Dr. Marzano, Dr. Kerry Clark,	12/15-begin governing board search 12/15-5/16 Leadership search, Principal and Assistant Principal
<i>OPERATIONS</i>	Dr. Marzano will engage the services of Waltz Education Group (an experienced charter development, construction and fiancé company) and appointment Dr. Wright to project management operations development.	Dr. Wright, The Waltz Education Group, Jeff Jones	Phase I. 12/15 Initial project management scope and sequence created Phase II. 5/16-8/16, Land secured Phase III. Build-out 6/16-12/16
<i>TECHNOLOGY</i>		The Waltz Education Group, Dr. Wright, Jeff Jones, Marzano Research analysts	Phase I Initial program requirements identified, 1/16-8/16, Phase II Coordinate with build-development 6/16-12/16 Phase III Technology purchasing 1/17-4/17
<i>FINANCE</i>		The Waltz Education Group, Jeff Jones	Phase I. Investors financially support initial development team, 12/15, Phase II, begin to formally engage Operations Group, 1/16-9-17, Phase III, Seek complete project financing, 4/16-ongoing

<b>09/2015-2017 Planning Year Milestones (SMART Goals) by Work Stream</b>	<b>Activity</b>	<b>Key Personnel</b>	<b>Milestone Date(s)</b>
<i>PARENT &amp; COMMUNITY ENGAGEMENT</i>		Dr. Marzano, Marzano Research "Affiliates"	Phase I, governing board development, 12/15 Phase II, community partnership development, 1/16-ongoing, Phase III, development of school committees and councils with parent involvement, 3/17-ongoing
<i>SCHOOL SYSTEMS &amp; CULTURE</i>		Dr. Marzano and analysts from Marzano Research	Phase II, 06/16 training of founding board members, Phase II, 6/16 training of school leadership, Phase III, training of instructional staff 3/17

**Attachment 11:  
College/University Dual Credit Agreement**

Not applicable.

**Attachment 12:  
Operational Execution Plan**

(1a) The Marzano Academy does not intend to provide transportation. The Academy will work with parents to coordinate ride-share groups. The Academy will seek creative ways for parents to coordinate transportation to the campus.

(1b) The Academy will provide food service through contracted services. The Academy will not be its own food service “authority”. The Academy will contract with qualified, school food-service vendors who have experience with providing meals to school settings.

(1c) The Academy will contract with janitorial and landscape services for building maintenance. The Academy is in the process of vetting two school options; land and building construction or building-out an existing facility. Since each option has a unique set of circumstances, the Academy will make final determinations for landscaping (if needed) and janitorial services when a final site is selected.

(1d) The Academy will provide some health services, largely through contracted services. The Academy intends to contract with a Community Health Service Agency to provide a contracted qualified health service professional for the campus. The Academy will provide health screenings and examinations as required by State regulations. The contracted, qualified health service professional, a First Aid Safety Assistant will receive training and supervision from a qualified school nurse. The Assistant will conduct mandatory vision and hearing screenings for elementary age students, grades K-5. The Assistant will also assist with middle school health screenings when middle grades are added. The Assistant will record all findings, report findings to the State Health Department and notify parents of screening outcomes. The Assistant will work with the school’s registrar to assist with documentation interpretation and ensure that all enrolling students (except those identified as homeless) have required immunization records. Student files and records will be kept in a secure, damage-proof filing system.

(1e) The Academy will have designated procedures for campus purchase. The Academy’s governing board will create purchasing thresholds which require Board approval and systems to keep track of spending related to school operations. The Academy will deposit and withdraw funds from a regulated banking institution.

(1f) The Academy, in its first three-years of operation, will have a grade configuration of K-5. At this time, the Academy will not have an onsite security person.

**Attachment 13:  
Proof of Facility Commitment**

Not applicable.

**Attachment 14:  
Insurance Coverage**

*Insurance Proposal for*

***The Marzano Academy***

*Presented By*  
*Vance Jolley*



A Division Of:





8375 W. Flamingo Rd. #102  
Las Vegas, NV 89147  
P: (702) 396-4844 F: (702) 396-4832  
[www.charterschoolsinsurance.com](http://www.charterschoolsinsurance.com)

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## 2016 Premium Summary

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**Customer:** The Marzano Academy

<b><u>Coverage</u></b>	<b><u>Premium</u></b>
General Liability	\$5,000.00
Abuse	included
Employee Benefits Liability	\$350.00
Professional Educators Legal Liability	\$1,250.00
Auto	\$350.00
Property	\$5,500.00
Equipment Breakdown	included
Crime	included
Excess Liability	\$3,800.00
Directors & Officers / Employment Practices Liability	\$2,450.00
Student Accident Insurance	\$1,200.00
Workers Compensation	\$6,000.00
<b>TOTAL ANNUAL PREMIUM</b>	<b>\$25,900.00</b>

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.

**Attachment 15:  
Budget Narrative**

- a.) The Marzano Academy assumes the state of Nevada per pupil funding rate, at the time of this application submission, is \$6,506 (SY 2016). The Academy, given its proposed grade-level configuration, has an enrollment expectation of three hundred (300) students for the first three-years of operation and an additional fifty students per year after year three. The total amount of revenue anticipated from state-per-pupil revenue is approximately \$1,951,800.
- b.) During the incubation year, the Marzano Academy development team received support through a philanthropic donation from the education research organization, Solution Tree. This incubation year philanthropic donation has supported the fees associated with consultants, contractors, and project management professionals. During the (current) incubation year, the development team are also soliciting and interviewing prospective philanthropic organizations. The Marzano Academy development team anticipate that there will be continued philanthropic support from the Academy's initial benefactor, as well as to-be-named organizations. At this time, funding sources will assume a conservative outlook and anticipate the Academy will be self-supportive (e.g., the Academy will assume all cost liabilities through per-pupil revenue, which is dependent upon the enrollment projection).
- c.) The largest assumption for anticipated expenditures is from personnel costs. The Academy, during its first-year of operation, anticipates hiring a school principal, an assistant principal, an office manager, twelve general education teachers with four additional special educators, and ELL teachers. The student-teacher ratio will be approximately 25:1. There will be additional considerations for part-time classroom assistants. At a base salary level with additional benefits (e.g., health), the personnel costs could be anticipated at approximately 60% of total per pupil revenue (budget). Currently the Academy is examining two school building options; one is a land and building and the other is a build-out of an existing facility. The Academy has engaged and retained a Charter School Development Group to assist with these options. Given the proposed grade level configuration, initial square-foot estimates range from a minimum 23,000 to a maximum of 38,000 square feet.
- d.) If the Academy does not meet initial enrollment projections and subsequently anticipated revenue falls short, the Academy has contingencies in place. If cash-flow becomes problematic, the Academy will first examine fees made to contracting entities and seek to eliminate or reduce those fees. Second, the Academy would institute a reduction-in-force for part-time positions. Depending upon where enrollment lagged, there would be a reduction-in-force for administrative (assistant principal) and as a last resort, a reduction-in-force for classroom teachers.
- e.) If year-one cash flow contingencies are not met, due to fluctuations in state and local revenue, the Academy will forego any associated management fees for the school; including, teacher professional development, operational management assistance, and leadership management assistance. The Academy will increase their outreach and marketing efforts to attract families and students.
- f.) The Academy is currently taking a very conservative outlook toward funding and revenue and would like to plan year one with limited (to development) philanthropic funding. Therefore, academic, year-one funding (cash flow) will be calculated with per-pupil funding.

CHARTER SCHOOL BUDGET										
Name of School	The Marzano Academy	Base Year	2016							
		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6		
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
REVENUE ASSUMPTIONS		2016	2017	2018	2019	2020	2021	2022		
Number of grade levels		0	6	6	6	7	8	9		
Number of classrooms		0	12	12	12	14	16	18		
K		0	50	50	50	50	50	50		
1st		0	50	50	50	50	50	50		
2nd		0	50	50	50	50	50	50		
3rd		0	50	50	50	50	50	50		
4th		0	50	50	50	50	50	50		
5th		0	50	50	50	50	50	50		
6th						50	50	50		
7th							50	50		
8th								50		
9th										
10th										
11th										
12th										
<b>Total Student Enrollment</b>		<b>0</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>350</b>	<b>400</b>	<b>450</b>		
Title I (% of student body)		0%	30%	40%	40%	40%	40%	40%		
Special Education (% of student body)		0%	12%	12%	12%	12%	12%	12%		
Total Distributive School Account (funding per student)	\$6,506	Base year								
Inflation adjustor	1.03									
Special Education Weighted Funding	\$533	Per student								
Title I	\$0	Per student								
IDEA	\$0	Per SPED student								
Breakfast Program -- Federal Reimbursement	no	"yes" or "no"								
Breakfast Program	\$0	Per student per day								
Lunch Program	\$3	Per student per day								
School level fundraising	\$25	Per student								
<b>County where school is located</b>	<b>Clark</b>									
DSA Funding		\$0	\$1,951,800	\$2,010,354	\$2,070,665	\$2,488,249	\$2,929,024	\$3,394,007		
DSA Sponsorship Fee		\$0	-\$29,277	-\$30,155	-\$31,060	-\$37,324	-\$43,935	-\$50,910		
Title I		\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Federal Breakfast Program		\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Federal Lunch Program		\$0	\$49,950	\$66,600	\$66,600	\$77,700	\$88,800	\$99,900		
IDEA		\$0	\$0	\$0	\$0	\$0	\$0	\$0		
State Special Education Funding		\$0	\$19,188	\$19,188	\$19,188	\$22,386	\$25,584	\$28,782		
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)										
Other start-up grant funds										
School level fundraising		\$0	\$7,500	\$7,500	\$7,500	\$8,750	\$10,000	\$11,250		
Student fees										
Investment Income										
Private fundraising (foundations, corporate)		\$40,000	\$40,000	\$20,000	\$20,000	\$2,000	\$2,000	\$20,000		
Private fundraising		\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000		
<b>TOTAL REVENUE</b>		<b>\$120,000</b>	<b>\$2,119,161</b>	<b>\$2,173,487</b>	<b>\$2,232,893</b>	<b>\$2,641,761</b>	<b>\$3,091,473</b>	<b>\$3,583,029</b>		







[INSERT School Name]

12	General	Grade Level Teacher
12	General	Grade Level Teacher
12	General	Grade Level Teacher
12	General	Grade Level Teacher
12	General	Grade Level Teacher

NA	\$0.00

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>0.00</b>	<b>10.00</b>	<b>10.00</b>	<b>10.00</b>	<b>12.00</b>	<b>14.00</b>	<b>16.00</b>

Total Grade Level Teachers

<b>TOTAL SALARIES</b>	<b>\$0</b>	<b>\$828,000</b>	<b>\$852,840</b>	<b>\$878,425</b>	<b>\$1,052,296</b>	<b>\$1,182,910</b>	<b>\$1,322,732</b>
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**BENEFITS**

<b>Total Medical Benefits</b>	<b>\$0</b>	<b>\$2,151</b>	<b>\$2,215</b>	<b>\$2,282</b>	<b>\$2,742</b>	<b>\$3,093</b>	<b>\$3,463</b>
<b>Total FICA</b>	<b>\$0</b>	<b>\$63,342</b>	<b>\$65,242</b>	<b>\$67,200</b>	<b>\$80,501</b>	<b>\$90,493</b>	<b>\$101,189</b>
<b>Total State Retirement Costs</b>	<b>\$0</b>	<b>\$69,300</b>	<b>\$71,379</b>	<b>\$73,520</b>	<b>\$89,003</b>	<b>\$100,587</b>	<b>\$112,994</b>
<b>Total Life Insurance</b>	<b>\$0</b>	<b>\$8,280</b>	<b>\$8,528</b>	<b>\$8,784</b>	<b>\$10,523</b>	<b>\$11,829</b>	<b>\$13,227</b>
<b>Total GASB 45</b>	<b>\$0</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$10,500</b>	<b>\$11,500</b>	<b>\$12,500</b>
<b>Total Unemployment Insurance</b>	<b>\$0</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$10,500</b>	<b>\$11,500</b>	<b>\$12,500</b>
<b>TOTAL BENEFITS</b>	<b>\$0</b>	<b>\$161,073</b>	<b>\$165,365</b>	<b>\$169,786</b>	<b>\$203,768</b>	<b>\$229,001</b>	<b>\$255,873</b>
<i>% of Salaries</i>	<i>#DIV/0!</i>	<i>19.5%</i>	<i>19.4%</i>	<i>19.3%</i>	<i>19.4%</i>	<i>19.4%</i>	<i>19.3%</i>

**PART-TIME EMPLOYEES**

Input part-time employee							
Percentage of full-time FTE							
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee							
Percentage of full-time FTE							
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee							
Percentage of full-time FTE							
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee							
Percentage of full-time FTE							
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee							
Percentage of full-time FTE							
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0

<b>PART TIME SALARIES</b>	<b>\$0</b>						
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<b>PERFORMANCE BONUSES</b>	<b>\$0</b>	<b>\$16,560</b>	<b>\$17,057</b>	<b>\$17,569</b>	<b>\$21,046</b>	<b>\$23,658</b>	<b>\$26,455</b>
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<b>PAYROLL SERVICES</b>	<b>\$0</b>	<b>\$16,200</b>	<b>\$16,200</b>	<b>\$16,200</b>	<b>\$18,900</b>	<b>\$20,700</b>	<b>\$22,500</b>
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	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
<b>Flag Football (8 home games; 8 away games)</b>							
Head coach		\$1,000					
Assistant Coach		\$500					
Equipment							
Uniforms		\$300					Assumption?
Footballs		\$100					
Flags/Misc Equipment		\$400					per away game
Transportation		\$1,200					\$150 per away game - bus rental
Referees		\$800					2 refs per home game - \$50 ref
<b>Total Costs</b>		<b>\$4,300</b>					
<b>Boys Basketball (12 home games; 12 away games)</b>							
Head coach		\$1,000					
Assistant Coach		\$500					
Equipment							
Uniforms		\$500					Assumption?
Basketballs		\$100					
Misc Equipment		\$200					per away game
Transportation		\$1,800					\$150 per away game - bus rental
Referees		\$1,200					2 refs per home game - \$50 ref
Gym rental		\$0					\$35/hour? - could be up to \$6K
<b>Total Costs</b>		<b>\$5,300</b>					
<b>Girls Cheerleading (12 home games; 12 away games)</b>							
Head coach		\$1,000					
Assistant Coach		\$500					
Equipment							
Uniforms		\$500					Assumption?
Basketballs		\$0					
Misc Equipment		\$200					per away game
Transportation		\$1,800					\$150 per away game - bus rental
Referees		\$1,200					2 refs per home game - \$50 ref
Gym rental		\$0					\$35/hour? - could be up to \$6K
<b>Total Costs</b>		<b>\$5,200</b>					
<b>Boys Soccer (8 home games; 8 away games)</b>							
Head coach		\$1,000					
Assistant Coach		\$500					
Equipment							
Uniforms		\$400					Assumption?
Soccer balls		\$150					
Shin guards, Misc Equipment		\$400					per away game
Transportation		\$1,200					\$150 per away game - bus rental
Referees		\$800					2 refs per home game - \$50 ref
<b>Total Costs</b>		<b>\$4,450</b>					
<b>Girls Soccer (8 home games; 8 away games)</b>							
Head coach		\$1,000					
Assistant Coach		\$500					
Equipment							
Uniforms		\$400					Assumption?
Soccer balls		\$150					
Shin guards, Misc Equipment		\$400					per away game
Soccer goals		\$2,000					\$1,000 per goal - 2 goals
Transportation		\$1,200					\$150 per away game - bus rental
Referees		\$800					2 refs per home game - \$50 ref
<b>Total Costs</b>		<b>\$6,450</b>					

[INSERT School Name]

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
<b>Boys track and field (8 home games; 8 away games)</b>								
Head coach	\$1,000							
Assistant Coach	\$500							
Equipment								
Uniforms	\$0							
Other Equipment	\$0							
Transportation	\$1,200							
Referees	\$800							
<b>Total Costs</b>	<b>\$3,500</b>							
<b>Girls track and field (8 home games; 8 away games)</b>								
Head coach	\$1,000							
Assistant Coach	\$500							
Equipment								
Uniforms	\$0							
Other Equipment	\$0							
Transportation	\$1,200							
Referees	\$800							
<b>Total Costs</b>	<b>\$3,500</b>							
<b>Boys Lacrosse (8 home games; 8 away games)</b>								
Head coach	\$1,000							
Assistant Coach	\$500							
Equipment								
Uniforms	\$0							
Other Equipment	\$0							
Transportation	\$1,200							
Referees	\$800							
<b>Total Costs</b>	<b>\$3,500</b>							
<b>Girls Lacrosse (8 home games; 8 away games)</b>								
Head coach	\$1,000							
Assistant Coach	\$500							
Equipment								
Uniforms	\$0							
Other Equipment	\$0							
Transportation	\$1,200							
Referees	\$800							
<b>Total Costs</b>	<b>\$3,500</b>							
	<b>Active program?</b>							
Football	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Boy's basketball	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Girl's cheerleading	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Boy's soccer	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Girl's soccer	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Boy's track and field	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Girl's track and field	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Boy's lacrosse	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Girl's lacrosse	no	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>		<b>\$1,000</b>	<b>\$1,318,501</b>	<b>\$1,299,665</b>	<b>\$1,330,786</b>	<b>\$1,631,742</b>	<b>\$1,780,235</b>	<b>\$1,985,225</b>