2020 CALL FOR QUALITY CHARTER SCHOOLS

Updated October 26, 2020

Schools Opening Fall 2022 and Beyond

1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

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 founding group 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.

Primary contact person: Jacob Allen

Mailing address:

Street/PO Box [redacted]

City: Indianapolis *State* IN *Zip* 46203

Phone Number: *day* 317-438-5426 *evening* [redacted]

Fax Number: [redacted]

Name of team or entity applying: pilotED Foundation & pilotED Schools of Nevada

In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements below and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

The term does not include a person who is employed as a substitute teacher.

NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant a Committee to Form or a charter management organization (CMO)?

☐Committee to Form **☐Charter Management Organization**

If the applicant is a CMO, identify the CMO and any affiliated NV non-profit:	***pilotED Foundation (Indiana) and pilotED Schools of Nevada Inc.***

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board. For CMO applicants, please instead list members of the applicant team including CMO employees, proposed school employees, board members, etc.

Full Name	Current Job Title and Employer	Position with Proposed School
Jacob Allen	CEO/Principal, pilotED Schools Inc.	CEO, pilotED Foundation (CMO)

Does this Committee to Form, 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 Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2020-21 or 2021-22 school years? **☐Yes** **☐No**

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

Proposed School Name	City	State	Opening Date

Proposed School Name (add lines as needed)

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
pilotED Schools: North Las Vegas	2022	K-4	675

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	81	81	81	81	81	81
1	81	81	81	81	81	81
2	81	81	81	81	81	81
3	54	81	81	81	81	81
4	54	54	81	81	81	81
5		54	54	81	81	81
6						
7						
8						
9						
10						
11						
12						
Total	351	432	459	486	486	486

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	**County**	**Zip Code(s) to be Served by School**
North Las Vegas	Clark	89032, 89084, 89031, 89081, 89085, 89086

Nevada law currently permits an operator to contract with a for-profit, Education Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? ☐Yes ☐No	
If yes, identify the name of the EMO or CMO and specify which designation:	***pilotED Foundation (CMO; non-profit)***

In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the Committee to Form the charter school or CMO, or by another entity including, without limitation, an educational management organization? Additionally, did a person who is not a member of the Committee to Form the charter school, CMO, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? ☐Yes ☐No	
If yes, what is the name of the person(s) and/or entity(s)?	
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s)?	

Applicant Certification:

[redacted]

01/10/2021
Date

Printed Name:

Note: NAC 388A.260 requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

2. Meeting the Need

MISSION AND VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:

(a) The key components of your educational model

(b) The outcomes you expect to achieve

(c) Key supporters, partners, or resources that will contribute to your school's success

Mission Statement and Supporting Beliefs

The mission of pilotED Schools is to empower elementary students in the ways in which they see themselves and the world around them through the use of a school model that embodies social identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum. Through this model, pilotED strives to interrupt generational cycles of poverty.

- We believe all children are capable of academic and lifelong success
- We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them
- We believe in strengthening the direct link between the empowerment of one's identity and the academic achievement of one's self
- We believe in fostering healthy relationships between staff members and students
- We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood
- We believe our scholars learn best in a school environment that is driven by data
- We believe culturally-relevant pedagogy supports scholars' social-emotional progress
- We believe all students gain a sense of community ownership when civically engaged
- We believe generational cycles of poverty are disrupted when families and community stakeholders are engaged in healthy, bridge-building dialogue

Key Components and Expected Outcomes

pilotED's academic and school culture programs are built on three core values: social identity development, academic excellence, and civic engagement. These three values lead

all recruitment, development, and instruction of our students and staff to ensure a strong culture.

Social Identity Development
History repeats itself; we know this. We also know that enabling students to discover more about their personal history and the history of others allows them to change their outcomes. The City of North Las Vegas and this country are full of stories, perspectives, and neighborhoods whose stories have not been told in our education system, until now. Workshops and classes centered around empowerment, social justice, and equity are provided to both students and families. We expect student self-advocacy and exploration to be at proficient and expert levels as measured by the Identity Route Assessment and Panorama assessments by the end of their educational experience with pilotED.

Academic Excellence
High GPAs and graduation rates are happening in urban areas. Academics are crucial to allowing our students the opportunity at becoming independent learners. Through tutoring, in-the-field mentorship, and NWEA test prep, we will ensure Las Vegas students surpass the academic maturity of their peers elsewhere. Our students must realize that academics are at the center of what it will take for them to reach their dreams. We expect over 75% of our students to regularly achieve their NWEA MAP assessment growth goals by the 5th year of our charter.

Civic Engagement
Giving someone tools doesn't fix a broken car. Correlations between civic engagement in schools and political efficacy means that our young urban students are being taught ways to navigate their academic, political, and professional worlds. This is the reason why we offer the most comprehensive programming of civic engagement skills, public speaking, perspective training, and workshops that empower our young voices, allowing them to forever change the landscape of Las Vegas' many diverse neighborhoods. We expect 100% of our students to engage in a minimum of 4 civic engagement opportunities each year.

<u>Key Supporters: Local and National</u>
The pilotED Schools leadership team is continually seeking partnerships and support from community members, city-wide organizations, and national teams that believe in the mission and values of pilotED Schools. pilotED's outreach and engagement began in 2014 at the national level and in 2019 within the Las Vegas region. Since then, the leadership team has held one-on-one meetings with local leaders and residents of Las Vegas to identify areas within the city that would best benefit from the pilotED curriculum and community model. It became clear that pilotED Schools would be prosperous and transformational within the North Las Vegas community.

The partnerships list below details community, city, and national partners that have either committed to serving alongside pilotED Schools or we intend to forge a partnership with in the near future. Further details are provided in the ***Parent and Community Involvement*** section later in this application.

- Helping Hands of Vegas Valley
- Foster Kinship
- Chicanos Por La Causa
- Project Heal
- Boy Scouts Las Vegas Area Council
- Girl Scouts of Southern Nevada
- Opportunity 180
- Leaders in Training (LIT)
- Three Square
- Doolittle Community Center
- Paula Sneed and Lawrence Bass
- NewSchools Venture Fund
- Charter School Growth Fund
- Lee and Low Books
- Echoing Green
- Be More
- Charter Board Partners
- Camelback Ventures
- Teach For America
- Chan Zuckerberg Initiative
- Walton Family Foundation

(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

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

pilotED Schools: North Las Vegas will focus on two goals set forth in NRS 388A.246. The two goals are directly aligned with the mission, vision, and educational model of pilotED Schools.

Improving the academic achievement of pupils: *Academic Excellence* is one of the core values of pilotED's educational philosophy. As such, we hold ourselves accountable to producing results that demonstrate our students' achievements in academics. A measurement of growth over proficiency will be selected as we acknowledge that students will come into our school at a variety of achievement levels. It is our goal that rather than setting an arbitrary score that students should reach at the end of each grade level, that instead we ensure students are ever-progressing and reaching their individual goals each

year as a student in our Las Vegas school. The NWEA Map assessment will be the backbone of our testing achievement tracking.

Encouraging the use of effective and innovative methods of teaching: *Social Identity Development and Civic Engagement* are two core values of pilotED's philosophy. In 2000, Professor Geneva Gay of the University of Washington wrote that culturally responsive teaching connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know. By embracing the sociocultural realities and histories of students through what is taught and how, culturally responsive teachers negotiate classroom cultures with their students that reflect the communities where students develop and grow. This is no small matter because it requires that teachers transcend their own cultural biases and preferences to establish and develop patterns for learning and communicating that engage and sustain student participation and achievement

TARGETED PLAN

Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

The pilotED Schools team is adamant about creating a school with our community and not for our community. The difference, while nuanced, is profound. Since our first school's launch in Indianapolis in 2018, pilotED has been at the forefront of the statewide conversation regarding the importance of genuine partnerships with families and community members. Some of the tenets that have served our families and students well in Indianapolis are similar to some of the approaches we will take with our model in North Las Vegas. The following list, while comprehensive, is not encompassing of all community-specific tenets we will likely include once we approach launch:

- Town Hall Meetings Our quarterly town halls are intended to open the school to families and community members who are interested in learning more about our model, contributing their insight to our model, and allowing the school to hear about current neighborhood happenings.
- Community Farm- Similarly to our Indianapolis campus, pilotED North Las Vegas will have a hybrid indoor/outdoor farm for use by both students and community members. Over 30 different vegetables and fruits, 5 types of chickens, goats, and sheep have provided for the pilotED Indianapolis community; something similar will be implemented at our Nevada campus. Our community farm was featured on the NBC Today Show recently.
- Food Pantry- Food and clothing insecurity are massive problems in urban communities, including North Las Vegas. The COVID pandemic has hit many of our students' families hard. Our campus will have a robust food and clothes pantry, similar to the one in Indianapolis. Thousands of pounds of food and thousands of articles of clothing are donated annually to our students and their families. We intend to partner with the largest food pantry in Vegas to ensure our satellite pantry is reaching the needs of our community.
- Social Identity and Civic Engagement- These two pillars, along with academic excellence, are a significant part of our school model's three-pronged approach. We

believe it is paramount that our students succeed academically, understand the social fabric of their lives, and make an impact in the families, communities, and their city. In three years, pilotED's Indianapolis campus has become a national leader with their in-house social identity curriculum. The national standardized social identity curriculum is entrenched in personal and social narratives, social studies, and civic frameworks. Additionally, to further the curricular impact, pilotED students have contributed over 2,000 hours of community service since pilotED's launch. These approaches will be enacted early-on at the pilotED North Las Vegas campus.

During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. A copy of this document can be found here. Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.

This is a high-priority focus for pilotED Schools of Nevada.

(b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.

This is a high-priority focus for pilotED Schools of Nevada.

(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.
With pilotED Schools of Nevada seeking to open an elementary school and not a high school, this is not a major priority area. However, our founding team is well-aware of the impact a strong elementary education has on high school and life outcomes. In a 2009 research journal titled *Early educational milestones as predictors of lifelong academic achievement, midlife adjustment, and longevity,* researchers Margaret L Kern and Howard S Friedman discuss such trajectories and the profound impact of a strong K-8 education.

PARENT AND COMMUNITY INVOLVEMENT

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

Person Involved	Title	Details of Involvement
Dinisha Mingo	pilotED Schools of Nevada Board Member and Owner of Mingo Health Services	Dinisha sits on pilotED's local board and is a highly involved member in the North Las Vegas community, currently residing in the city. She will continue to contribute to the fabric of our governance, model, and community partnerships.
Cecelia Gonzalez	pilotED Schools of Nevada Board Member and Assemblywoman of District 16	Cecelia sits on pilotED's local board and is a highly involved member in the North Las Vegas community, attended high school in North Las Vegas, and is a current assemblywoman for neighborhoods our prospective students live in. She will continue to contribute to the fabric of our governance, model,

		and community partnerships.
Various Parents/Guardians (M. Carter, B. Scagnelli, J. Jackson, A. Mendez, L. Garcia)	Family Focus Groups	Starting in January 2021, pilotED will host bi-monthly family focus groups with the intent to: A) learn about parent desires when it comes to us as a new educational provider in North Las Vegas, B) present up-to-date information about the school's progress, and C) get to know the city-wide happenings within North Las Vegas. We will not only hold these with our initial dozen of interested parents/guardians but will rotate parents/guardians regularly.
Jared Luke Bill Legere	Director of Government Affairs, City of North Las Vegas Economic Development Specialist, City of North Las Vegas	Jared and Bill have provided support in both pilotED understanding more about the residents of the City of North Las Vegas and has provided us with support in navigating the many important factors of being an educational powerhouse in the city. We will continue to work alongside Jared and Bill for model changes, enrollment, community partnerships, and facility finalization.

(1) Describe how you have engaged, and will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies have been implemented and will continue to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

As a school that is committed to community engagement and organizing our parents to fight for issues that are close to their hearts, it is pilotED Schools: North Las Vegas' priority to get to know our community and its residents face-to-face. In 2019, pilotED Schools' first

campus in Indianapolis was rated as a top 5% school in the state for parent satisfaction and community outreach.
As an educational organization, we put tremendous weight on being able to connect authentically with our parents to not only grow lasting relationships with them but to build strong enrollment and to be able to provide service partnerships to them, as well. Therefore, our conversations must be intentional, honest, and full of vision-building with the community of North Las Vegas.
Our community outreach process, lead by our North Las Vegas Community Outreach Coordinator, is focused on engaging the following three partners:

1. Key Stakeholders - We have identified key stakeholders such as community centers and churches in North Las Vegas as crucial partners such as Doolitle Community Center, Pearson Community Center, Walnut Community Center, Three Square, SkyView, His Word Christian Center, and the North Las Vegas Church of Christ. As we continue to deepen partnerships with these community stakeholders, we will utilize their services for our students and families that may need such assistance. After-school programming, childcare, food donations, community events, housing assistance, and health/wellness programming are a few of the resources we intend to leverage through partnering with such organizations in North Las Vegas.

2. Community Members - We will continue to engage community members to listen to their personal histories, understand the local educational context, and eventually distribute flyers where families live. We have already begun conducting community walks surrounding proposed campus locations and meeting people on sidewalks, in shopping centers, and at local businesses. Our community walks are conducted by our Community Outreach Coordinator, Co-Founder, and volunteers.

3. Early Childhood Education (ECE) Programs/Centers - We intend to build and strengthen early-childhood education (ECE) community partnerships. These relationships are important to us because they are mutually beneficial, where pilotED can provide resources to ECE centers while retaining a pipeline to bring in kindergarten students year-after-year. For example, pilotED will be providing ECE centers and their students with extracurricular enrichment opportunities and access to pilotED's community programming. To date, partnership conversations have begun with Acelero.

4. Focus Groups: With on-the-ground community outreach beginning this past week, pilotED has already recruited its first dozen parents to engage with as a dedicated focus group. These focus groups will occur virtually with our Community Outreach Coordinator, 10-12 parents/guardians, and Jacob Allen, CEO of the pilotED Foundation. They will focus on model improvements as desired by parents and on topics that are of immediate need to the community of North Las Vegas. These will switch to in-person convenings once COVID regulations loosen.

Outreach and Partnership Event	Frequency	Participants
Focus Groups	Bi-Monthly (Jan 2021 – August 2022)	All interested parents/guardians
Community Fun Days (BBQs, t-shirt giveaways, Fun in the Sun, etc)	Monthly (April 2021 – onward)	All parents/guardians and community members
Town Halls	Quarterly (August 2022 – onward)	All community members, parents/guardians, and city/organizational leadership.

(2) Describe any expectations for parent volunteering.

With pilotED Schools' first campus having one of the most active charter school Parent Teacher Associations in the state of Indiana, pilotED Schools: North Las Vegas will be well prepared to hit the ground running with key practices and outlines on how to authentically engage parents to be active volunteers. From community BBQs, PTA involvement, leading after-school programs, to sitting on our board, we intend to keep parents actively involved in many aspects of our students' educational experience.

(3) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Partner Name: Opportunity 180	
Briefly describe this partnership	We have been in partnership with Opportunity 180 for a couple of years, specifically for funding, strategy, community partnerships
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	Purpose: To further the financial sustainability, community partnerships, and regional strategy of pilotED Schools of Nevada Nature: Current//on-going

Partner Name: Boy Scouts – Las Vegas Area Council	
Briefly describe this partnership	We have been in partnership with Boy Scouts of America for the past 3 years. We are eager to launch the school and deepen our local partnership with the Las Vegas Area Council. We are in current conversations with the region to begin programming upon authorization.
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	Purpose: To further the leadership skills and self-esteem of our male students Nature: Current (national) and beginning (local)
Partner Name: Girl Scouts of Southern Nevada	
Briefly describe this partnership	We have been in partnership with the Girl Scouts for the past 3 years. We are eager to launch the school and deepen our local partnership with the Girl Scouts of Southern Nevada. We are in current conversations with the region to begin programming upon authorization.
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	Purpose: To further the leadership skills and self-esteem of our female students Nature: Current (national) and beginning (local)
Partner Name: City of North Las Vegas	
Briefly describe this partnership	In order to be a truly community-centered school, it is imperative that we partner with city officials and elected members of the

	City of North Las Vegas. We will continue to work alongside them in the areas of facilities, community partnerships, and issues assemblies.
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	Purpose: To further their desire of a top-tier school for the community and to further our intent of being a community-centered school. Nature: Current
Partner Name: Leaders in Training (LIT)	
Briefly describe this partnership	pilotED has partnered with Erica Mosca and LIT to better understand the needs of the community and to better understand the historical educational landscape of the city. We intend to further this relationship for years to come to also provide a potential place of employment for members of the LIT community.
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	Purpose: To further pilotED's community ties, historical understandings, and to further the mission of LIT, as well. Nature: Current
Partner Name: Acelero Learning Centers	
Briefly describe this partnership	pilotED will seek to continue its new partnership with Acelero as a place for us to assist with their programming and also as a pool of potential students for our school.
Specify the nature, purposes, terms, and scope of services of any such	Purpose: To build a strong academic pipeline of content-ready students

partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Nature: Beginning
Partner Name: Teach For America – Las Vegas	
Briefly describe this partnership	Many members of the pilotED Foundation have ties to the TFA community and will continue to be a part of TFA programming to ensure a strong pipeline of talent and educational equity programming.
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	Purpose: To source various talent needs and to aid in educational equity programming. Nature: Current
Partner Name: University of Nevada – Las Vegas	
Briefly describe this partnership	While this partnership has yet to begin, pilotED's first campus in Indianapolis greatly benefited from partnerships with universities and colleges for research purposes and teacher talent pipelines.
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	Purpose: To increase the pool of applicants for teaching positions and to partner for research purposes Nature: Prospecting
Partner Name: Helping Hands of Vegas Valley	

Briefly describe this partnership	While this partnership has yet to begin, we intend to partner with Helping Hands to use their sites as a civic engagement partnership for their senior citizens and our youth.
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	Purpose: To increase civic engagement amongst our students and to increase services provided to their senior citizens. Nature: Prospecting
Partner Name: Dolittle Community Center	
Briefly describe this partnership	pilotED seeks to continue its relationship with the Dolittle Community Center in North Las Vegas. From event space to parent and student programming in sports and wellness, the Doolittle Community Center will become a crucial partner in the work to improve the lives of our students and families.
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	Purpose: To utilize a community space as an anchor for portions of our programming and to extend programming past school hours for families and students. Nature: Beginning
Partner Name: Three Square	
Briefly describe this partnership	As Southern Nevada's largest food pantry, we intend to partner with Three Square for two purposes: 1) to stock our internal food pantry and 2) to refer parents/guardians to their food resources.

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	Purpose: To further prevent issues of food insecurity with our students and families. Nature: Beginning
Partner Name: Legal Aid Center of Southern Nevada	
Briefly describe this partnership	With one of our board members working with the Children's Attorneys Project (CAP) within the Legal Aid Center, we will partner with them to understand best practices and legalities with our intended foster population of students and to better understand Nevada resources for high - trauma youth.
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	Purpose: To better serve our intended population of youth who are foster youth and/or high-trauma students. Nature: Prospecting
Partner Name: NewSchools Venture Fund (NSVF)	
Briefly describe this partnership	A current funder and thought partner, NSVF has provided $750,000 of startup funding for pilotED's Indianapolis campus, a figure we intend to similarly raise for our North Las Vegas campus. Additionally,
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	Purpose: To provide financial sustainability, leadership development opportunities, and thought partnership. Nature: Current

individuals that will enrich student-learning opportunities	
Partner Name: Camelback Ventures	
Briefly describe this partnership	Camelback Ventures currently provides leadership coaching and opportunities to educational leaders of color who are interested in growing their network of other educational leaders, providing funding, and providing invaluable diverse resources for leaders and students. To-date, Camelback has provided over $40,000 of support.
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	Purpose: To increase the diverse sets of resources and research available to school leadership. Nature: Current
Partner Name: Charter School Growth Fund (CSGF)	
Briefly describe this partnership	As a startup charter network, the pilotED Foundation seeks to partner with CSGF to secure multi-year funding, part of which will fund the North Las Vegas campus. Additionally, part of the relationship between pilotED and CSGF will include coaching and strategy-building.
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	Purpose: To provide pilotED with funding and coaching Nature: Beginning

Partner Name: Chan Zuckerberg Initiative (CZI)	
Briefly describe this partnership	The Chan Zuckerberg Initiative has provided over $250,000 of support to pilotED to increase its impact and development of our social identity curriculum. Such curriculum is not only used within pilotED but will eventually be distributed to partner district schools to increase its impact. Additionally, CZI has featured pilotED in it's Annual Letter, on the TODAY Show, and through various articles.
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	Purpose: To provide pilotED with funding, visibility, and thought partnership Nature: Current

(4) Describe the Committee to Form or CMO'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, local community?

The pilotED Foundation's CEO, Jacob Allen, in direct partnership with pilotED Schools of Nevada Inc's board members and Community Outreach Coordinator have been relentless in their early-stage authentic community engagement and partnership. Outside of the fact that two board members are current residents and grew up in the City of North Las Vegas, they will continue to be stewards of the school's mission through additional events and outreach, as outlined in the above chart (also copied below):

Outreach and Partnership Event	Frequency	Participants
Focus Groups	Bi-Monthly (Jan 2021 – August 2022)	All interested parents/guardians
Community Fun Days (BBQs, t-shirt giveaways, Fun in the Sun, etc)	Monthly (April 2021 – onward)	All parents/guardians and community members
Town Halls	Quarterly (August 2022 – onward)	All community members, parents/guardians, and city/organizational leadership.

3. Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 Strategic Plan, the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

1. *Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
2. *Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.*

How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

At the heart of pilotED's mission is academic excellence, identity development, and civic engagement. We believe that our focus on these three pillars create the conditions in which all students are able to achieve transformational academic results, are imbued with a passion and desire to learn, see school as a place to be affirmed, accepted, and grow, and seek change inside of themselves and their communities.

Through the use of EL Education and CKLA for ELA and Eureka for Mathematics, we ensure that our students get daily exposure to a highly rigorous, researched, and aligned curriculum. Our school adapts this curriculum in response to initial diagnostic and assessment data to meet our students academic growth goals. Our academic teams meet weekly in data meetings to reflect on student progress and make strategic interventions and enrichments as needed. We adapt our curriculum to be community and culturally relevant to our students and their interests to increase student engagement and learning. We believe in the development of our staff as a primary driver for the academic success of our students. Staff engage in weekly professional development that push them to grow as educators through differentiated individual development and data informed group development.

Identity development is at the core of our mission for both students and staff. We believe that through students understanding of their unique identity we are able to foster the mindsets that allow them to flourish inside and outside of school. Students take Identity as a class, and through this class, they are exposed to culturally and community relevant texts that develop their understanding of themselves, various identity groups, and the systems that surroud them. Staff are engaged continuously throughout the year in critical self reflection about their own identity, experiences, backgrounds, biases, and beliefs. This interrogation is essential to achieve academic equity around lines of identity, and we unabashedly steward resources to achieve academically equitable results for our students.

Our students are all parts of a larger community and their role as growing citizens is something we foster at pilotED. Students take place in civic engagement projects throughout the year in Identity as well as their core and elective classes. We believe this strengthen's a student's connection to the school as part of their community while students seek to advocate for and make changes in their

community. pilotED partners with local business and community organizations in order to provide opportunities to engage civically while learning about their community.

pilotED also strategically partners with local organizations to meet the many auxiliary needs of our students that are not met during the typical school day. These partnerships allow us to serve students in critical ways through access to physical, social, and emotional reasources. This leads to stronger student retention, engagement, and results from our students. Such resources include an in-house food pantry, housing assistance, job fairs, and other wraparound resources that inevitably contribute to the academic success of our students.

How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

At the beginning of the school year, pilotED uses NWEA to identify each student's academic strengths and areas of growth. We establish growth goals based off a student's beginning of year RIT score that accelerates learning for that individual student. Teachers, administrators, and interventionists then partner to identify the common trends amongst students to create individual, small group, and whole group interventions to reach these goals. By flexing our pacing, we are able to target high leverage skills and knowledge that are necessary to address full group for all students to achieve grade level mastery in the coming semester. In the winter, pilotED repeats this process to identify high leverage skills and knowledge while evaluating the effectiveness of our previous interventions and creating addition plans to address any gaps in learning.

We continuously monitor the efficacy of our flexed pacing and planned intervention in how students are mastering grade level content. We utilize Multi-Tiered System of Supports(MTSS) in order to address the academic and behavioral needs of all students. Through the use of exit tickets and weekly data meetings, our school teams monitor the progress of all students to determine what skills, objectives, and standards need to be reviewed or retaught while identifying the mechanism and tiered support that is most effective for doing so (whole group, small group, or individual). At interims, unit assessments, and module assessments, or teams strategically breakdown this data identify additional interventions that will accelerate the learning of individual students. All students are provided the interventions and tiered support that is necessary in order to stimulate growth to reach their yearly goals.
High quality curricular resources support our staff in remediating and pushing student growth. Through programs like IXL, Zearn, and Reading A-Z, pilotED students are constantly pushing themselves to learn and grow. In order to drive the academic achievement of our students at all levels, pilotED utilizes community centered enrichment opportunities and a research based high ability program to support all students in their growth.

We believe that family and student engagement is at the center of student growth. pilotED continuously updates families on student progress through consistent communication between families and teachers, quarterly conferences centered around student growth, and

our Family University. Each of these gives us an avenue to discuss student progress and growth while we invest and support our families in the knowledge and skills to help their students grow. For students, our instructional staff modifies and adapts our curriculum to be relevant to students' interests, communities, and identities. Recognizing that students need support in more than academics and curriculum, our behavior intervention team continuously identifies students in need of MTSS supports through teacher, family, and stakeholder input.

Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. For each feature, describe how it will be implemented. Key features may include:

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

pilotED Schools believes that all students deserve a strong, rigorous education that will ensure global competitiveness, regardless of their zip code or socio-economic status. We believe that a student's mindset, awareness of self, and respect of others are the drivers of their life trajectories. Furthermore, understanding power, privilege, and personal histories allows our students the opportunity to navigate life with a strong sense of identity and self-advocacy. In order to grasp all that a life has to offer, students must be given an academic and social space to develop a healthy identity of success, beauty, and strength despite the outside world's expectations. From here, the student, the family, and the community will experience transformational shifts in outcomes.
pilotED Schools: North Las Vegas will provide a space of continuous reflection, comprehensive education, positive leadership, and critical thinking that will empower our students, teachers, and communities at all times. Our school model and philosophy are based on years of research obtained from high-performing urban schools across the country, scholarly articles, three years of our after-school pilot model's results, three years of success as an Indianapolis-based charter school, and by working alongside exceptional educational talent throughout the nation.
Our educational philosophy is grounded in rigorous academics and a conscious development of the "self." With high quality educators, a positive atmosphere, and exceptional school leadership, our students will become change-agents in their neighborhoods and in this country. pilotED's educational model is designed around the needs of four key "partners" of an urban school: the students, teachers, families, the community. The demands and needs of each group drives the design of core programmatic elements.

Core Values - As mentioned earlier, pilotED's academic and school culture programs are built on three core values: **social identity development, academic excellence, and civic**

engagement. These three values lead all recruitment, development, and instruction of our students and staff to ensure a strong culture.

Instructional Methods - Outside of the home and family unit, pilotED Schools believes that a school serves as the single greatest factor in providing strength and high-expectations for a student. Our instructional methods are grounded in rigorous academics and a conscious development of the identity. To best support our students' mastery of a K 8 college preparatory and identity curriculum, and to reach the needs of diverse learners, pilotED Schools' educators will use a variety of instructional strategies so that every minute of every day is used to maximize instruction. Through these methods, our students will learn both academically and personally by connecting instruction to cultural relevancy. The following instructional methods are overarching and fundamental to instruction in every class.:

A) *The Identity Class and Cross-Curricular Culturally Relevant Content*- Central to pilotED's educational model is the inclusion of a comprehensive curriculum aimed at enabling our students to understand their unique identities. According to Making and Molding Identities in Schools by Ann Locke Davidson, school level practices influence student's self-perceptions, social interactions, and attitudes toward education, particularly with regard to race and ethnicity. Students also draw upon various aspects of their identity in different contexts, dependent on external feedback from peers and authorities, and that this construction of identity supports or deters behavior and attitudes necessary for academic engagement and achievement.

Identity development will be achieved at pilotED Schools through dedicated Identity classes. Our Identity class and curriculum (full description of curriculum found later in this application) will seek to guide our students to better understand their unique identities. The content and skills that students master in this class can be carried over into every other aspect of their lives, in and out of school.

I. Identity Studies: gender, race, ethnicity, socio-economic status, family structure, ability, language, religion.
II. Academic Support Skills: goal-setting, academic prioritizing, time-management, note-taking, reflection, interviewing and admissions prep, professional exposure, financial management, social-emotional learning.
III. Civic Engagement Skills: community awareness, violence prevention, self-advocacy skills, public speaking, activism skills, community organizing skills.

pilotED will reinforce this content through the inclusion of culturally relevant material in students' core subjects. This could look like a culturally-relevant book in Reading class or a discussion of why the sickle cell trait is more common in African Americans in Science class. Our Identity teacher will collaborate weekly with teachers to assist in including culturally-relevant material into each and every unit taught at the school.

Relevant Research:

Davidson, Ann Locke. Making and Molding Identities in Schools. Albany: State University of New York Press. 1996

Schulz, Wolfram and Fraillon, Julian, "Students' participation in and valuing of civic engagement at school" 2012.

B) *pilotPods* - pilotED Schools will implement Guided Reading and Math methods utilizing competency-based small groups which we call pilotPods. Guided Reading and Math in pilotPods is an instructional strategy in which the teacher mentors a small group of students through a specifically identified skill based on those students' levels. No more than six scholars will be in each pilotPod, allowing for more direct and personalized instruction. In addition, these groups allow students to access more relevant content at their level, with a small student to teacher ratio, accelerating growth and results. pilotPods use engaging lessons, interactive practice, adaptive assessment, extensive scaffolding for struggling learners, and endless opportunities for upward differentiation to create a completely discovery-based instructional platform for all populations of students.
pilotPods will be homogeneously grouped based on students' reading levels with data gathered from the Learning Continuum at Northwestern Evaluation Association (NWEA) and interim assessment results. During the guided reading time block, scholars that are not in a small group with the teacher, rotate to other various targeted skilled literacy (or Math) Pods that promote development and mastery of a variety of skills. These Pods, while not teachers-guided, will also include leveled content for each student grouping, reinforcing personalized learning. After a set amount of time (20-30 minutes), student groups will rotate to a new Pod, and the teacher will pull a new small group of students. This model will affirm the identity of our students, their culture, competency, and provide them with leadership and accountability skills at a young age. A sample of Pods for each subject can be seen below (this is in no way an exhaustive list of possible Pods):

Reading	Math
Teacher-led small group	
Vocabulary	Skill Work (addition/multiplication fast facts)
Writing (sentence/paragraph structure)	Measurement and Data
Read-to-Self or Paired Reading	Manipulative Work
Listening Center	Game Theories
Instructional Technology	

In addition to their use in weekly Reading and Math blocks, half-day Fridays will be used to incorporate this model across the entire school. By scheduling so that every class is conducting pilotPods at the same time, our teachers will be able to create flexed groupings of students across grade-level bands to better accommodate the individual needs of our students. In this system, students may move between classes

in different grades (i.e. a 2nd grader moves to a 5th grade classroom or a 4th grader moves to a 3rd grade classroom) to create truly competency-based groupings.
Relevant Research:

Johnson, Angela. Homogenous Grouping and its Effectiveness in the Elementary School Setting . Department of Education. Carson-Newman University. May 2016

C) *Culturally Responsive Instruction* - At pilotED, teachers seek to empower students not only through dramatic academic growth, but also through legitimizing their identities. To ensure that our teachers are committed to this belief, we will be evaluating their cultural responsiveness as an educator based on the following key features.
In 2000, Professor Geneva Gay wrote that culturally responsive teaching connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know. Professor Gay's main points regarding CRI are below:

- Communicate high expectations
- Actively engage your students in learning
- Facilitate learning
- Understand the assets and capabilities that students' families bring to their parenting
- Anchor your curriculum in the everyday lives of your students
- Select participation structures for learning that reflect students' ways of knowing and doing
- Share control of the classroom with your students
- Engage in reflective thinking and writing
- Explore personal and family histories
- Acknowledge membership in different groups
- Learn about the history and experiences of diverse groups
- Visit students' families and communities
- Visit or read about successful teachers in diverse settings
- Develop an appreciation of diversity
- Participate in reforming the institution

Relevant Research

G. Gay. "Culturally Responsive Teaching: Theory, Research, and Practice." Columbia University- Teachers College Press, 2010. and E.B. Kozleski. "Culturally Responsive Teaching Matters!" Equity Alliance, 2014

D) *Blended Learning* - The literacy/computation tools used during guided reading/math will require the use of tablets and tiered blended learning curricular material. pilotED's students will be trained at the beginning of each year and at various points throughout the year on how to appropriately use the technology in the classroom. Prior to any new curriculum material being implemented, staff will be trained during our weekly PDs. To fully implement our instructional methods, we anticipate utilizing the following technology:

- Tablets (pilotPod use)

- School-wide wireless internet
- Projectors
- Smart Boards
- Laptops (student word processing & various computer-based assessments)
- Electronic curriculum and associated online tools (Zearn Math, RAZKids)

Relevant Research

Kenny, R. & Schroeder, E. E.. The integration of learning strategies in interactive multimedia instructions. 1994

E) *Civic Engagement* - As one of pilotED's core values, civic engagement will permeate into every class. While civic engagement is often facilitated in schools through the use of infrequent, contrived activities, pilotED will aim to mobilize our students every day. Students are expected to complete a minimum number of designed civic engagement activities each quarter. These activities include school clean-up, peer mentorship or acting as the Principal or Office assistant just to name a few (see Attachment 1.C.4). Civic engagement activities can be facilitated by classroom teachers, but more often than not, can be carried out by support staff (aides, Specials teachers, administrators) with granted permission from the student's classroom teacher. Additionally, our civic engagement system extends past just our students, to include parents and families.

However, pilotED Schools believes that civic engagement should go much further than these activities if it is meant to have a lasting impact. As such, civic engagement skills taught explicitly in the Identity class (explained above), such as public speaking, self-advocacy, and community organizing are reinforced through activities in student's core subject areas. This may look like analyzing texts regarding the differing approaches of Martin Luther King Jr. and Malcolm X during the Civil Rights Movement in Social Studies, or researching and debating issues of water quality in Flint, Michigan in Science. Students will practice and master these skills throughout their years in pilotED, ensuring that when they leave our school, they will do so with the tools necessary to act as change-makers.

Relevant Research

G. Gay. "Culturally Responsive Teaching: Theory, Research, and Practice." Columbia University- Teachers College Press, 2010. and E.B. Kozleski. "Culturally Responsive Teaching Matters!" Equity Alliance, 2014

F) *Other Methods and Research* - In addition to the overarching instructional methods listed above, pilotED will also draw best practices from texts such as Doug Lemov's Teach Like a Champion, Paul Bambrick-Santoyo's Great Habits, Great Readers, and Driven by Data, and Stephen Covey's The 7 Habits of Highly Effective People to establish and refine best practices in day-to-day instruction in the classroom.

Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

All relevant research and pilotED's experiences are woven throughout the above responses.

Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

The following approaches included above, are all parts of the successful Indianapolis campus of pilotED: *The Identity Class and Cross-Curricular Culturally Relevant Content, pilotPods. Culturally Responsive Instruction, Blended Learning, and Civic Engagement.*

CURRICULUM & INSTRUCTIONAL DESIGN

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

In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school. Required courses, such as physical education, financial literacy[1] and computer science[2], should be included.

Combined response below

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.

Combined response below

Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students, including those that are in need of remediation and those that are intellectually gifted.

Research-Based Instructional Strategies

Resource	Instructional Method	Description
Teach Like a Champion	Check for Understanding	Moments planned DURING lessons for teachers to quickly assess whole class mastery of content. Can be accomplished through targeted questioning, cold-calling, hand signals, slates and affirmative checking.
	Culture of Error	Teachers create an environment within their classroom where students feel safe and comfortable making mistakes.

[1] NRS 389.074

[2] NRS 389.072

	No Opt Out	Students are expected to attempt and produce a correct answer through careful prompting by the teacher and other students. .
	Stretch It	When students provide correct answers, teachers press with harder questions.
	Do Now	Short warm-up activities that students use to begin every lesson, which they can begin without instruction or direction.
	Circulate	Teachers move strategically around the room throughout the lesson.
	Exit Tickets	Each lesson ends with a short (1-2 question) assessment that provides teacher information on class mastery.
	Pepper	Teachers engage students and review information quickly through fast-paced oral questioning.
	Clock/Timers	Teachers measure and keep track of time strategically to protect instructional minutes throughout the day.
	Least Invasive Interaction	Students are redirected through the subtlest means possible in order to minimize disruption.
	Precise Praise	Teachers use positive reinforcement strategically and differentiated it from acknowledgement.
Responsive Classroom	Morning Meeting	Whole class meeting at the start of the day in which students greet each other, share, play a game and receive the morning message from the teacher.
	Brain Breaks	Short breaks and classroom activities designed to break up lessons, re-energize students and increase focus.
	Establishing Rules	Teachers and students work together at the beginning of the school year to discuss and establish rules that both agree to.
	Interactive Modeling	Procedures and routines are taught through explicit practice and modeling. Can also apply to academic and social skills.
	Logical Consequences	Non-punitive response to misbehaviors in the classroom that allow students to fix and learn from their mistakes.

Curriculum

pilotED Schools believes that all students deserve a strong, rigorous education that will ensure global competitiveness, regardless of their location or socio-economic status. Furthermore, we believe that a student's mindset and identity are the drivers of their life trajectories. Understanding power, privilege, and personal histories, allows our students the opportunity to navigate life with a strong sense of identity and self-advocacy. This type of asset-based thinking is critical for students who live in a society where social institutions and systems have historically failed to empower individuals with similar identities. It is with these values in mind that pilotED has constructed its core curriculum.

In conjunction to our unique in-house Identity curriculum, our academic curriculum is aligned to the Common Core and grounded in rigorous instruction and a conscious development of the "identity of self." In addition to these ideals, pilotED is committed to developing a curriculum which utilizes resources with proven results for low-income and minority students.

Core Curriculum Development EngageNY

The core of the scope and sequence for pilotED's K-8 curriculum will be rooted in the use of EngageNY for both English Language Arts (ELA) and Mathematics. EngageNY is an online platform and curriculum program designed to guide teachers through Common Core curriculum alignment and provide ample resources for classroom instruction. In addition, content covered through the EngageNY ELA curriculum crosses into both Science and Social Studies content areas, also serving to cover and reinforce Common Core standards in these subjects.

pilotED Schools is creating both the scope and sequence for grades K-8 in all subjects and year-long unit plans for grades K-2. Scope and sequence will align to cover all Common Core standards and ensure that material is covered in line with interim assessments. In subsequent years, a team of pilotED teachers will be contracted over the summer to develop new unit plans for the added grade (i.e. 3rd grade for Year 2) and refine established unit plans based on their success in the preceding year. This team will consist of the Assistant Principal and a master teacher from each grade level that can speak to the effectiveness of the curriculum.

While unit plans will be created, pilotED believes in leveraging the full creativity and expertise of our teachers in creating their own daily lesson plans. Teachers will receive explicit professional development in lesson plan format and content, and how to utilize EngageNY effectively in creating lessons. Teachers will submit their lesson plans to be reviewed by the School Principal and/or AP on a weekly basis; teachers requiring additional supports and development will be identified through these checks. In addition, teachers will also submit pilotPod lesson plans, detailing the groups and content to be taught when this instructional strategy is being utilized. To ensure that the needs of all students are being met, teachers will collaborate with both the Special Education and English Learner teachers to include best practices in serving our diverse learners. In addition, teachers will be required to provide evidence of differentiation in their lesson plans; plan pilotPod lessons, which address specific student needs in small groups; and submit their plans to the Special Education and EL teacher weekly, so they can plan lessons which reinforce ideas being taught in class.

While EngageNY will be used as the framework for our year-long curriculum design, pilotED will also utilize a variety of other resources to supplement this content. These resources will enhance the content of the EngageNY program, allow for differentiation of instruction in class and in our pilotPod model, and reinforce the content taught in pilotED's Identity curriculum. These supplementary materials for Math and ELA, as well as the intended curriculum resources for other core subjects (Science, Social Studies, Identity) are listed below.

Our Primary Curriculum (K-2)

pilotED Schools' goal is to ensure that all students are able to read and write at or above grade level by the end of first grade or after they have been with us for two years. Our students develop decoding and reading fluency, as we lay the foundation for their expression of critical thought through writing. The K-2 schedule devotes over 140 minutes daily to our literacy program, including daily lessons in phonics, guided reading, reading comprehension skills and strategies, reading aloud, vocabulary development, word study, writing, handwriting, and grammar.

pilotED Schools' Math program will be grounded in inquiry and also be structured around the Indiana State Standards, in an effort to foster a conceptual understanding of key ideas, procedural and conceptual computation skills, and critical thinking regarding the laws of arithmetic to provide clarity, specificity and fluency. It is the belief of pilotED that students learn best through hands-on problem solving activities involving real world problems, which builds engagement and conceptualization.

Subject	Resources and Curriculum	Rationale
ELA	- Core Knowledge Language Arts (CKLA) - Fountas and Pinnell Phonics and Word Study Lessons - Reading A-Z/RAZKids - Lee and Low books	**Core Knowledge Language Arts** is a comprehensive primary ELA curriculum which delivers targeted instruction in both foundational literacy (Skills strand) and reading comprehension (Listening & Learning strand) **Fountas and Pinnell Phonics and Word Study Lessons** provide phonemic awareness explicitly taught through visual, auditory, and tactile cues. Students learn to identify letters, then phonemes associated with letters, and finally to use phonics to read and write. **Reading A-Z/RAZKids** give students individualized practice and allows students to work at their own pace, while also providing mastery data for teachers to use to inform instruction. **Lee and Low Books** is an independent publisher specializing in multi-cultural texts for students from Pre-K to 12th grade.

Math	- Eureka Math - Zearn Math - IXL Math	**Eureka Math**, which is the backbone for the EngageNY Math curriculum sequences the mathematical progressions into expertly crafted modules. This Common Core aligned resource also provides educators with professional development, books, and support materials to supplement EngageNY. **Zearn Math** is a digital tool, aligned to Eureka Math/EngageNY to support teachers in reaching each student with personalized learning every day. Students engage with videos, digital check points, and paper and pencil notes to help students transfer their learning from the screen to the real world. Teachers will use this tool to target whole group and individual instruction through remediation, extension, and deeper dives into complex problems. **IXL Math** is an online platform for individualized and differentiated math instruction. With unlimited questions, engaging item types, and real-world scenarios, IXL Math will be used to supplement the pilotPod model.
Science	- Amplify Science	**Amplify Science** blends interactive, hands-on activities with digital learning to engage and inspire students to think like scientists and engineers. This curriculum is fully aligned to NGSS and includes kits, manipulatives, digital software, books and formative assessments.
Social Studies	- myWorld Social Studies by Pearson - National Education Association (NEA)	**myWorld Social Studies by Pearson**, connects social studies content and literacy instruction with materials that are streamlined, flexible and cognitive of modern classrooms. The digital instruction is seamlessly integrated by providing blended learning that is engaging, effective, and easy to use. **NEA** is committed to advancing the cause of public education by providing teachers with lesson plans relevant to the demographic of the students the teacher serves.

<u>Our Intermediate Curriculum (3-4)</u>

The third through fourth grade literacy curriculum will primarily focus on fostering a love of reading and mathematics by transitioning from "learning to read" to "reading to learn." Beginning in third grade, scholars will begin to consciously develop an awareness of identity in themselves, while catapulting their literacy and mathematics skills. This will effectively coincide with narrative writing and through studying basic statistics related to their personal identities. Scholars will be introduced to and study narratives written by a wide variety of authors with different ethnic and cultural backgrounds.

Subject	Resources and Curriculum	Rationale

ELA	- Expeditionary Learning (EL) - Fountas and Pinnell Leveled Literacy Intervention (LLI) - Lee and Low books	**Expeditionary Learning** is a comprehensive reading curriculum which utilizes real texts to develop skills related to reading comprehension, fluency (ALL Block), vocabulary and rich content knowledge. **Fountas & Pinnell's LLI Program** consists of small group, supplementary literacy intervention designed for students who find reading and writing difficult. This will be done for scholars in grades 2-5.
Math	- Eureka Math - Zearn Math - IXL Math	Please see rationale of **Eureka Math, Zearn Math and IXL Math resources** in the primary table.
Science	- Amplify Science	Please see rationale of **Amplify Science** curriculum in the primary table.
Social Studies	- myWorld Social Studies by Pearson K-5 - National Education Association (NEA)	Please see rationale of **myWorld Social Studies by Pearson** in primary table. Please see rationale of **NEA** in primary table.

Middle School Curriculum (5-8)

The fifth through eighth grade ELA curriculum will primarily focus on texts and subjects written by authors from a variety of ethnic and cultural backgrounds to develop fluency, analytical skills, and reinforce a positive sense of identity. In an effort to promote student voice and agency, scholars will be required to keep a personal journal of reflections encountered during the middle years. The writing prompts will be based on media relevant to current events or different cultures, or a prompt that promotes creative thought and awareness of self and environment. Additionally, the mathematics program will build on integration with the science program so that students can affirm their identities through engineering feats, statistical analysis, and understanding the world around them through a mathematical lens.

Science at the middle school level will emphasize hands-on, inquiry-based activities which allow students to develop critical thinking skills reinforced throughout the rest of pilotED's curriculum. Collaboration between Social Studies and Identity teachers at the middle school level will be used to align standards and objectives (i.e. students will learn about the historical background of the 13th amendment in Social Studies, and then later discuss its connection to mass incarceration rates in the U.S. in their Identity class).

Subject	Resources and Curriculum	Rationale

ELA	- Expeditionary Learning (EL) - Culturally relevant novels	Please see rationale of **Expedicationary Learning** in the primary/intermediate table. A**ll novels** will affirm the identity of the students pilotED Schools will serve and provides cultural relevancy. *(i.e. Marching for Freedom by Elizabeth Partridge, Caramelo by Sandra Cisneros, Life of a Slave by Frederick Douglas)*
Math	- Eureka Math - Zearn Math	Please see rationale of **Eureka Math, Zearn Math and IXL Math resources** in the primary table.
Science	- Amplify Science – 5th only - Science Education for Public Understanding Program (SEPUP) – 6th-8th - NewsELA	Please see rationale for **Amplify Science** in the Primary table. **SEPUP** is an innovative and issues-based science curriculum for middle school (6-8) students. SEPUP uses NGSS-aligned interactive modules to engage students in relevant societal issues in science. **NewsELA** is a free online platform with leveled texts on current events in a number of subjects. Science articles from this website will be used to supplement the SEPUP curriculum.
Social Studies	- myWorld History and myWorld Geography by Pearson (6-8) - National Education Association (NEA) - NewsELA - Facing History and Ourselves	**myWorld History and myWorld Geography** from Pearson will be used grades 6-8 to address all Common Core State middle school Social Studies standards. Please see rationale of **NEA** in primary table. **NewsELA** is a free online current events platform, which features leveled Social Studies texts. These articles will be used to supplement our Social Studies curriculum and ensure that our students are aware of relevant current events. **Facing History and Ourselves** is an online platform which is aimed at engaging students in discussions regarding examples of oppression and discrimination throughout history, using free online lesson and book sets.

<u>Identity Curriculum</u>

pilotED has developed and will implement a comprehensive Identity curriculum which will enable students to develop their identities and become change-agents within their communities and within this nation. pilotED Schools looks to empower students in a holistic manner that allows them to develop their identities and futures, rather than inherit the ideals inflicted upon them other cultural narratives. In creating this K-8 curriculum, pilotED will draw upon similar programs which emphasize social-emotional learning and the most recent research in social identity development. Identity class structure will be centered around discussion and reflection, providing ample time for students to develop multiple components of their identity such as (but not limited to) race, gender, family structures, geography, ability and socio-economic status.

The Native American Community Academy (NACA) is a highly regarded institution in New Mexico and practices implementing identity studies at all grade levels in their school. NACA's curriculum focuses on the empowerment of Native identity and aims to ensure that their students are societal positive change-agents. Similarly, the demographic served by NACA reflects pilotED Schools' proposed demographic of populations have been historically marginalized and oppressed. NACA's first goal is to build confidence in their youth through their students' cultural identities, which they believe will then lead to their second goal of encouraging their students to persevere academically. The NACA curriculum also places heavy emphasis on drawing literacy skills from text and authors that represent their student demographic, as pilotED Schools does by making every subject culturally relevant to our student population. pilotED Schools will look to mirror what works best in NACA's programs of instruction, while incorporating best practices for our targeted community.

pilotED administrators will seek out professional development opportunities through numerous organizations to identify and embed best practices in identity development in our curriculum. Some of the organizations pilotED has begun to forge partnerships with are listed below:

- University of California Suzanne Dworak-Peck School of Social Work: cultural biases, social justice
- Minnesota Center for Humanities: absent narratives, community engagement, relationship building between educators, parents, and students
- Urban Education Institute of Chicago: research based methodologies in high performing urban education
- Crossroads: collaborative culture, student empowerment, mentoring
- Umoja: Restorative Justice, social-emotional learning

In creating a comprehensive and impactful Identity curriculum, pilotED Schools understands that our student population will represent a wide variety of backgrounds and we recognize our responsibility to address all of these identities. As such, pilotED's curriculum will strive to create a system of inclusion through discussions of all cultures, all races, all ethnicities, all economic castes, and issues of injustice all around the world. Our students will be challenged in class to argue multiple sides of an argument, analyze ethical gray areas and explore the ignorance and misunderstandings that divide members of our society. Through this, pilotED will teach our students empathy and understanding of all people, which is essential to the full development of their own identity. In order to achieve this, pilotED's entire staff (not just the Identity teacher) will receive extensive professional development in culturally relevant and anti-bias teaching.

<u>Curriculum Development</u>

Leveraging best practices from the organizations and resources listed above, pilotED schools will begin development on a comprehensive K-8 curriculum through the combined efforts and collaboration of the School Principal, Assistant Principal, and Dean of Culture. Understanding that numerous organization have already begun creating and implementing such curricula, we will utilize these resources when appropriate. Several organizations provide unit plans and lesson plans which pilotED Schools can draw from in the creation of our curriculum.

- Lee and Low Books independent publisher specializing in multi-cultural texts for students from Pre-K to 12th grade. Lee and Low will be providing books for all pilotED students with corresponding lesson plans. These books will also be used to supplement our ELA curriculum and pilotPod model.
- Teaching Tolerance complete lesson plans, learning plans, perspective texts, student tasks, and film kits aimed at educating students in diversity, racial bias and inclusion.
- Minnesota Center for Humanities complete Absent Narratives curriculum, including lesson plans and teaching guides centered around culture, identity and bias.
- Teaching for Changes collections of lesson plans, articles and books aimed at addressing social justice issues with students while drawing back to real-world issues.
- Center for Restorative Process collection of lessons aimed at teaching educators and students the purpose and practices behind circle-keeping and other restorative processes.

pilotED is currently in development of comprehensive grade-level standards for our Identity class that reflect our core values: academic excellence, social identity and civic engagement. These standards will include both content and skill objectives for students' grades K-8 and will utilize the Teaching Tolerance Grade Level Outcomes as a guide. Building on these grade-level standards, pilotED Schools plans to complete the scope and sequence for each grade, in our Identity curriculum for students K-8 no later than the summer before opening. Upon opening, unit plans for our first school year will be completed for grades K-2; scope and sequence for grades 3-8 will be available at this time, however full unit plans for these grades will be created each summer intersession as that grade is added.

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. Include information on how staffing will be structured to ensure that gifted students are adequately supported. 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?

While many schools offer extensive services and support for students in need of academic remediation, advanced students are often forgotten due to time or personnel constraints. This effect is particularly pronounced in urban education settings, where a statistically larger proportion of students are below-grade level, therefore absorbing the majority of RTI services. Consequently, districts with the highest percentages of minority and low-income students are the least likely to provide accelerated or gifted programing. pilotED Schools has worked closely with former board member, Carolyn Welch, at the National Association of Gifted Children to develop best practices that will address this opportunity gap and change the trajectory for advanced students.

Identification and monitoring of advanced students will follow the same guidelines and the RTI procedures as with students in need of remediation. The use of pilotPods, pull-out, Intersession enrichment and instructional technology (describe in earlier in this section) will also be used to create a personalized learning plan for advanced students. Additionally, the practices below will also allow even more opportunity for pilotED's advanced students.
Enrichment Opportunities - Each year, enrichment activities will be identified specifically for advanced students. After-school and summer programs available to these students will be identified by the Dean of Culture and Assistant Principal.
High Ability Program - This program will nurture advanced academic potential in students from historically underrepresented populations. In this model, school administrators, teachers, and resource teachers work together to find and nurture gifted potential in young learners and prepare them for more challenging and rigorous courses. pilotED will seek to adapt this model, which has been implemented successfully in Fairfax Public Schools for eleven years, for our gifted students.
Restorative Justice Training - Advanced students will be trained as RJ Facilitators by the Dean of Culture: peer jurors, peer mentors, circle-keepers. While these practices do not specifically address academics, these programs teach students problem-solving and leadership skills, unique to an RJ program.

Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

pilotED firmly believes that the true agents of transformational student outcomes are the teachers and staff within the building. As such, we will invest heavily in the holistic development of pilotED personnel, just as we would for our students. By leveraging strengths and intentionally coaching around weaknesses, we believe that our teachers will be prepared to enact transformational change for our students.
Because teachers will not all excel equally in identical professional programming, pilotED will extend the multi-tiered support system for teachers. Universal supports include professional development during the summer and throughout the school year, collaborative learning opportunities, and formal and informal observations and coaching. Teachers that still struggle through these supports will receive additional interventions to enhance performance. These interventions may be more intensive coaching, observations of other teachers, specialized PD and growth plans.

<u>pilotCamp and Summer PD</u>
To set the tone and culture for the upcoming school year, pilotED will hold a three-day professional retreat, pilotCamp, for all staff at the beginning of each year. This professional learning will occur in a secondary location each year and the majority of the programming will be facilitated by outside providers. pilotCamp will serve as opportunity for all teachers and staff to build relationships with each other, and begin the same reflection, social and cultural awareness, and identity development that we will also ask of our students. Sessions will focus on topics such as anti-bias and culturally relevant teaching, vulnerability, trauma-informed education, social justice, educational inequality and the relative experience of various marginalized groups in our country.
At the conclusion of pilotCamp, staff will return to the school site to complete a two-week professional development program, focused on the day-to-day academic and behavior

structures that will be used in the school. The majority of these sessions will be created in-house and facilitated by school administrators, senior teachers and qualified staff. Prior to pilotCamp each year, new teachers and staff will attend a three-day orientation to cover any necessary school-wide systems that seasoned teachers are already familiar with (i.e. lesson plan format).

On-Going Development and flightSchool

Throughout the school year, pilotED will continue the development of our teachers through weekly sessions, to take place in the afternoon on Fridays (half-day for students). This professional development will cycle through instruction strategies (some ELA and Math specific), data analysis, culture, and behavior management. Practices covered during these sessions will reinforce and build on information covered during summer professional development, and may be based on need identified through classroom observations and teacher feedback.

Once per quarter, Friday PD will be dedicated to flightSchool, a session facilitated by an outside provider which reinforces the content from summer pilotCamp. These PDs may be held at the school, or staff my travel to a secondary (local) location to complete the session. Teachers and staff may also request to attend individual professional development opportunities outside of the school in order to enhance their existing skills. In certain situations, pilotED's administration may ask a teacher to attend an individual PD in order to represent the school and bring back information learned to share with the school (see below) or to address a specific instructional deficit as identified by classroom observations.

Collaborative Learning

At pilotED, teachers should have the agency to act purposefully and direct their own professional growth, therefore contributing to the professional growth of others. Depending on experience and interest, pilotED teachers will have the opportunity to create and lead sessions during summer or Friday professional development. While pilotED does acknowledge that utilizing external experts will be an important resource for our early professional development, pilotED believes that the source of solutions to learning challenges can also be found within the walls of the school.

Additionally, pilotED Schools will create professional learning communities (PLCs), spaces dedicated to bringing teachers with similar content expertise or interest together to collaborate and direct their own professional growth. In order to ensure a diversity of opportunities, pilotED will feature many distinct professional learning communities: ELA/Social Studies, Math/Science, School Culture, Civic Engagement, Diverse Learners, and New Teachers. Teachers will be encouraged to join the PLC which most closely aligns with their instructional responsibilities at the school, but will have the autonomy to choose for themselves. School administrators and teacher leaders will organize and supervise PLC meetings, however the learning and content covered through the PLC will be staff-driven. Grade-level teams will meet on a weekly basis during their designated prep block to discuss any information or issues specific to their grade level. Content covered may include professional development for specific instructional strategies (identified as necessary through observation), grade-band data analysis, discussion of MTSS students and supports and discussions of culture and climate across the grade level. These meetings will be led by

the Assistant Principal, Dean of Culture, or the Director of Special Education depending on the content covered.

If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.

N/A section

PROGRAMS OF DISTANCE EDUCATION *(Distance Education Applicants Only)*
A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

N/A section as we are not a distance education applicant.

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

N/A section as we are not seeking to build a pre-kindergarten program.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS
Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

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

See below

Explain what systems and structures the school will implement for students at risk for retention and/or dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade

level. For high schools, describe your plans to support students needing to access credit recovery options.

It is the ultimate goal of pilotED Schools to ensure that every student leaves our building with all the knowledge and skills necessary to succeed in life. While our organization does not believe in social promotion, we also recognize the damaging effect retention can have on students, especially in their primary years. As such, pilotED will first employ a number of intervention techniques to ensure that our students are proficient and prepared to enter the next grade by the end of the school year, using retention only as a last resort if it is apparent that promoting a student would not be in their best interest.
The following data will be considered in the promotion and possible retention of our students:

- Weekly grades/formative assessment scores (provided through MasteryConnect)
- Progress Reports/Report Cards
- School-wide assessment scores (NWEA, Fountas and Pinnell, NV state tests)
- Attendance Records
- RTI Tier movement/record of interventions
- Behavior reports (provided through DeansList)

Students will first be flagged for possible retention at the end of the 2nd Quarter (mid-year). These students will be identified based on one of the following criteria:

- Average of less than 65% proficiency in both Reading and Math on Q1/Q2 Report Cards; OR
- Below the 20th percentile on Fall/Winter NWEA in Reading or Math; OR
- More than 10 absences per quarter

Students that are identified for possible retention mid-year, will receive a formal letter from the school. In addition, a meeting will be scheduled with the student's parent/guardian and the school administration to discuss possible retention and develop a plan for intervention. The MTSS team will also coordinate to create a plan and provide any necessary academic or behavioral interventions.
Through the remainder of the school year, teachers will work together in small groups on a bi-weekly basis during Friday PDs to ensure that all students eligible for retention are moving forward in their learning. Additionally, teachers and the MTSS team will monitor and identify other students that may be in danger of retention based on their performance Q3 and Q4. Teachers and administrators will hold end-of-year meetings for each student to determine if retention is necessary. The same criteria for mid-year identification will be used, in addition to any other relevant data which may have impacted the student's performance. If funds allow, students may also be recommended for Summer Intercession for remediation as an alternative to retention.

For schools proposing a high school program, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

N/A section as we are not proposing a high school program.

For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

N/A section as we are not proposing a high school program.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

N/A section as we are not proposing a high school program.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not supplant, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

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.

Academic Goal 1: 85% of our scholars will demonstrate proficiency on end-of-year Identity Route (IDR) assessments.
Assessment Tools: At the end of each school year, pilotED students will take an end-of-year summative assessment of content learned surrounding social identity. This Identity Route (IDR) assessment is not limited to information taught during the Identity class, but also any culturally relevant content learned throughout the year in the core subjects. This assessment will also evaluate student's proficiency in age-appropriate social-emotional

skills related to our curriculum, such as (but not limited to) goal-setting, violence prevention, public speaking, and self-advocacy.
Rationale for Goal and Measure: It is the mission of pilotED Schools to "empower K-8 students in the way they see themselves and the world around them." Holding ourselves accountable to this statement is of the highest priority and failing to meet our targets will require thorough self-reflection and analysis of our methods. Just as we assess students' proficiency in Math and Reading each year, the degree to which we are enabling to students to access and understand their unique social identities must be monitored and evaluated.
Assessment Reliability and Scoring Consistency: Collaboration will occur between the Dean of Culture, Assistant Principal, School Social Worker, and Identity teacher(s) at the end of each school year to analyze results of the assessment and make any appropriate changes to the assessment itself, or the Identity curriculum. Professional development and coaching throughout the year to address the specific content to be taught in the Identity class and core subjects. The Identity teacher(s) will administer all of the skill assessments to ensure consistency.
Baseline Data: In conjunction with the end-of-year assessment, students will also take a pre-test at the beginning of each school year. After Year 1, the previous year's EOY data can also be used.

Academic Goal 2: 75% of our scholars will achieve or exceed growth during the Spring in Reading and Mathematics on the Northwest Evaluation Assessments as indicated in the Achievement Status and Growth Projection.
Assessment Tools: The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) will be used to determine incoming student levels in Reading and Mathematics. This data will be used to create growth goals for each student, to be reevaluated in the Spring. The previous year's Spring scores will be used to create yearly (Spring to Spring) goals for students that have been at the school for at least one year; Fall to Spring goals will be created for Kindergarten and new students.
Rationale for Goal and Measure: Academic Excellence is one of the core values of pilotED's educational philosophy. As such, we hold ourselves accountable to producing results that demonstrate our students' achievements in academics. A measurement of growth over proficiency was selected as we acknowledge that students can come into our school at a variety of levels. It is our goal that rather than setting an arbitrary score that students should reach at the end of each grade level, that instead we ensure that they are progressing and reaching their individual goals each year that they are a student in our school.
Assessment Reliability and Scoring Consistency: n/a
Baseline Data: Fall NWEA-MAP assessment results for all students K-2 during our first year; assessment results from previous schools if possible.

Non-Academic Goal 1: 85% satisfaction rate from our quarterly Teacher-Student Rapport (TSR) climate survey of teachers and students
Assessment Tools and Measures: At the end of each quarter students and teachers will take pilotED's Teacher-Student Rapport survey. This survey will assess students' and teachers' satisfaction with each other as well as their perceptions of the success of pilotED's Identity

and Social-Emotional curriculum. For primary grades (K-1), this survey will be given orally, for all other grades it will be written.
Rationale for Goal and Measures: Identity development is one of the core values of pilotED Schools and the degree to which we are enabling students to access and understand their unique social identities must be monitored and evaluated. Central to the success of an identity-based curriculum is the ability of our instructors to connect and engage with their students in meaningful ways. The TSR survey will allow pilotED schools to determine the effectiveness of both our teachers and social-emotional curriculum.
Assessment Reliability and Scoring Consistency: Teachers and teacher aides will be trained to deliver the oral survey for primary students and all staff will analyze the results from these surveys during quarterly intersessions. Results from these surveys will also be cross-referenced with qualitative observations from throughout the quarter completed by the Principal, Dean of Culture, Identity teachers and Lead teachers. Outlying students and teacher data will be investigated by the Dean of Culture to address and understand discrepancies.
Baseline Data: Students and teachers will take a similar TSR survey at the beginning of our first school year, however this assessment will be aimed at their experiences at previous schools. Incoming Kindergarten and new students will take the same assessment each Fall.

Non-Academic Goal 2: 85% of students will participate in a civic engagement opportunity as outlined by their grade-specific tiers.
Assessment Tools and Measures: The criteria for full of civic engagement activities are outlined in pilotED Schools' Tier Civic Engagement System (attached). In this system, students are responsible for completing a minimum requirement of activities based on their grade-level. Similarly, this system will be extended to parents, with a separate annual minimum requirement for participation in school activities.
Rationale for Goals and Measures: As one of our three core values, civic engagement must be a formative component of our students' and parents' time at our school. Fundamental to the success of pilotED's model is the ability of our students to take what they learn within the school to shape the world around them. The Tiered Civic Engagement System will allow our teachers and administration to monitor the progress of our students through this core value with fidelity.
Assessment Reliability and Scoring Consistency: Teachers will receive training on the Tiered Civic Engagement System and best practices in communicating these objectives to both students and parents during pilotCamp and throughout the year during professional development days. When a student completes a civic engagement activity, they will complete a short form and their participation will be logged by the Dean of Culture.
Baseline Data: Teachers and administrators will review progress towards the completion of civic engagement opportunities during our first intersession break (end of Quarter 1). The percentages of students on track to reach their civic engagement responsibility by this point will be used as baseline data for pilotED's first year of enrollment.

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 as outlined in the SPCSA Academic Performance Framework indicators and to meet

state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

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

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
ELA % proficient - - All Students and each statistically significant subgroup	Both	Annual SBAC	TBD by August 2022 based on enrolled 4th - 5th graders' prior test scores (where available)	Baseline + 3-5%; specific goals TBD by 9/1/22.	2022 + 3- 5%; specific goals TBD by 9/1/23.	2023 + 3- 5%; specific goals TBD by 9/1/24.
Math % proficient -- All Students and each statistically significant subgroup	Both	Annual SBAC	TBD by August 2022 based on enrolled 4th - 5th graders' prior test scores (where available)	Baseline + 3-5%; specific goals TBD by 9/1/22.	2022 + 3- 5%; specific goals TBD by 9/1/23.	2023 + 3- 5%; specific goals TBD by 9/1/24.
Science % proficient -- All	Both	Annual CRT	TBD by August	N/A.	Specific goals for	Specific goals for

students and each statistically significant subgroup			2022 based on pretest		5th graders TBD by 9/1/23.	5th graders TBD by 9/1/24.
% of students (schoolwide and in each statistically significant subgroup) achieving one grade level growth in ELA annually	Both	Annual SBCA	N/A	≥80% proficiency (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est. 2-3% increase)
% of students (schoolwide and in each statistically significant subgroup) achieving one grade level growth in Math annually	Both	Annual SBAC	N/A	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est.	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est.	≥80% (schoolwide and for each subgroup); as needed, goal will be revised (for subgroups in particular) based on actual data (est.

				2-3% increase)	2-3% increase)	2-3% increase)

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

In order to constantly monitor the efficacy of pilotED Schools' programs of instruction, we will make use of diagnostic/benchmark, formative, and summative assessments. These assessments will be comprised of a combination of standardized and teacher-created material.

Diagnostic/Benchmark Assessments - pilotED teachers will utilize diagnostic assessments at the start of the school year to accurately students' current levels. These same assessments will also serve as benchmark data throughout the year to monitor and update pilotED teachers on their student growth. Data will be used to identify students' prior knowledge, create leveled pilotPod groups, and determine appropriate individualized goals for every student.

Assessment	Description	Used By
Fountas and Pinnell	The Fountas and Pinnell Benchmark Assessment System (BAS) is designed to assess students' independent reading level in regard to comprehension, fluency, letter names, phonics, word analysis, vocabulary, and writing. In this assessment, students will read books which follow a specific gradient of difficulty until the student's level is identified. This assessment was selected for teachers to identify students' unique literacy needs and create leveled instruction. Due to our ELA instructional technology being leveled to F&P, this test will ensure that students are working at an appropriate level on these platforms.	K-8 students (or until student surpasses level Z) Primary (K-4) and ELA (5-8) teachers and teacher aides
NWEA MAP	NWEA's Measures of Academic Progress (MAP) creates a personalized assessment for each student by adapting to each student's level in real-time. Assessment data from the MAP assessment include student levels and growth goals, as well as class averages in Reading, Math and Science within 24 hours from students completing the test. The NWEA Learning Continuum provides teachers with a detailed understanding of what skills and content each student knows and what they need to work toward. As such, the MAP assessment is used diagnostically in the Fall and Winter to determine student's current level (used in pilotPods).	K-8 students (Reading and Math), 3-8 students (Science) Primary (K-4) and ELA/Math/Science (5-8) teachers and teacher aides

WIDA ACCESS	The WIDA ACCESS is an assessment used to track English language proficiency of students grades K-12. Administered at the beginning and periodically throughout the school year, this assessment will help to identify and track the progress of our English Learners (ELs).	Kindergarten and newly enrolled students (1-8), ELL students (K-12) ELL teachers and aides

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

Formative Assessments

Formative assessments are used regularly throughout the year to assess students' mastery of grade-level standards and for data-based decision-making in regard to curriculum pacing. pilotED teachers will utilize formative assessments to adjust the rigor and type of learning activities throughout each lesson and unit. These assessments are both provided through the chosen aforementioned curriculum as well as created through in-house assessment creation days during summer PD. Furthermore, by aligning formative assessments to Common Core standards, students will prepare for questions and content they will encounter on the NWEA Map assessment and state-wide assessments which contribute to pilotED's end-of-year rating.

Assessment	Description	Used By
Daily Exit Tickets	Teachers will use exit tickets on a daily basis in each class to assess students' mastery of the content taught that day. These exit tickets can range dramatically in format and content depending on the standard being assessed. Teachers will create exit tickets independently or utilize questions pulled from Reading and Math curriculum. Teachers will utilize data from these exit tickets to determine student mastery and plan for future lessons (i.e. proceed in lesson, re-teach, small group)	All students All teachers
Topic Assessments	Assessment blocks built into the schedule will be utilized to assess students on content taught throughout topics. These quizzes will be teacher generated. Teachers will use data from these quizzes in a similar manner to exit tickets in order to inform instruction for the week(s) ahead. Longitudinal analysis of data from these assessments can also be used to identify students in need of academic RTI interventions.	All students All teachers, aides
Instructional Technology Assessments	Students will regularly engage with assessments through our online platforms in Reading and Math during pilotPods. These assessments help to monitor student progress through the online programs, ensuring that students are being challenged at their current level. Teachers will check in with student progress through these programs and administrators can analyze year-long data from these assessments to make decisions about technology programs used in the future.	All students All teachers, aides, administrators

Analysis of these formative assessments will take place through the implementation of Weekly Data Meetings (WDM), in which teachers and administrators will meet to review aggregated data and student work samples in order to identify misconceptions and direct future instruction.

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.
Combined response below

Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?
Combined response below

The NWEA (Northwest Evaluation Association) is the educational non-profit organization responsible for the MAP assessment. MAP, which stands for Measures of Academic Progress, refers to tests given three times throughout a school year to measure student achievement and growth in various subject areas.
Kindergarten through 2nd grade students are tested in reading and math, while students in second through twelfth grade test in reading, language usage, math, and science. The assessment also measures college and career readiness in older students.
These online tests are typically given during the regular school day on three separate occasions at the beginning, middle, and end of the school year. Of course, this year, that will look a little different. School districts who implement NWEA MAP testing have been working hard to make COVID-friendly adjustments so that the assessments can continue to be administered in a safe way.
NWEA assessments are untimed, multiple choice tests. Further, they are adaptive, which means they change based on student answers. Since all tests are given electronically, the difficulty of the questions adjusts depending on how students answer.

<u>Scores</u>
These tests are used for a variety of instructional purposes. First, they offer an initial screening to get a general sense of a student's performance. The NWEA platform then offers project monitoring tools and tools used to measure growth and project proficiency. They also assess skills mastery and provide teachers with research-based interventions to target specific skills or learning gaps.
A student's score report is based on what is called their RIT (Rasch Unit) score. This is a unit of measurement that reflects which skills a student has mastered, is ready to tackle next, or needs to be introduced to.

<u>Usage</u>
pilotED's teachers will utilize the RIT score for various purposes during in-class instruction, planning, and professional development. First and foremost, teachers use these scores to help differentiate their classroom instruction through the use of pilotED's

pilotPods system and general instruction. Since the tests are adaptive and the scores are so specific, teachers are able to better individualize activities for their students.
pilotED teachers will also use RIT Scores as goal setting tools. For example, if a student struggles with reading comprehension, they may and work with the teacher to set a goal for mastery. This type of interaction helps students take ownership of their own learning and makes them much more motivated to achieve their goals. This type of student-centered leadership is directly aligned to our identity development and civic engagement core pillars where our students' agency and sense of self is positively impacted.
These RIT scores also help pilotED Schools set broad goals including specifically contributing to our Academic Goal #2 (detailed earlier in this application). The data helps provide information about how students are performing and growing as a whole. The test scores also help give teachers and pilotED administrators data to identify achievement patterns in classrooms, grade levels, and schools as a whole.

Alignment to Common Core
In a comprehensive study conducted in 2018, Karla Egan PhD and EdMetric concluded that more than 97 percent of MAP Growth items align to Common Core State Standards in English Language Arts and Mathematics. The study findings were consistent across all grades K-12.

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.

pilotED recognizes all rigorous professional development must be paired with intensive coaching and observation cycles to ensure the growth of student learning. In order to address the effectiveness of our PD program and the needs of our teachers, pilotED will employ regular observations and coaching opportunities for teachers. Teachers will receive, at minimum, one weekly informal observation or walk-through from the School Principal, Assistant Principal, or Dean of Culture focusing on instructional strategies and pedagogy or classroom climate respectively. The observer will then meet briefly with the teacher later in the day to discuss the observation, identify areas for growth, and create a goal for their next observation. These observations may at times focus on recently taught strategies from Friday professional development and flightSchool.

In addition, school leaders (administrators, lead teachers, coaches) will participate in live coaching during informal classroom drop-ins and observations. In this practice, used by other high performing schools across the country and the RELAY Graduate School of Education, observers will correct and coach strategies and pedagogies in the moment, or immediately after the observation. It is pilotED's philosophy that this immediate and direct feedback will allow teachers to identify issues and adjust instruction more quickly, leading to greater student outcomes.

pilotED will use observations and feedback collected from multiple observers to identify teachers in need of more intensive and direct coaching. Through collaboration with school

administrators, these teachers will create deliberate growth plans and goals related to their deficiencies in academic instruction and/or classroom climate. Depending on need, the Dean of Culture, Assistant Principal or both will routinely observe the teacher, coach specific strategies, recommend resources and monitor the teacher's progress.

Teachers will also have the opportunity to learn from each other by utilizing time during prep blocks to observe other classes. These observations may be used for struggling teachers to witness master teachers in action and note their strategies. Conversely, lead teachers can observe other members of their team to provide coaching and support from the perspective of someone that is teaching the same students. Other effective strategies to address drops in student learning include the following:

- School visits to see other high-performing schools and teachers in action
- Collaborating with a grade-level partner who has successfully improved their instruction
- Improvement plans specific to a practice or skill gap

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.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
75% of our scholars will achieve or exceed growth during the Spring in Reading on the Northwest Evaluation Association MAP assessment as indicated in the Achievement Status and Growth Projection.	NWEA Reading	Baseline for student growth goal determined.	N/A	>=55% of scholars achieving or exceeding growth goals.	>=75% of scholars achieving or exceeding growth goals.
75% of our scholars will achieve or exceed growth during the Spring in Mathematics on the Northwest Evaluation Association MAP assessment as indicated in the Achievement Status and Growth Projection.	NWEA Mathematics	Baseline for student growth goal determined.	N/A	>=55% of scholars achieving or exceeding growth goals.	>=75% of scholars achieving or exceeding growth goals.

85% of our scholars will demonstrate proficiency on end-of-year Identity Route (IDR) assessments.	Identity Route Assessments	>=85% average proficiency on interim IDR Assessment	>=85% average proficiency on interim IDR Assessment	>=85% average proficiency on interim IDR Assessment	>=85% average proficiency on interim IDR Assessment
85% of our scholars will demonstrate proficiency on Interim Assessments in Mathematics throughout the school year	Interim Assessments	>=85% average proficiency	>=85% average proficiency	>=85% average proficiency	>=85% average proficiency
85% of our scholars will demonstrate proficiency on Interim Assessments in ELA throughout the school year	Interim Assessments	>=85% average proficiency	>=85% average proficiency	>=85% average proficiency	>=85% average proficiency

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

Combined response below

How will the school monitor for disparities in academic performance between student groups? What actions with the school take to address identified disparities?

Data Collection and Reporting

The timing and frequency of pilotED's assessments will align with their designed purpose in regard to student academic growth goals. Formative assessments will be utilized more frequently, while summative and diagnostic assessments will be used just a few times per year to track student progress and adjust pilotPod student groupings and individualized goals. In addition, assessments have been staggered to reflect pilotED's quarterly schedule and aims to prevent students from being over-tested at any given time.

Assessment	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Fountas and Pinnell	X		X		X		X		X		X
NWEA MAP		X				X				X	

WIDA	X	Throughout year for EL students and new students									
Exit Tickets	Daily										
Topic Assessments	Every 1-2 weeks										
IT Assessments	On-going (as students reach milestones in online programs)										
Unit Assessments	Every 4-6 weeks										
Interim Assessments			X		X			X			X

pilotED teachers will collect formative assessment data on a daily basis through the use of Exit Tickets and topic quizzes. Teachers will be expected to report on this data on a bi-weekly basis in a variety of forms:

- Update PowerSchool Gradebook with formative assessment scores and any other relevant grades (parents will have online access to this gradebook to monitor their student's academic progress)
- Contact parents/guardians of any student receiving a "D" or an "F" in class
- Share formative assessment results with school administration and grade-level team

Furthermore, parents will be informed of their student's academic and behavioral progress through progress reports, generated mid-way through each quarter and Final Report Cards. Parents will be required to pick-up progress reports at the school during Parent-Teacher Conferences for Q1 and Q3 (September and January respectively). While at many schools, conferences coincide with Report Card pick-up, pilotED believes that to be proactive in academic success, this needs to occur before final grades are submitted. Creating an opportunity for parents to meet with their student's teacher and review progress mid-quarter, allows time for adjustments on the part of the school, parents and the students to improve outcomes on final report cards. While formal conferences will not occur during Q2 or Q4, teachers will be expected to schedule conferences outside of school hours for any students receiving a "D" or an "F". Final report cards will be sent home with students at the end of each quarter; students will be required to bring them back, signed. Teachers and school administration will be responsible for contacting and communicating with any parents of students who require intersession enrichment.

School-wide assessment data will also be shared with the Academic Excellence Committee of pilotED's Board of Directors on a bi-monthly basis (or as often the committee meets). This aggregated data will include scores from any recently completed state-wide assessments and grade-level averages on formative and summative assessments. This data will be presented by either the School Principal or the Assistant Principal, after which the

Academic Excellence Committee can request additional data, make recommendations regarding changes to academic program or voice concerns about progress. Additionally, the Academic Excellence Committee will submit and serve as the school's liaison to the NSPCSA and NDOE.

Recognizing both an ethical and legal responsibility to identify and address disproportionality in student success, pilotED will be proactive in collecting and analyzing data for special groups of students. Through MasteryConnect and PowerSchool software, pilotED administrators can pull data and create special groups (racial, Special Education, RTI) to compare achievement and growth relative to the general population. The Assistant Principal will be responsible for creating a monthly report which includes the progress of these student groups. The administrative team (School Principal, Assistant Principal, Director of Special Education, Dean of Culture, lead teachers) will meet on a monthly basis to review these reports, identify possible disproportionality, and create actionable plans to resolve issues.

Data Analysis

pilotED Schools is committed to constantly improving instruction and academic outcomes through the use of frequent data analysis. During our two-week professional development series before the start of the academic year, teachers will receive training on how to analyze data through MasteryConnect formative assessment software and our in-house systems for diagnostic/summative assessments. Data analysis will occur at pilotED Schools in a variety of forms, with varying frequency.

Analysis Content	Description	Frequency
In-class Data (Exit Tickets, Quizzes)	Teachers will use MasteryConnect assessments and Exit Tickets to assess what students know each day. Through this software, teachers can immediately see student and class mastery relative to specific standards and topics. Teachers can then use this data to inform their instruction the next day, or they may choose to adjust their lesson in the moment. Additionally, teachers can see specific students that are struggling with specific standards and can use this information to strategically pull small groups during Guided/Independent Practice or pilotPod time.	Daily/Weekly
Interim Data/Final Grades	Interim data will be analyzed at the end of each quarter (during the last Friday PD of the quarter). Teachers will evaluate student mastery of standards covered throughout that quarter based on the results of the interim assessments. Based on these results, teachers will identify any standards that may require re-teaching as a whole class and students that need additional supports for specific standards. These standards can be addressed through either intersession enrichment or targeted small grouping during pilotPods in the following quarter.	Quarterly

Fall NWEA/Fountas and Pinnell Data	Teachers will evaluate and analyze student achievement and growth on state-mandated assessments periodically throughout the year. At the beginning of the year, Fall NWEA and Fountas and Pinnell data will be used to identify student and class strengths and deficiencies, create small groups for pilotPods, and identify students who may need academic interventions or Special Education services.	Annually (Fall)
NWEA Winter Data	During the Winter Data Day, teachers will assess student growth and progress toward their spring goals and create actionable plans to move students to these goals by the end of the year.	Annually (February)
NWEA Spring Data/EOY School-wide Data	In the Spring, pilotED teachers and administrators will evaluate achievement on end-of-year NWEA goals and reflect on what worked and what didn't work in the preceding year's instruction. Through these discussions, pilotED will refine and improve instruction in for the following school year.	Annually (June)

Frequent data analysis of content aligned to Indiana and Common Core standards will allow pilotED teachers and administrators to track progress through academic programming and anticipate performance in end-of-year assessments which contribute to school rating. In pilotED's first years of operation, the goal will be maximizing growth, demonstrated in formative assessments, and reflected in ILEARN results. It is pilotED's mission that the majority of students that have spent three years in the school would demonstrate grade-level proficiency. Achievement and proficiency in grade-level standards will be tracked through MasteryConnect software, allowing teachers time to address deficiencies ahead of end-of-year ILEARN assessments.

In the classroom, pilotED Schools believes that students should also feel empowered to track and analyze their own progress. As such, students will create individualized goals and learning plans at the beginning of each school year and monitor their progress throughout the year; these goals will include NWEA growth targets, academic goals and non-academic goals. Teachers will be expected to check in and conference with students once per quarter to discuss their progress towards these goals, and identify strategies to help move them further.

<u>Cultural Data Collection and Analysis</u>

While academic data is frequently the sole focus of analysis and tracking in many schools, pilotED believes that tracking and evaluating data collected on the cultural climate of the school is of equal importance. pilotED will measure the success of our cultural programs of instruction through the use of multiple assessments and tracking systems, listed below.

Tracking System	Description	Frequency

DeansList	DeansList's behavior tracking software, will be used to collect positive and negative behavior data for every student on a daily basis. Similar to our academic data, this information will be aggregated and analyzed by administrators and staff on a monthly basis (during Friday half-day PDs) to identify trends and create actionable plans to address discrepancies in student achievement.	Daily (data analyzed monthly school-wide)
Teacher-Student Rapport (TSR)	Given to both teachers and students at the end of each quarter, the TSR assessment is used to measure teacher effectiveness in creating genuine and lasting relationships with students. Furthermore, pilotED believes that our teachers must create a climate of trust and respect within their classroom in order to our academic programs to have the greatest effect, and the TSR measures the extent to which they have succeeded. A sample of the teacher and student TSR can be found in **Attachment 1.C.3**.	Quarterly

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.

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

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

At-Risk Students

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

Combined response below

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.
Combined response below

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?)
Combined response below

Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

Combined response below

How will you communicate the need for remediation to parents?

Combined response below
pilotED Schools recognizes that all students will not excel equally in the general education classroom. As such, identifying, monitoring and intervening for at-risk students that need additional academic supports will be an important task to be shared among teachers and staff. The primary system for identifying and monitoring at-risk students' social and emotional needs will be the Multi-Tiered System of Supports (MTSS), which is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.
Under the umbrella of MTSS, Response to Intervention (RTI) and Positive Behavior Intervention and Support (PBIS) systems will be used for students with academic and emotional needs respectively. In both systems, the student population is broken into three tiers:

- Tier 1: These students represent the general population (roughly 80% of students), whose needs, academic and emotional, are met by the practices and supports in the classroom.
- Tier 2: Demonstrating at-risk capacity in academic or behavior, these students are identified and provided with moderate supports to better access the standard classroom environment. About 10-15% of students in a given school will fall into this tier.
- Tier 3: Requiring significant supports to participate in the general education curriculum, Tier 3 students make up about 5% of a given school. These students are often those who already require, or may be recommend for Special Education supports.

**Tier percentages are drawn from pilotED's Indianapolis school which serves a similar demographic of students. Additionally, the 80/15/5 ratio is regularly used across various charter schools in the nation serving similar demographics.

The RTI process is a tool used to maximize student learning, reduce behavior challenges, and at times, a referral tool for special education services. Crucial to a high-quality RTI program is data-based decision making, progress monitoring, and appropriate screening.

- Data Based Decision Making: During routine grade-level meetings, teachers and aides will discuss the progress and interventions of all students receiving Tier 2 and 3 services. Data and evidence-based artifacts will drive the discussion to ensure that teachers are using RTI best practices. During this time, the grade-level team will analyze if specific students should be removed or added to Tier 2 or 3.
- Progress Monitoring: Student academic progress is monitored at all levels at all times. Data collected for progress monitoring will be obtained through student formative assessment grades, summative testing scores, instructional technology programs, and attendance records.
- Screening: Incoming students will be assessed using curriculum-based measurements for math and Fountas & Pinnell benchmark testing for reading. Additionally, all students will take the NWEA MAP test which will provide additional data to analyze for our RTI model. MasteryConnect and formative assessments will be used throughout the year to continually assess student eligibility for interventions.

Overseeing the implementation of MTSS and monitoring the addition of students will be our RTI committee, which includes Assistant Principals as well as classroom teachers, special education teachers, and teacher aides that work directly with the students in question (for students with social-emotional/behavioral needs, a similar PBIS committee, headed by the Dean of Culture will be formed). Once students have been identified for RTI, the RTI committee will notify parents/guardians of the student of concern, work alongside family solutions, and develop academic and/or behavioral goals for each student. These goals will include growth and attainment on formative and summative assessments, improved and positive behavior patterns (for social-emotional/behavior plans), as well as overall academic performance and participation in class. After goals have been established for students, the RTI committee will develop a plan which utilizes practices described in the table below.

RTI Practice	Description	Personnel Responsible
pilotPods	In the fall, all students will be assessed through the NWEA MAP and Fountas and Pinnell Benchmark Assessment System to create leveled-groups in each class. Through these groups, students will receive individualized instruction at every-level; specifically, for identified RTI students, this is an opportunity for classroom teachers to tailor instruction toward the specific goals set for these students/groups.	Classroom Teachers, teacher aides

Intersession Enrichment	Analyzing quarter grades provides an opportunity to identify students that struggled in the previous quarter, and assess the progress of previously identified students. Intersessions between quarters will be utilized to offer additional support to these students. Teachers and aides will volunteer during these breaks to provide remediation for RTI students, setting them on a path for success in the next quarter.	Volunteer teachers and teacher aides
Pull-Out	NWEA and MasteryConnect assessments will be utilized throughout the year by instructional aides to develop pull-out lessons for RTI students. Pull-out lessons will occur during the block in which that student requires intervention.	Teacher aides
Instructional Technology	Online instructional programs that can be tailored to a students' specific level in reading and math will be utilized for students during the independent portions of pilotPod instruction. Classroom teachers will monitor student progress through these programs and the Assistant Principal will assess their effectiveness school-wide each year.	Classroom teacher, Assistant Principal
After-School Tutoring	All teachers at pilotED School will be required to provide time for students to come in for after-school tutoring opportunities at least one day per week. Although this program is optional for students, classroom teachers and the RTI committee will engage with RTI students and their parents to ensure that these sessions are being utilized.	Classroom teachers, RTI committee

Utilization of both formative and summative assessments will allow the RTI committee to distinguish and differentiate interventions for students that are several grade levels behind, and those simply need remediation on the most recent grade-level standards. As such, these students will be grouped separately to receive interventions. Through NWEA and Learning Continuum data, teachers and aides can develop long-term plans for skill-development of students that are several grade levels behind. These students will receive more support in the form of designed pilotPod lessons, pull-out with the teacher aide and alignment through instructional technology. In contrast, MasteryConnect and formative assessment data provide an opportunity to create immediate interventions for students that have not mastered recent material. For these students, after-school tutoring or intersession enrichment may be more appropriate to reteach and reevaluate, without the need for a long-term plan.

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

<u>Positive Engagement Plans</u>

It is imperative for students, families, and the pilotED team to regularly realize that through an exceptionally positive environment, many school-wide ailments such as bullying and safety problems will naturally lessen. Therefore, each classroom will have a positive engagement plan which clearly defines and teaches expectations for behavior and routines at school and to teach social skills in a way that is appropriate to the age of the student. By increasing the use of social skills instruction and having restorative practices ingrained in daily interactions, the response to behaviors will emphasize actions that reduce lost

instructional time and strengthen the relationships among students and between students and the pilotED team. The Dean of Cullture will regularly collect and review data so that students can be recognized and celebrated for their accomplishments and adjust prescribed practices when needed. The data will also help the culture team know what additional supports and training are needed to tailor to differentiated needs.

Special Education

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.

Alex Tejero Current AP at Ferron Elementary School and Prospective pilotED School Leader

As outlined later in this application, Alex Tejero has been rated as Highly Effective in his most recent role as Assistant Principal across all areas, including the leadership of special education teachers and team members. Mr. Tejero's strength is in creating and sustaining a focus on learning with a culture of continuous improvement. He developed and delivered high-quality professional development supporting teachers in understanding the instructional shifts mandated by the Common Core and NVAC standards, including special education teachers. Mr. Tejero led the implementation of a new Tier 2 intervention program for struggling readers in his most recent position. He held monthly meetings with the team to discuss student data and progress and supported teacher in reflection so data-based instructional decisions could be made to better assist students. Mr. Tejero operated with an asset-based approach to student learning pushing teachers, including special education teachers, to shift their mindset to one of leveraging students' talents, skills, and abilities as the focus instead of a deficit approach.

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

Combined response below

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

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

(*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?
Combined response below

Identification and Plan Development
In accordance with the Individuals with Disabilities Education Act's (IDEA) Child Find Provision and NV special education law, pilotED will train staff to actively locate, identify and evaluate all students who may need special education and related services. A Multidisciplinary Team, consisting of Parent(s)/Guardian(s), General Education Teachers, Special Education Teachers, Relevant Clinicians, etc., will work together to determine eligibility for special education services and avoid educational misplacement. pilotED will provide formal training for all staff involved in the IEP process to review guidelines for the determination of student eligibility for special education services. They will also receive training on the implementation of IEPs and 504 plans, including modifications and accommodations within the classroom. Students who do not require specialized educational services in the form of an IEP but who need accommodations and modifications for equal access to the classroom will possibly receive 504 plans. These plans are enacted for all new students who may have an IEP consideration upon entering pilotED. Such an IEP consideration is a part of the intake process during enrollment, where parents are able to request an evaluation or provide evidence of a previous evaluation.
The previously described MTSS system will serve as an initial screening process, and typically students will receive interventions through this system before recommendation for Special Education services. Throughout the period of intervention, our educational and behavioral intervention strategies and the student's response will be closely monitored on a weekly basis by the RTI/PBIS committee. If progress is observed, we will determine whether to continue with our chosen interventions. If, after three-weeks, measurable progress is not evident, intervention strategies will be modified, while continuing to track the student's progress. If, after the ten-week process, the student is not progressing, we may recommend to the student's parent/guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians.
If RTI is unsuccessful, or if there is a request for a Full Individual Evaluation (FIE), pilotED will schedule a Domain Meeting under IDEA. The Director of Special Education will arrange a meeting with the academic team for the purpose of determining which domains are areas of suspected disability or needs, and identify the assessments the team will complete. After written parental/guardian consent is secured, the student will be evaluated by properly trained and licensed professionals.
If a student is deemed eligible for special education services at a subsequent Eligibility Meeting, the team (including parent/guardian(s)) will develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the team will consider a 504 plan and develop one if appropriate. If neither a 504 plan nor an IEP is appropriate, but the student is still struggling, we will meet with parent/guardian(s) to determine a behavioral and/or academic support plan.

Over- and Incorrect- Identification

In accordance with the Individuals with Disabilities Education Act's (IDEA) Child Find Provision and Nevada special education law, pilotED will honor any incoming IEPs. However, during the review process of incoming IEPs, the pilotED MTSS team will be thorough in their determination of whether the identified areas are indeed accurate. If such determinations are incorrect, pilotED will work with the student's previous school, current/previous clinicians, parents/guardians, and the internal MTSS team to understand where the incorrect identifications happened. Upon identification, the MTSS team will begin a new review for the potential of a new IEP or for the student to be rolled-off from IEP services.

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.

Continuum of Services

In accordance with best special education practices, pilotED will provide a continuum of support and services from those in the least restrictive environment to increasingly restrictive options in order to meet students' specific needs. Students with disabilities will be provided the services specified in their IEP.

- *Related Services:* Related services are developmental, corrective, and other support services required to help a student with a disability benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, school health services, speech/language therapy, hearing/vision services, and other support services (paraprofessional support, sign language/oral interpreters).
- *Support Services:* Other support services provided to children include, but are not limited to: assistive technology devices, behavior intervention plans, and curriculum modifications.
- *Special Education Services:* Students receive specially designed supplemental instruction based on their needs as identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet students' individual needs.
- *Transportation Services:* In the event the IEP team determines a student needs transportation services, pilotED will work with IPS or private contractors to provide transportation for the student.
- *Collaborative Consultant Teacher (CCT)/Co-Teacher:* In CCT classrooms students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The CCT collaborates with the general education teacher and provides instructional support to the student while the special education teacher serving the class adapts and modifies instruction for students with disabilities.
- *Adjustments to curricula and instructional programs:* pilotED teachers will be trained to make adjustments to curricular and instructional programs and practices to meet the need of our special student populations. Because the adjustments are common practices across our schools, students with special needs do not feel "different" from

peers in general education, contributing to an overall culture of inclusivity and optimism.

Least Restrictive Environment

pilotED will comply with all state and federal laws to ensure students with disabilities are served in the Least Restrictive Environment (LRE) where they are afforded access to general curriculum and integration with their non-disabled peers, with appropriate modifications and accommodations as delineated in their IEPs. To that end, individual classroom enrollment may not be comprised of more than 30 percent of students with disabilities. pilotED's will utilize the general education classroom, co-teaching, push-in/pull-out support, alternate assessments, and in rare cases, self-contained Special Education classrooms as a part of a students' LRE. All decisions regarding a student's placement are based on the student's abilities and needs.

Before making a decision to change a child's LRE, pilotED will confirm that the child has received all the services outlined in the IEP. If a student continues to struggle in their current LRE even with the services outlined in their IEP, the IEP team may convene to determine if the current placement is still appropriate under IDEA. A student's IEP cannot be revised without holding another IEP meeting. Any meetings regarding LRE will include the parent, special education teacher, general education teacher, school administrator, and related service providers and IPS personnel as appropriate.

Accommodations

- All daily curricula and weekly and unit assessments receive the accommodations and modifications detailed in the students' IEP. General education and special education teachers work together to ensure this is accomplished.
- Based on a student's current level of performance (as determined by diagnostics and current student performance data) students are provided online and written curricula at their instructional level. This includes access to independent, guided and shared reading texts that are appropriate both in content and level to a student's age, developmental level and current instructional level.
- All students receiving special education services also receive small-group, differentiated instruction as part of their daily schedule. During this time, students receive targeted, skill-based instruction customized to their individual needs as determined by the NWEA Learning Continuum.
- Students are given immediate feedback on daily formative assessments and provided with opportunities for remediation on the spot and one-on-one by the general education and/or special education teacher.

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?
Combined response below

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.
Combined response below

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?
Combined response below

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

Combined response below

Staffing

pilotED will employ a properly certified individual as the Director of Special Education, a Coordinator of Social & Emotional Health and certified Special Education teachers.

Position	Additional Qualifications

Director of Special Education (DSE)	- Degree in Special Education (advanced degree preferred) - Experience and evidence of success in Special Education instruction and/or management - Thorough knowledge of state and federal SPED law and compliance - Background or understanding of social services
Special Education Teachers	- Degree and licensure in Special Education - Minimum 1 year experience teaching with similar populations of students - Thorough understanding of the creation and implementation of IEPs - Advanced capability in collaborating with classroom teachers and differentiating instruction
Director of Social & Emotional Health (DSEH)	- Advanced degree in Social Work or Psychology - Demonstrated success in former school or similar environment

Family Involvement

The above certified individuals will ensure that parents/guardians of children with special needs are informed of their student's progress on annual IEP goals and in the general curriculum frequently. The DSS and Dean of Culture shall provide annual trainings to families whose children are identified as receiving special education services, reviewing with families the IEP process and documentation, the difference between modifications and accommodations, and the due process rights of families within the process. pilotED will make contact information available for outside support resources and have on campus mini conferences from available outside support resources.

Staff Development & Collaboration

The DSS and DSEH will hold targeted professional development ensuring that all staff will be working on proper identification of at-risk students in potential need of services. All teachers will receive full training from our DSS and DSEH in our referral process, as well is in the successful implementation of modifications and accommodations within the classroom.

During their regular meetings, teachers will discuss and strategize to meet the needs of students identified as needing additional assistance. Staff development enables school personnel to be well informed about and trained to carry out LRE initiatives. The entire staff, including administrators, general educators, special educators and paraprofessionals, will be trained to educate students with disabilities and it is expected that teachers take advantage of the special education teacher in their classrooms to help them develop units, lesson plans or classroom activities. This collaboration will also allow for teachers to understand impactful trauma-informed strategies for their general education students, as well.

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.

pilotED Schools will follow all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE), receive an evaluation, IEP, and an appropriate education in the least restrictive environment; be involved in decisions regarding the IEP, along with their parent/guardian(s); and have access to appropriate procedures to resolve any disputes related to the school's provision of FAPE. We shall maintain student education records in line with the federal Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities. This includes but is not limited to having procedures for protecting the privacy of student education records.

Additionally, pilotED utilizes restorative justice and trauma-informed practices across all student demographics in times of distress and/or disciplinary action. A thorough, fair, and deeply empathetic approach is utilized at all times and will regularly fall within the 504, BIP, and/or IEP guidelines for students with disabilities.

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?

pilotED's Director of Special Education, Dean of Culture, and Special Education team will oversee the implementation of the IEP services. A copy of the IEP, along with procedural safeguards, will be given to all the student's teachers and the student's parent/guardian(s). We will carefully monitor the progress of students in the RTI process or possessing IEPs through a bi-weekly standing debrief between the academic team and the student's Special Education and General Education teachers. The student's most current assessment data from core academic subjects will be collected and analyzed.

The school monitors and evaluates the progress of students in special education with the same frequency and intensity of their peers in general education. In the event a student is progressing more quickly than expected or not progressing at a rate that will allow him/her to meet his/her annual IEP goal, the IEP team may convene periodically to adjust annual goals and/or accommodations and modifications.

The following methods are ways to monitor progress for students with an IEP. The methods have been adapted from national sources and best practices witnessed as NewSchools Venture Fund fellows and RELAY Graduate School of Education graduates:

1. *Daily:* Students in special education who have daily behavior plans receive daily "progress towards goal" updates to be shared with parents/guardians each night.
2. *Weekly:* Parents/guardians receive weekly progress updates based on student performance on adaptive online curricula. As established in their IEP, students in special education receive accommodations and modifications on weekly assessments as appropriate. Special Education may conduct additional mini-assessments of sub-goals to gather data on student performance relative to the

annual goal. These data points are rolled up and shared with families through the quarterly IEP report card.

3. *Quarterly:* Parents/guardians receive quarterly IEP updates in which special educations teachers share a student's performance relative to his/her annual goals; this is called the IEP Report Card. All students receiving special education services receive a standard school report card. Parents/guardians are asked to meet with the student's classroom and Special Education teacher to discuss progress toward both final grades and IEP annual goals.
4. *Annually:* All parents/guardians of students receiving Special Education services will meet with the rest of the IEP team annually. At this time parents/guardians receive an additional update with a final determination as to whether or not a student has met annual IEP goals; All parents/guardians and students receive a report card indicating final grades in all subject areas for that school year.

All students with IEPs shall be re-evaluated a minimum of once every three years. In addition, if a parent/guardian requests that their child is reevaluated, we will respond to that request promptly. Communication with families/guardians of our special needs students will be a priority, and they will participate in an additional special services meeting during our Parent-Teacher conferences. At the close of each student's annual review or three-year re-evaluation the parent will receive a copy of the new IEP.

Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

It is our expectation that pilotED Schools: North Las Vegas will have a special education program consisting of 8-10% of the student population. While this is lower than the sometimes 20% of students receiving SPED services in urban areas across the country, we are adamant that our holistic approach is what has set us apart from zero-tolerance schools who over-identify students with emotional, academic, and physical disabilities. pilotED's Indianapolis campus has been able to keep it's special education numbers between 8-10% by using a 360 degree education and parent support system. This lower number allows for a more comprehensive experience for those students who are actually receiving IEPs and it also allows for less over-identification.

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.*

N/A section

English Language Learners

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

The ELL program at pilotED Schools: North Las Vegas will identify students as English language learners (ELL) when parents enroll their child. During enrollment, all parents will complete a *Home Language Survey*. The *Home Language Survey* will ask three

questions to determine the student's primary language (as indicated by Nevada Department of Education's Title III Guidance and NAC 388.620):

1. What was the first language spoken by the student?
2. What is the primary language(s) spoken in the home?
3. What is the language most spoken by the student?

If a language other than English is provided as response to any of the questions in the *Home Language Survey*, the student will be assessed using state approved assessments (Kindergarten: WIDA-APT or WIDA MODEL, Grades 1-12: WIDA Screener) if he or she has not previously been identified as an English learner by a Nevada public school or there is no record of WIDA ACCESS results. The appropriate WIDA placement screener will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at pilotED Schools: North Las Vegas.

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

Once the student has taken the appropriate WIDA assessment, results will be used to create an Individual Language Education Plan (ILEP) for the student. The plan will describe the student's level of English proficiency (based on the score from the WIDA assessment), the type of service the student will receive from the ELL Program, accommodations for both the classroom instruction and assessments (including state standardized testing), and language goals for the student. The ELL Coordinator will be responsible for creating the student's ILEP and sharing the plan with the student and their family; the student, their parents/guardians, and classroom teachers will also be able to participate in the development of the ILEP if they choose to.

For those students who are newly identified as an English language learner, results from the appropriate WIDA Screener and the ILEP will be mailed to the student's parents/guardians; this will ensure the family receives the information. This information will be mailed to the family within 30 days if it's the start of the school year or within two weeks after the student's first enrollment at pilotED Schools: North Las Vegas.

For those ELLs returning to pilotED Schools: North Las Vegas, the ELL Coordinator will update the student's ILEP with information from the previous year's WIDA ACCESS results. A copy of the WIDA ACCESS results and the ILEP will be mailed to the student's parents/guardians to ensure the information is received.

Classroom teachers will receive a copy of the Individual Language Education Plans for the students in their classroom; since the plan includes the student's WIDA scores (Screener or annual ACCESS assessment), the teacher will be aware of their students' language proficiency.

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.

When hiring qualified staff to meet the needs of ELLs at pilotED Schools: North Las Vegas, we will hire teachers who hold an English Language Acquisition and Development (ELAD) certification (see NAC 391.237) in addition to a Nevada teaching license. Priority will be placed on hiring teacher(s) who are multilingual.

The English Language Learner (ELL) Coordinator will be responsible for administering the appropriate WIDA screener to new students. The ELL Coordinator will be certified to administer WIDA assessments (both the WIDA screener and annual ACCESS assessment); certification will be achieved through the online trainings and certification quizzes provided by WIDA.

The ELL Coordinator will be responsible for the monitoring of English learners; monitoring will take place at the end of every grading period. The ELL Coordinator will distribute the monitoring form to classroom teachers, and classroom teachers will fill out the form for each of the ELLs in their classroom. The ELL Coordinator will work with the classroom teacher to explain the purpose of monitoring ELLs and what will be done with the monitoring data. If an ELL is not making progress in the classroom, the ELL Coordinator will update the student's ILEP with accommodations that are needed as well as a change in services provided by the ELL Coordinator and ELL Teachers. Parents will be notified of any changes in their child's ILEP and ELL services; changes made during the school year will be communicated with parents/guardians by both mail and phone calls.

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 ELL program will be designed to meet the three prong test under *Castañeda v. Pickard* (1981):

1. The program must be based on educational theory.
2. The program must be implemented effectively with sufficient resources and personnel.
3. The program must be evaluated to determine if students (ELLs) are making progress in overcoming their language barriers.

Educational Theory

English language learners will have an ELL program that will focus on language development grounded in WIDA; WIDA's theoretical framework includes the zone of

proximal development (Vygotsky, 1978) and language is used for meaning making (Halliday & Hasan, 1985). Services in the ELL program will include pull-out instruction for at least 30 minutes 2-3 times a week with the ELL Teacher; the curriculum for the instruction will be based on the WIDA standards of using context for language learning. The ELL Teacher will also provide push-in services for those students at a lower level of English proficiency. Using the data from monitoring, intervention services will be provided to at-risk ELL students; intervention services will be designed to help students become successful in the academic content.

Effectively Implemented

With a projected enrollment of 300 students (of which approximately 20% will be identified as an ELL), our ELL program will have sufficient resources and personnel to meet the needs of our English language learners. We will hire an appropriate number of certified ELL Teachers to work with our ELLs.

Sufficient resources will be provided for the ELL program; this includes teaching materials (example: white board easels), reading material, realia, and access to technology for the ELL program to use during ELL services. There will be sufficient quantities of materials for use by the ELLs in the school; these materials will be appropriate for students' grade levels and level of language proficiency. Materials used by the ELL program will provide academic support aligned to Nevada's grade level standards.

The ELL Coordinator will also provide professional development to all the staff at pilotED: North Las Vegas; topics will include the overview of the ELL program, how ELL students are identified,WIDA's Can-Do Philosophy, and effective teaching strategies for working with English language learners. Professional development will be provided at least once per semester during the school year.

Evaluation of Program

Every year, pilotED Schools: North Las Vegas will evaluate its ELL program to ensure the needs of the English language learners are being met. WIDA ACCESS results will be used to determine if the ELL program is making adequate yearly progress. When looking at the results, the ELL Coordinator will determine if the student is showing growth in their language proficiency every year he or she takes WIDA ACCESS. Nevada's ESSA State Plan includes a goal for newly identified English learners to reach language proficiency within six years (Nevada Department of Education Guidance Document for Title III English Learners and Immigrant Students, 2020, p. 14); WIDA ACCESS results will be used to determine if pilotED Schools: North Las Vegas's ELL Program is helping ELL students meet this goal. If it is found that the ELL program is not meeting the needs of the ELL students, we will adjust our program in order to do so.

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?

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?

The ELL Coordinator will be responsible for the monitoring and evaluating the progress and success of the ELL student at pilotED Schools: North Las Vegas.

Monitoring will be done through a form created by the ELL Coordinator; this form will be completed by classroom teachers at the end of each grading period. It will ask for information about the success of the student's ILEP, current academic strengths, and academic concerns for the student; it will also ask the classroom teacher if any changes need to be made to the child's ILEP. The ELL Coordinator will follow up with the classroom teacher about any changes in the ILEP and/or ELL services for the student. If it is found that a change in ELL services and/or the ILEP is needed, the parents/guardians of the student will be notified by both mail and phone call.

ELL students will be exited from ELL services once the student has met one of the criteria set by the Nevada Department of Education (student can meet either one to exit services):

1. The ELL achieves an overall Composite score of 4.5 or higher on the WIDA ACCESS.
2. The ELL achieves an overall Composite score of 4.0 on WIDA ACCESS **AND** met content proficiency on the state ELA and Math assessments **AND** met other additional requirements under the Nevada Department of Education (example: evidence the student can succeed academically without ELL services, student will graduate on time).

Once the student meets one of the exit criteria listed above, the ELL Coordinator will meet with the student and the student's parents/guardians to discuss exiting the student from ELL services. The ELL Coordinator will explain what this will mean for the student and their schooling (example: no longer taking the annual WIDA assessment, will no longer receive accommodations on standardized tests).

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

Parents of English language learners will be able to participate in all programs available at pilotED Schools: North Las Vegas. Parents will be invited to attend school-wide events, and programs and activities will be accessible in the parents' primary language when necessary. The ELL Coordinator will reach out to the parents of ELLs and invite them to programs and activities at the school.

School notices will also be provided in parents' primary language when possible. Parents will be invited to participate in parent-teacher conferences, and pilotED Schools: North Las

Vegas will provide an interpreter for parents who need one in order for parents to fully participate in conferences.

School staff will be informed of which staff to reach out to if they are needing an interpreter or a school notice translated for a family. If there is not a staff member available for a language, the ELL Coordinator will connect with local community resources to locate translators and interpreters to keep on call. The ELL Coordinator will maintain a list of translators and interpreters for the school to utilize.

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.

N/A as a non-distance education school.

Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

We anticipate 20-25% of our students to be eligible for ELL services. This is an estimate based off the location we intend to open within and based on current school numbers.

Homeless/Migrant Services

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

Combined response below

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

Combined response below
pilotED Schools will use an automated survey system so parents upon enrollment and throughout the year are able to express their specific needs as they pertain to housing, food insecurity, and homelessness. The Director of Social & Emotional Health alongside the Community Outreach Coordinator will run lead on all partnerships with homeless shelters, food pantries, and other service organizations to ensure our families have what they need. Based on the successful homeless/migrant services provided by the Indianapolis campus, pilotED Schools: North Las Vegas will be effective in tracking student housing status, provide support within the mandated time frame, and continually monitor student academic progress, social & emotional health, and general well-being through regular check-ins.

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.***

N/A section as we are not proposing a distance education or virtual school.

SCHOOL STRUCTURE: CULTURE

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.

Combined response below

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.

Combined response below

Philosophy of School Culture

A school's culture has a tremendous impact on the achievement of its students, morale of it's team, and the vision of its leadership. A strong and positive school culture that is aligned to pilotED Schools' values and academic goals will put pilotED students and team members on the path to becoming true leaders of change in their communities.

pilotED has defined, re-tooled, and intentionally built a positive school culture that has sustained over time. pilotED Schools has a shared vision of excellence that drives the understanding of what great teaching, student relationships, school culture, and family engagement looks like on a daily basis. It is necessary to have a warm and structured environment to drive academic success. pilotED expects all staff and students to create and cultivate a strong community based on the core values of: perseverance, relationship building, integrity, discipline, and engagement (PRIDE).

Though great teaching is prioritized, so is the commitment to foster a culture that allows students and teachers to achieve great heights. A safe and supportive school depends upon the efforts of all members of the school community teachers, students, administrators, parents, counselors, social workers, safety personnel, related service providers, cafeteria workers, custodians, and bus staff to treat one another with mutual respect. At the heart of pilotED's school culture, will be positive relationships; students and staff will be caring, respectful, and committed to their communities, both their immediate communities (e.g., school and neighborhood) and the broader world.

To create a strong culture, there needs to be more than posters proclaiming the pillars of beliefs students must be provided with the spaces to develop and model their moral and social capacities. School adults can and do play a vital role in these interactions. Their success depends in large part on their capacity for self-reflection, their commitment to making caring and respect priorities, and their ability to mobilize the moral energy and wisdom of students. With these capacities, adults can create the kind of school

communities and climate that inspire students to be caring, imaginative, and hardworking to create a better and more just world.

P.R.I.D.E. System

pilotED understands that students and adults internalize moral values and behaviors, as well as strong social skills, when they see them modeled by their peers, leadership, and other adults. Adults are not always aware how they are influencing peer and student moral and social development. Teachers and staff will model positive moral and social skills in a range of ways. To be positive role models, staff will commit to the ongoing development of their own moral and social capacities.

PERSEVERANCE: pilotED students, teachers, and staff understand that perseverance is necessary to overcome the obstacles that life throws. pilotED students are courageous learners who embrace obstacles and unlock challenges by designing creative approaches and solutions. pilotED students engage in inquiry and exploration both independently and collaboratively to become self¬-reliant, creative, and resilient learners who view setbacks as opportunities to pursue new paths and ideas.

RELATIONSHIPS: pilotED students, teachers, and staff understand that lives are enriched by being part of a close-¬knit community where meaningful relationships with adults create a safe, caring environment to play, work, and learn. pilotED teachers and staff understand the importance of discussing and exploring everyone's experiences and backgrounds and exposing students to other ideals and experiences which will serve as a way to bridge cultures and understandings about others.

INTEGRITY: pilotED students are powerful agents of change. They have the most wisdom about how the social dynamics of their school's work and the most leverage with their peers. pilotED students exhibit strong moral character through honesty, fairness, and respect. pilotED empowers our community to make responsible choices in a world of opposing societal pressures. Our families, team members, and students will stand principled in their beliefs to identify and address bias and injustice in their everyday lives.

DISCIPLINE: pilotED students, teachers, and staff understand that discipline is the key to success. The pilotED community has clear rules and high expectations. All adults and students in the school community are expected to meet these expectations so that students can learn in a safe and orderly environment. Teachers and staff continuously reinforce these expectations in order to empower students to do what's best for their education and for the community, supporting students as they build the internal discipline. Discipline is a form of self-control which includes staying focused, following rules and instructions, studying and reading every night, and establishing and adhering to personal routines that will lead to success.

ENGAGEMENT: pilotED teachers and staff understand that great schools create opportunities for students to acquire and develop the knowledge, skills and habits necessary to successfully design their own futures. pilotED Schools spark curiosity and ignite intellectual pursuit by asking students to question, explore in depth, consider multiple perspectives, and regularly reflect and evaluate their learning.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a pro-active schoolwide system that provides clear expectations for behaviors and consistent consequences for inappropriate behaviors across all school settings. Instead of a punitive, zero-tolerance model for discipline, pilotED will focus on the 5 pillars of beliefs that guide social and behavioral expectations and are positively stated and easy to remember: Leaders demonstrate Perseverance. Leaders build Positive Relationships. Leaders radiate Integrity. Leaders are Disciplined. Leaders remain Engaged.

Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

pilotED address the social-emotional needs of our student body and their families through a meticulous approach to intentional staffing, researched programs, identification, and interventions. The mission of the services being provided by pilotED's robust program is to provide comprehensive, culturally sensitive and relevant, school-based mental health and support services for students and their families. From our social identity curriculum to the Coordinator of Social & Emotional Health's daily duties (outlined in later staff descriptions), pilotED's model is heavily invested in student wellness. Services include case management, referral crisis intervention, life skills, daily meditation, utilization of calm corners in classrooms, individual and family counseling, group therapy, staff wellness, and community outreach. Our entire social identity curriculum is research-backed, standards aligned, and rooted in best practices from Teaching Tolerance, the NAACP, Yale Center for Emotional Intelligence, and other pilotED partners.

Please describe how you will evaluate 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.

While so much of positive school culture is often intangible, pilotED does collect data on the impact and effectiveness of our cultural systems. Positive and negative behavior points, tracked through DeansList, can be analyzed for trends in individual, class, or school-wide performance (overall or in regard to specific behaviors). Furthermore, pilotED compares year-to-year incident and suspension rates to that of previous years, and in comparison to similarly demographic schools. Furthermore, collecting data and recording progress for students struggling with behavior provides valuable feedback to the impact of our Tier 2 and Tier 3 behavior systems.

At the classroom level, cultural systems are measured by students through the quarterly delivery of the Teacher-Student Rapport (TSR) survey. This assessment, modeled after a similar Kaleidoscope Education survey, asks students simple questions aims to quantify the connection and relationship built between their teacher and the school at-large. Families will receive a yearly school survey, allowing a platform to indicate their satisfaction level of pilotED's culture practices. Furthermore, bi-monthly parent events throughout the year and use to provide time and space for parents to raise more pressing concerns.

Discuss any required dress code or uniform policy.

pilotED Schools requires uniforms in keeping with our positive culture goals more broadly which include the following:

- Help students feel a deep sense of belonging and ownership of their school community.
- Create an environment that minimizes stress and trauma for our students and promote equity while affirming identity (socioeconomic, gender).
- Build habits of leadership in our students that enable them to feel a sense of self-worth and purpose.

Uniform Pieces

- *Uniform Tops:* Students are expected to only wear a top with the pilotED logo on it every day, including outerwear like sweatshirts. Students are expected to wear a pilotED t-shirt during gym days.
- *Uniform Bottoms:* Students are expected to wear black, or khaki-colored pants. Jeans are not allowed. Joggers and sweatpants can be worn on gym days only.
- *Shoes:* Students can wear a variety of shoes provided that they follow the appearance guidelines for shoes.

Accessories and Appearance Guidelines

pilotED will use the following guidelines to determine acceptable types of accessories, shoes, jewelry, hair ties, headbands, etc.

- Safety and Security: Categorized by clothing deemed to be unsafe or unfit for day-to-day school activities (e.g open toed shoes), encouraging of violence, or gang-related behavior.
- Vulgarity and Inclusiveness: Categorized by clothing that is vulgar, supportive of drugs, alcohol, bigotry, sexism, racism, or otherwise offensive materials or messages
- Academic and Behavioral Distraction: Categorized by clothing that distracts from the attention of other students (e.g. jingling bracelets or earrings, blinking shoes, etc).

Out of Uniform Consequences

When a student is out of uniform the school will work with the student and a family member to correct it.

- If a student cannot get in contact with a parent/family member to bring the appropriate uniform, the school will lend uniform clothing (of whatever size and fit is available). If the uniform item is not kept in good condition, then the family with be responsible for reimbursing pilotED Schools.
- Students frequently arriving out of uniform (more than 3 times) will have a parent or family meeting scheduled to discuss ongoing strategies to ensure the student follows the school uniform policy.
- If a student frequently changes their uniform throughout the day despite requests from staff to change it, consequences will be given by the Dean of Culture.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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.

School Discipline

pilotED Schools will use discipline strategies that are not simply punitive. Enforcing the school's commitment to moral values and positive social interactions is a critical part of maintaining a positive school culture. pilotED's students will be held accountable for their actions and for their responsibility to the school community. However, the Culture Team will not respond to violations of school values and policies with "zero tolerance" policies or with other forms of discipline that punish without teaching. Violations of school policies can provide opportunities for everyone, from students to teachers to administrators, to reflect on why an incident occurred and what should be done differently next time. This means including formative consequences that are both constructive and instructive as well as staff discussion about potential student and community needs that should be addressed.

Restorative Practices

pilotED Schools maintains that every student, no matter age, race, gender, or socioeconomic status, has the right to a high-quality education that is not inhibited by punitive or zero-tolerance discipline practices. pilotED Schools' discipline policies are initially created to be woven throughout the curriculum and overall school culture. Because discipline is an integral part of the education process, these practices will support the students' full development.

At pilotED Schools, restorative practices (or restorative justice) is used to build a sense of community and to resolve conflict by repairing harm and restoring positive relationships through:

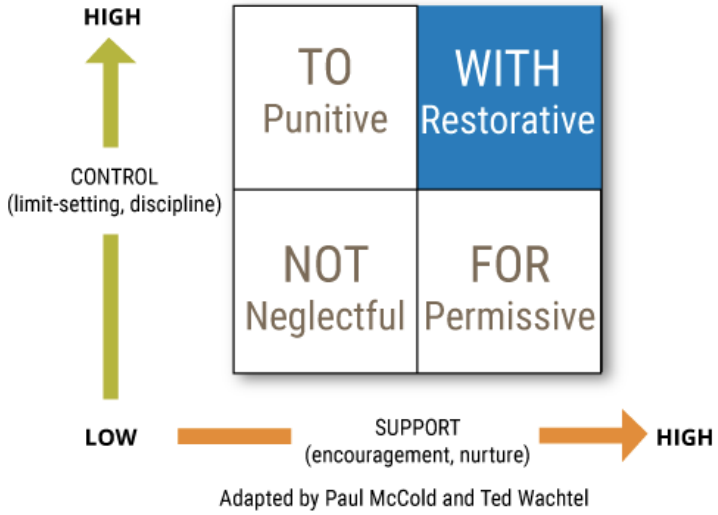
- <u>Training teachers and staff</u>
  pilotED Schools understands the value of restorative practices for everyone that is a part of the pilotED community. This is why every staff member will be trained to use these practices in and out of the classroom. This will be reflecting in the classroom management protocol to help increase communication and work with students to reflect on how their actions impact others; and

- <u>Consistent classroom circles</u>
  Teach and students will work together to develop core values for the classroom community, set academic goals, and to learn from one another;

- <u>Using small group circles, fairness committees and peer juries when disciplinary issues happen</u>
  The culture team will be ever present to talk with students involved about the causes of the issues and identify positive solutions to repair the harm done to the

community through responses such as mediation, community service, conflict resolution, etc.

In accordance with the International Institute for Restorative Practices, pilotED Schools maintains that restorative practices are about doing things with students, rather than to or for them.



A common misconception of Restorative Justice systems is that they simply eliminate punitive consequences without addressing behavior, ultimately leading to a dangerous school environment. In reality, RJ practices provide an alternative to these consequences, holding students accountable to make amends and repair harm. In addition, the restorative process, whether it is a circle or a conference or any other RJ practice, provides a platform for participants to build relationships and deepen understanding for each other. In this way, the consequences associated with RJ not only address misbehavior, but actively work to reduce the chance recurrence in the future. Through these practices, students are assigned and agree to consequences which address the harm caused. However, it must be noted that RJ is a voluntary process. Consequently, students choosing not to participate in RJ practices (i.e. circles, mediation, peer jury) or the agreed upon consequences will be subject to the punitive consequences outlined in pilotED School's Code of Conduct and/or the IPS Student Code of Conduct.

Trauma Informed

As a trauma-informed school, pilotED is prepared to recognize and respond to those who have been impacted by traumatic stress. Students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support. According to the Treatment and Services Adaption Center,

> A school reflects society. Within a school's walls are especially vulnerable students, such as those with pre-existing mental disorders, or those with histories of neglect, trauma, or violence. There are also at-risk students, such as students who are living

in poverty, students who are ethnic and racial minorities, and gay, lesbian, bisexual, and transgendered students.

Due to their regular contact with students, pilotED teachers and staff are more likely to be aware of a child's victimization than are other authorities; and pilotED Schools is proud to be in a position to provide holistic support for traumatized students. Although some might argue that teachers should focus solely on academics, the reality is that teachers can't teach effectively if their students are not able to focus on learning. Students cannot learn effectively when they are burdened by the effects of trauma or when they do not have strong communication and emotion regulation skills.

Access to evidence-based interventions in the school setting as a response to trauma of any kind can reduce or eliminate the need for a student to receive future mental-health services. Students who are exposed to evidence-based interventions and the support of a trauma-informed school can acquire skills that can contribute to stronger resilience.[3]

DeansList

In order to track daily trends in behavior, pilotED schools will use DeansList. DeansList is an enterprise-level data collection software that supports real-time information school-wide, leadership coaching, and year over year data analysis. DeansList connects teachers, administrators and parents to provide whole-child support. Teachers can add notes regarding specific student behaviors throughout the day. These notes can be incredibly useful in creating a narrative for the culture team and social workers. The data from DeansList will be converted into quantitatively disaggregated data (by day, week, month, race, behavior, etc.) which can be utilized to inform school culture and RTI decisions, lead RJ conferences, or identify positive and negative trends in student behavior. Through committed implementation of this program, decisions about behavior and potential adjustments to behavior policy will be data-driven.

pilotED will DeansLists' enterprise-level data collection software that supports real-time information school-wide, leadership coaching, and year over year data analysis. The data that is collected will be used

Positive Behaviors	Where a student receives praise, thanks, or compliment for demonstrating a P.R.I.D.E. Pillar.
Corrective Behaviors	When a student needs correction, growth, or an adjusted mindset toward a P.R.I.D.E. Pillar.

The Token Economy

pilotED Schools establishes and maintains a student and teacher community that is efficient and orderly, warm and productive. The PRIDE Dollar system is one way that the staff, families, and students can measure their success in internalizing the school's PRIDE values. The PRIDE Dollar system is a merit-based system in which students are "paid" $10-$20 PRIDE Dollars each day they arrive to school on-time, in uniform, in possession of the

[3] The Treatment and Services Adaptation Center. https://traumaawareschools.org/services.

necessary materials, and prepared to demonstrate PRIDE values. Students who go above and beyond the school's expectations may also earn additional positive PRIDE Dollars.

The PRIDE Dollar system is adapted appropriately based on the emotional and intellectual development of the child. The expectation is that students are participating appropriately within community and contributing to an efficient, orderly, warm, and productive environment. PRIDE Dollars are introduced in 3rd grade; each year thereafter, the concept of PRIDE Dollars as a measure of behavioral success adapts to the grade-level abilities and needs of pilotED students. For example, as students develop the ability to manage their own engagement in a classroom setting, students are held accountable for remaining engaged in a lesson through eye-contact and asking and answering questions. As students grow older, expectations for engagement may change. What remains constant is the expectation that students show the PRIDE values; what changes is the specific indicator of that value. Like positive rewards and consequences, negative consequences will be tracked using DeansList. Each consequence will have a dollar value attached that will be deducted based off the appropriate level of response.

Class Point System using Kickboard and the Token Economy

Negative PRIDE Dollars*	Consequence(s)
-5	- In-classroom break; student goes to a designated part of the room or the sensory room (primary grades) for a 5-10-minute break - Report sent home - Referral to Reflection Room may be used for extra support.
-10	- Out-of-classroom break: student goes to a "Buddy" classroom for a 5-10-minute break - Parent phone-call and report sent home - Referral to Reflection Room may be used for extra support.**
-15	- Referral to Reflection Room. - Detention (recess or after school)
-20***	- Removal from classroom; in-school suspension for remainder of day - Referral to culture team / social worker

*The value indicates the number of negative dollars in one day. Each day, students begin with 20 PRIDE Dollars deposited into their bank accounts.
**Students will be referred to the Culture Coach in order to determine if any restorative steps need to be taken in order to reduce and prevent misbehaviors
***Excessively repeated minor offenses are considered a Serious Violation (Level 3 or 4) by the IPS Student Code of Conduct. As such, consequences for students receiving 12+ tallies in one day will follow the consequence for Level 3 or 4 offenses.

Color Charts

Using DeansList, pilotED classrooms will utilize a color chart system which corresponds to the behaviors and point values. These charts will allow teachers to quickly track daily student positive and corrective behaviors. The color chart will align to the positive and corrective points and is outlined below:

Net Points*	Color
+5	Purple (pilotSuperStar)
+2	Blue
0**	Green**
-3	Yellow
-6	Orange
-9	Red

*Net point combine both positive and negative points. This means a student that has moved up a color due to positive behavior could still move back down due to negative behavior and vis versa (i.e. a student with 5 positive points and 5 negative would end on Green (0), not Purple or Yellow).

Discipline Policy

pilotED Schools will use progressive levels of response when dealing with consequences.

Corrective responses provide a profound emphasis on what students are expected "to do and learn." Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions will balance the needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student's age, developmental level, and grade,
- Student's prior behavior patterns and responses to interventions
- Student's willingness to acknowledge his/her behavior,
- Student's willingness to make restitution,
- Impact of the incident on the overall school community,
- Student's intent and the severity of harm caused, and
- Parent/family's level of involvement.

Levels of Corrective and Restorative Responses

- Level 1: Classroom and Building Based Corrective Responses
  Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.
- Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses
  Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or member of the culture team, if needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school, but may include time in the reflection room.
- Level 3: Intensive Personalized Corrective Responses
  Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant

administrative involvement. Level 3 responses to behavioral incidents may include in-school suspension on the first violation, if it is a safety related behavior.

- Level 4: Corrective Responses for Serious Violations
  Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

Examples of Corrective Responses

Level	Definitions and Examples	
1	Corrective responses at this level are designed to teach and reinforce appropriate behavior and reduce the amount of instructional time students lose. Instructional responses should be used when the student's inappropriate behavior is caused by lack of knowledge of a replacement behavior for the inappropriate behavior. Corrective responses should be used when a student knows and understands behavioral expectations, but situationally disregards behavioral expectations.	
	• Restatement of expectation • Verbal or non-verbal re-direction • Proximity control	• Differential reinforcement • Alter seating or assignment • Natural consequences
2	Corrective responses at this level are appropriate for inappropriate behavior that is managed by the teacher, with possible assistance from member of the Culture Team or other administrators, if needed for access to supports. Level 2 responses are appropriate when Level 1 responses and school-wide supports have been put into place to address a behavior, but the behavior continues to negatively impact the learning of the student and others and/or the safety of students or self. These infractions will be addressed with corrective responses that will NOT include removal from school, but may include referral to Reflection Room.	
	• Behavior Contract • Community Service • Parent Conference	• Conference with Student • Silent Lunch • Loss of Privilege
3	Level 3 corrective responses are appropriate for discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature and/or are legal violations that warrant administrative involvement. Level 3 responses are determined by a member of the Culture Team or other administrators. Committing a Level 3 infraction may result in a Reflection Day(s) or an out-of-school removal on the first violation or with repeated serious or dangerous behavior. For a behavior to be categorized as a repeated behavior, there should be written documentation of Level 1 and Level 2 interventions that have been implemented to reduce the frequency of the student's behavior and teach the needed replacement behavior. When disciplinary responses require the removal of students from the classroom, the goal is to make sure that students continue their education, receive appropriate educational services, learn appropriate behavior and correct any harm they may have caused.	
	• Reflection Day(s) • Loss of Privilege • Formal Restorative Conferencing	• Referral to Culture Team • Behavior Contract • Check-in/out
4	Level 4 corrective responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement. Often behavior incidents at this level require school police involvement because the behavior violates the criminal code of Indiana. Prosecution and adjudication of criminal violations occur separately from the administration of school procedures. In determining the response to serious violations, the administration will consider the factors impacting decisions related to consequences outlined in Level 3.	
	• Out of School Suspension • Assignment to Special Program or Alternative Program	• Probationary Contract • Expulsion

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.

Due Process and Appeal (Suspensions and Expulsions)
In the event of possible suspensions and/or expulsions, pilotED will follow the guidelines established by the IPS Student Code of Conduct stated below:

> Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.
>
> A student or parent may request that he student stay in school during the appeal of a suspension. A student determined by the principal or the DSC to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process. [4]

Appeals are to follow the Procedures for Resolution of Parent/Guardian Concerns.

Procedures for Resolution of Parent/Guardian Concerns
pilotED Schools is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, scholars, and families. If there is have a concern about a school policy, academic grade, discipline decision, or anything else, pilotED welcomes your input and encourages you to contact the appropriate staff member at the school. pilotED Schools is committed to addressing the concerns of families and seeking a resolution that, first and foremost, benefits the academic development of your student toward success outside of the school's walls.

> <u>*Informal Complaint Process*</u>. For academic issues the first call should be to the Assistant Principal. The AP will collaborate with the teacher to address any parent/guardian concerns. If there is not a resolution to the problem, the parent/ guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.
>
> Discipline problems should first be discussed with the Dean of Culture. The Dean of Culture will collaborate with the teacher to address any parent guardian concerns. If there is no resolution to the problem, the parent/guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.
>
> <u>*Formal Complaint Process*</u>. If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a formal complaint by submitting a letter in writing to the principal outlining, in detail, the events, policies, or

[4] Taken directly from the 2017-18 IPS Student Code of Conduct, 2017

decisions at issue. Within a week of a formal complaint being file, the principal will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader's determination to the Board.

Board of Directors. If the matter still remains unresolved, the parent or guardian may write to the Board of Directors to request a review. A designated Board committee will schedule a meeting, at which time the parent will have an opportunity to address his or her concerns. The committee will issue a report on its findings to the Board prior to the next regular meeting, and the Board may take action as appropriate based on the committee's recommendations. A parent wishing to attend a Board meeting will be permitted to speak but will be asked to limit his or her comments to 3 minutes. If additional time is necessary for public participation and comments, an extra 30 minutes will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

Authorizer. If, after presentation of the complaint to the Board of Directors, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school's authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

See section above

Who will be responsible for implementing the school's discipline policy?

pilotED employs a school-wide approach to discipline and Positive Behavior Incentive Systems (PBIS). Teachers form the base of this system, by upholding the Student Code of Conduct when reinforcing positive behaviors and addressing negative behaviors. Level 1 offenses, as described in the Student Code of Conduct, are those that should be managed by teachers, within the classroom, and without support from administrators.

When a behavior rises to a Level 2 or greater, administrators (Dean of Culture, Assistant Principal, or Principal) may be asked to step in to assign consequences and resolve issues. If behaviors become repetitive, other culture team members, such as the Social Worker or Director of Social and Emotional Health, may also be asked to support.

In order to ensure consistency in the implementation of pilotED's discipline policy, all staff members, from teachers, to administrators, to bus drivers, will receive the same beginning of year training in the Student Code of Conduct, and pilotED's approach to discipline.

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?

Daily behavior and discipline data is collected through DeansList (described in detail above). This system tracks minor point deductions, as well as more serious, referrals and associated consequences.

What actions does the school plan to take in order to prevent disproportionate discipline practices? For CMO applicants, and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disproportionate discipline practices.

pilotED strives to address head on the disproportionality in applied discipline practices that often exist in schools. In addition to beginning of year professional development aimed at allowing staff to unpack and name possible implicit biases, we also track its effect through behavioral data. The DeansList platform allows for disaggregation of behavioral data based on race, gender, and other categories we know could connect to disproportionate disciplinary response.

Describe the school's proposed parent grievance policy.

See section above.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

As Attachment 3, provide 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.

pilotED's year-long academic calendar was created keeping in mind the demands and workload of both our students and teachers throughout the year. Our calendar is comprised of four quarters, each about 10 weeks in length, resulting in a minimum of 180 total days of instruction. Each quarter will be broken up by an extended break to ensure that students and teachers avoid burn-out and get the most out of each instructional day. We strive to limit the detrimental effects of summer loss, which disproportionately affects low-income and minority students, by having longer breaks throughout the year with a shorter summer break.

In the Fall and Spring (between Q1 and Q2 and between Q3 and Q4 respectively), there will be a two-week long break in normal instruction. During the first week of this break, students that have been identified for remediation from Interim assessments will receive five days additional days of instruction utilizing our pilotPod model. Smaller class sizes and targeted instruction to specific areas of deficiency will allow students to catch-up to their peers and ensure that they are prepared for the upcoming curriculum. Teachers and aides will be required to instruct during one of these Intersession breaks; enrichment and civic engagement activities will also be made available by volunteering staff and community members for students not participating in classes during this Intersession week.

The final quarter of pilotED's school year is intentionally one-week longer to both counteract many instructional days interrupted by standardized testing and avoid adding additional days due to weather cancellations during other times in the year. Depending on

available funding, a summer intersession will also be offered to students in the weeks following the last day of school. Teachers and staff will be trained in pilotED systems and practices during a 3-week pilotCamp/professional development series each summer in the weeks preceding the first day of school.

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.

A typical school day at pilotED Schools begins at 7:30AM for teachers and 8:00AM for students. During the day students receive roughly five and a half hours of direct classroom instruction in the core subjects (Reading, Mathematics, Science and Social Studies), Specials (Gym, Art, Foreign Language and Tech) and Identity. All students are dismissed at 4:00PM each day, with after-school enrichment activities and child care offered to families that need it.

In addition to our hours of academic instruction, an important characteristic of our schedule will include non-academic time to allow students time to make connections with teachers and classmates and break from the day. These non-academic minutes include:

- Morning Meetings (primary) & Homeroom (middle): Morning meetings and homeroom blocks are used prepare the class for the day of instruction ahead. In addition, this time can be used to make announcements, collect forms, and align student energy prior to instruction.
- Afternoon Meetings: Used in the primary grades, this time allows teachers an opportunity to regroup with students, make announcements/reminders for the upcoming day, and pass out any forms to go home.
- Calm Classroom: This research-backed program teaches students mindfulness techniques which allow them to reengage and focus on classwork. In the primary grades time has been built into the schedule after lunch and recess to perform these practices. While time is not built into the middle school schedule, it will be the teacher's discretion if they feel implementing components of this program could be beneficial.
- Clubs: pilotED believes that students should have time throughout the week to explore other interests outside of their core academic subjects. Clubs will be led by teachers, aides or other staff members who have an interest or expertise within that clubs' theme.
- Civic Engagement: Opportunities for students to participate in civic engagement activities will be facilitated throughout the school day, during non-academic time (recess, Clubs, AM/PM meetings) or academic time with approval from the classroom teacher (e.g. a student finishes an assessment early and asks to go assist in cleaning up the cafeteria).

The use of a longer school day from Monday to Thursday is intentional to allow for half-days on Fridays without losing any valuable time of instruction; these half-days serve an

important purpose in pilotED's innovative pilotPod model of instruction. Large blocks of time will be utilized to accommodate the flex groupings and small group instruction fundamental to this model (more information on pilotPods can be found earlier in section II.A.). In addition, this flexibility in scheduling will allow teachers and aides to hold clubs, enrichment and civic engagement opportunities for students each Friday. In the afternoon on Friday, staff meetings, professional development, data analysis and collaboration for the following week among teachers, aides and administration will take place.

Primary Schedule (K-4)

Primary students, in Kindergarten to 4th grade, will spend their day in self-contained classes with time allotted for core subjects, transitions, breaks and specials. pilotED acknowledges that an 8-hour school day is lengthy for our youngest students, and our primary schedule has been adjusted to reflect this fact. Each day includes non-instructional minutes in the form of morning and afternoon meetings and Calm Classroom right after lunch to allow students time to break mentally and build relationships with their teacher and classmates.

Middle School Schedule (5-8)

When students reach 5th grade, they will transition to semi-departmentalized classes in a block schedule. Students will attend 90-minute blocks of Reading, Mathematics and Science daily and the three homeroom teachers in each grade level will reflect these subjects. In addition to their core subject, each homeroom teacher will have their homeroom class for Social Studies and Writing. These blocks will be planned between the grade-level team each Friday, but it will be the responsibility of each teacher to internalize and present these lessons to their respective homerooms. It is our belief at pilotED that this additional time will help our middle school students and teachers build meaningful and lasting connections among their homeroom classes.

Differing from the primary schedule, middle school students also receive 45 minutes in their Identity classes and have the option to participate in Clubs or Civic Engagement activities on Fridays in addition to the school-wide pilotPod instructional time.

Subject	M/W	T/R	F	Weekly Totals
Reading	90	90	75	435 minutes/5.25 hours
Writing	0	30	0	60 minutes/1 hour
Mathematics	90	90	60	420 minutes/5 hours
Science	90	90	0	360 minutes/6 hours
Social Studies	90	0	0	180 minutes/3 hours
Identity	0	60	0	120 minutes/2 hours

Specials	45	45	0	180 minutes/3 hours

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

The Coordinator of Social and Emotional Health will be responsible for collecting and monitoring attendance at each pilotED Las Vegas School with the goal being 95%. This will be accomplished with a multi-pronged approach.

First, there will be an accountability piece by way of a clear attendance policy that will ensure compliance with all Federal and State laws. This will be clearly communicated with all families. Families will be consistently updated on their student's current attendance status to assist them with tracking. Secondly, goals will be set, and high rates of attendance will be positively incentivized at the school level, grade level, classroom level, and/or individual level, based on need. And finally, and perhaps most importantly, the staff of each school will continually work on building relationships with families and students to increase their desire to be a part of the school family. This will also include working to help identify and reduce barriers contributing to chronic absenteeism.

4. Operations Plan

BOARD GOVERNANCE

Describe the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

Combined response below

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

Combined response below

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.

Combined response below

Board of Directors - Leadership Responsibilities

The Board of Directors will continue to set compensation for, hire, support, and evaluate pilotED's School Principal. Additionally, the Board will delegate all day-to-day management decisions to the School Principal. The Principal will report to the Board and will hire, support, and evaluate all school business and operations staff, the school's leadership team members and the overall instructional program and instructional staff members. The Principal will report back through written management reports, financial, operational and academic dashboards provided to the Board at bi-monthly Board meetings, publicly held in full accordance with open meeting standards.

Annual Evaluations

- School Principal Board of Directors
- Other School Leadership (APs, Deans) Academic Excellence Committee in conjunction with Principal

Board of Directors - Growth

pilotED Schools: North Las Vegas' Board consists of 3-5 members and will continue to grow and refine its strategy for selecting high-impact leaders for membership. Continued Board growth will include increasing the size of the Board in the upcoming months and years. pilotED believes that the Board could be enhanced with the opportunistic addition of individuals with the following experience or background:

- Strong charter school governance track record
- Marketing expertise
- Facility or real estate expertise
- Strong community ties
- Strong expertise regarding the educational model

pilotED's goal would be to opportunistically add two additional board members in the next 12 months to the Board bringing the total number of board members to 5-7. New members

must add to the diversity of the current team from either a professional or demographic perspective, as it is a priority to avoid significant redundancy. pilotED is currently prospecting a parent/guardian and a community member to join its founding Board.

Board of Directors - Training, Membership, and Recruitment

pilotED Schools is continually utilizing strategies and training materials from local, regional, and national charter schools and educational non-profits such as Charter Board Partners, KIPP, and NewSchools Venture Fund. Each year, there is an annual meeting at the annual retreat where outside partners can train and review the duties and responsibilities of the members of the Board to ensure that the board is operating as efficiently and effectively as possible. Additionally, at the time of on-boarding any new members of the Board, each new member receives a handbook containing, (1) Articles of Incorporation, (2) Bylaws, (3) Conflict of Interest Policy, (4) Ethics Policy, (5) List of Committees, and (6) a Primer regarding fiduciary responsibilities of a Board member.

Although the Board is generally consensus-oriented, pilotED believes that it is important to maintain an odd number of members to avoid deadlock during strategic votes. pilotED will be cautious in its practice of adding more members, because while having more members of the Board will increase the pool of experience, background, and ideas, having an oversized board can also create inefficiencies, including logistical challenges of setting mutually convenient board meeting times, extended decision-making time, and potential divergence on long-term growth and operational strategies. New Board members would be vetted through a process of community engagement and through a comparison of experiences and background with the current members of the Board to ensure the value of the new additions. The policies for recruiting, adding, and vetting prospective members are outlined in the attached organizational bylaws.

To ensure that pilotED's Board is as diverse as its student body and aligned to the organization's identity-forward mission, a continual push for gender, religious, age, race, ethnicity, nationality, sexual orientation, and other identity inclusion will occur.

Board of Directors - Evaluation of Leadership

With school and organizational leadership playing an invaluable role in student outcomes, the Executive Board will hold important authority over determining the effectiveness of school and organizational leaders. pilotED Schools believes that exceptional school and organizational leaders exhibit high business acumen, uphold a positive and palpable culture for students and teachers, and ensure rigorous academics are at the forefront of the institution's vision. Due to these internal beliefs, pilotED's Executive Board is responsible for the following tasks:

- Holding conversations and making lasting decisions as transparently as possible
- Recruiting, hiring, evaluating, and firing the organization's principal and making strong recommendations to such principal regarding the effectiveness of the school's leadership team
- Maintain regular committee meetings in the areas of Academic Excellence, Governance, and Finance
- School and organizational leaders will be evaluated annually based on the following and any additional evaluation methods decided upon by the Board of Directors during its annual meeting:
    - Achievement of Academic Performance Goals (growth in student achievement; not raw score based student achievement)

- Operational and Financial Performance (including adhering to budgets)
- Organizational Discipline (including, maintaining the school culture, respect of teachers, staff and students, and a good working relationship with all stakeholders)
- In addition, any malfeasance or misconduct, as determined by the Executive Board, could also give rise to termination.

Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4). ***At least 75% of additional board members for SY 2022-23 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*** **NAC 388A.130(4):**

Cecelia Gonzalez
Nevada Assemblywoman for the 16th District
Bachelors, Criminal Justice & Sociology (University of Nevada, Las Vegas)
Masters of Education, Multicultural Education (University of Nevada, Las Vegas)
Qualifications: Partnerships-driven, multicultural education background, previous educator, laser-focused on community relationships, fundraising experience

Dinisha Mingo
Chief Executive Officer, Mingo Health Solutions (MHS)
Bachelors, Psychology (Concordia University, Portland)
Masters, Educational Psychology (University of Nevada, Las Vegas)
Qualifications: Mental health and wellness professional, business development and leadership, board and governance experience, nonprofit management, civically-minded, educational psychology background

Angela Cook
Associate Attorney in the Children's Attorneys Project (CAP), Legal Aid Center of Southern Nevada
Bachelors, Criminal Justice (University of Nevada, Las Vegas)
Masters, Criminal Justice (University of Nevada, Las Vegas)
Juris Doctor (University of Nevada, Las Vegas William S. Boyd School of Law)
Qualifications: Nevada education law, child and family well-being, student mental health and wellness, social work, educational advocacy, governance experience

A sponsor may not accept an application from a committee to form a charter school whose membership includes:

(a) A potential contractor of the proposed charter school;

(b) A potential lessor of a facility that the proposed charter school may lease;

(c) A representative of an educational management organization with which the proposed charter school may contract;

(d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or

(e) Two or more persons who are related by blood or marriage to each other.

Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

See Attachment 5

If the full founding board has not yet been identified, explain how and when the additional board members will be identified.

pilotED intends to recruit an additional 2-3 members prior to launch. With 3 current members, we intend to grow the board through our partnerships with Opportunity 180, the Chamber of Commerce, UNLV, and Teach For America- Las Vegas. Utilizing such partnerships will allow our board members to display a diverse set of skills while still being anchored in a passion for educational equity.

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

See Attachment 6

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. *If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

There are no existing relationships that could pose actual or perceived conflicts.

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

Local Board + School Leadership	
Academic	• Hiring, evaluating, and firing the School Leader • Weekly check-ins between School Leader and board chair. • Monthly reports provided to the Academic Excellence Committee on the board by the School Leader and Assistant Principal as well as to the entire board by the Academic Excellence Committee.

	Reports include invaluable data on: -NWEA Map assessment scores -SBAC assessment scores -Attendance
Operations	• Weekly check-ins between School Leader and board chair. • Monthly reports provided to the Finance Committee on the board by the School Leader and Operations Manager as well as to the entire board by the Finance Committee. Reports include invaluable data on: -Facility needs -Staff retention -Student retention -Staff satisfaction -Enrollment
Financial	• Weekly check-ins between School Leader and board chair. • Monthly reports provided to the Finance Committee on the board by the School Leader as well as to the entire board by the Finance Committee. Reports include invaluable data on: -Enrollment variance -Cash-on-hand -EOM financial standing report -Fundraising -Budget-to-actuals
Charter Management Organization + Local Board/School Leadership	
Academic	• Annual trainings, bi-monthly site visits, and monthly check-ins between pilotED Foundation CEO and CAO and School Leader
Operations	• Annual trainings, bi-monthly site visits, and monthly check-ins between pilotED Foundation CEO and COO and School Leader
Financial	• Annual trainings, bi-monthly site visits, and monthly check-ins between pilotED Foundation CEO and COO and School Leader

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.

At this time, pilotED Schools will not utilize advisory bodies or councils but will forever solicit feedback from families and community members through the use of our PTA and our town halls.

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.

Please see the section earlier in the application titled *Procedures for Resolution of Parent/Guardian Concerns.*

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. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

The pilotED Board of Directors utilizes the following system to evaluate itself, be evaluated by the school leader, and be held accountable through measures of self-governance, authorizer accountability, and accountability to parents and community members:

Mission and Goals

Statements of the organization's mission are well-understood and supported by the board.
Board meeting presentations and discussions consistently reference the organization's mission statement.
The board evaluates the organization's performance on a regular basis by comparing the stated mission to actual operational achievements.
Annually, the board sets annual goals and keeps goals at the forefront of all board decisions throughout year. Goals include board attendance, give/get, compliance to charter, and operational/financial excellence.
The board fully understands and is supportive of the strategic planning process of the organization.
The board actively engages in discussion around strategic issues.

Governance and Policy

The board has established, adopted, and revised policies that are clear and up to date.
The board follows its established policies.
The board reviews its own performance and measures its own effectiveness in governance work.
The board is actively engaged in the board development processes.
Information provided by CEO/Principal is adequate to ensure effective board governance and decision-making.
The board has a process to review policies for cultural, racial, ethnic, gender bias and approaches decision-making from multiple perspectives.

Board Meetings

Board meetings are well attended, with near full turnout at each meeting.
Each board meeting includes an opportunity for learning about the organization's activities.
Board members receive meeting agendas and supporting materials in time for adequate advance review.

The board chair effectively and appropriately leads and facilitates the board meetings and the policy and governance work of the board.
Board meetings are frequent enough to ensure effective governance.
Board meetings are long enough to accomplish the board's work.
Board members fully and positively participate in discussions.

Board Members

Nomination and appointment of board members follow clearly established procedures using known criteria.
Newly elected board members receive adequate orientation to their role and what is expected of them.
The board size is adequate to effectively govern the organization.
The board has a range of talents, experience, and knowledge to accomplish its role and uses its members skills effectively.
The board makeup is diverse with experience, skills, ethnicity, gender, denomination, and age group.
Each board member participates in financially supporting the organization on an annual basis.
Board members understand their legal and ethical responsibilities to the organization (duty of care, duty of loyalty, conflict of interest reporting)

Board Organization

Any standing committees of the board meet regularly and report to the board. Any committee actions taken are reported to the board.
The committee structure logically addresses the organization's areas of operation.
All committees have adequate agendas and minutes for each meeting.
All committees address issues of substance.

Accountability and Performance Monitoring

The board adequately oversees the financial performance and fiduciary accountability of the organization.
The board receives regular financial updates and takes necessary steps to ensure the operations of the organization are sound.
The board regularly reviews and evaluates the performance of the CEO.
The board's priority and focus are on student achievement and success. Data is used to identify and address priorities, and policy decisions are linked to student achievement data.
The board sets goals annually and then reviews those specific goals as part of the self-evaluation process

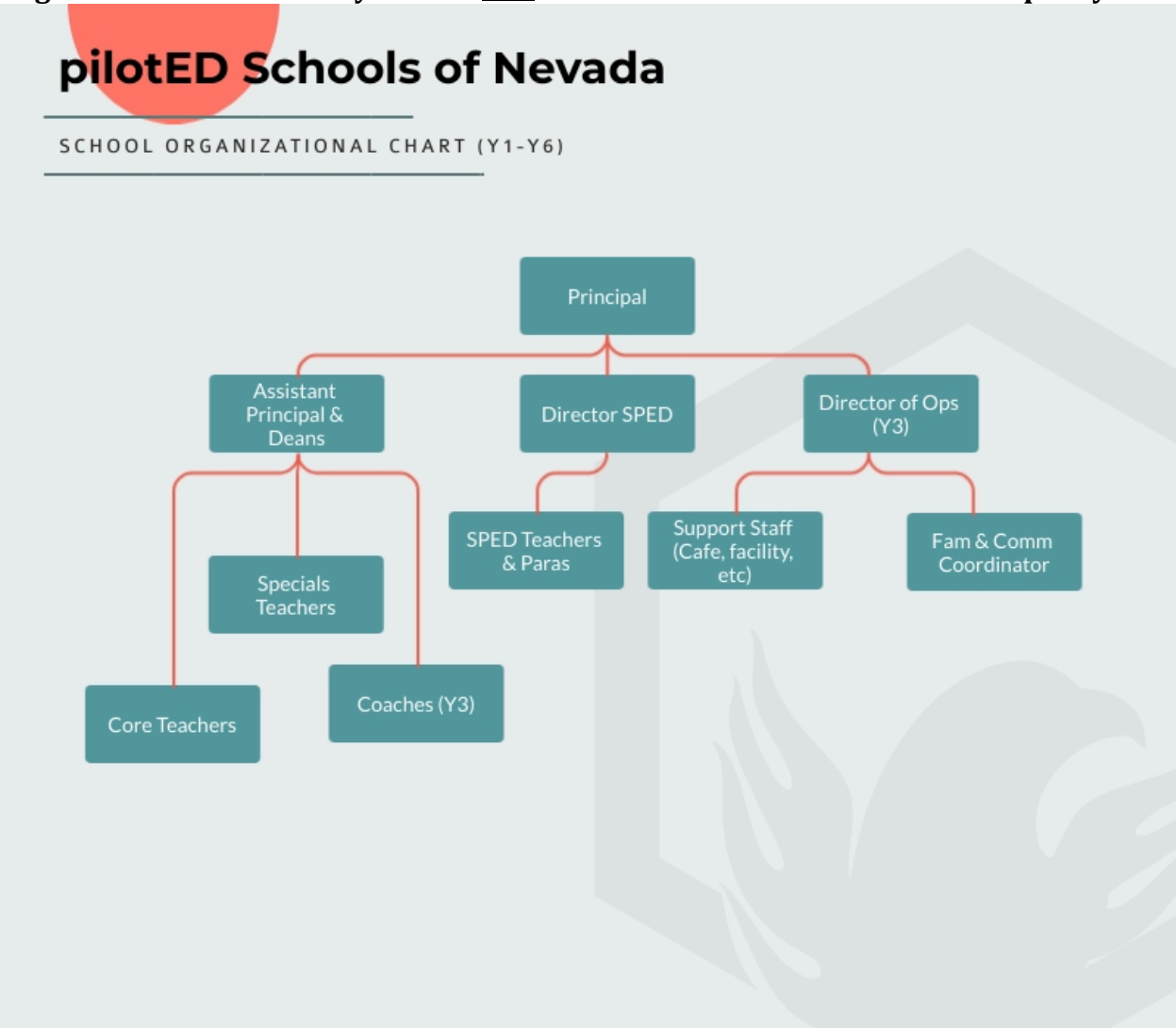
Additionally, as outlined in the Bylaws, **"**Any Director may resign at any time by giving written notice to the Chair of the Board. Such resignation, which may or may not be made contingent on formal acceptance, shall take effect on the date of receipt or at any later time specified therein; provided, however, that if such resignation would cause the number of Directors to be less than the minimum as provided in Article III, such resignation shall not be effective until a successor Director is elected by the Board. Any member of the Board

may be removed with or without cause at any time by resolution adopted by a two-thirds (2/3) vote of the Board via a secret ballot."

LEADERSHIP TEAM

Describe the proposed organizational model; include the following information:

Organizational charts for year one <u>and</u> one for when the school is at full capacity



Job descriptions for each leadership role (provide as Attachment 7)
See Attachment 7

Resumes of all current leadership (provide as Attachment 8). 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 school which wishes to open in the 2022-23 school year.
See Attachment 8

Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)
See Attachment 9

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

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

Leadership Team Chart of Qualifications and Duties

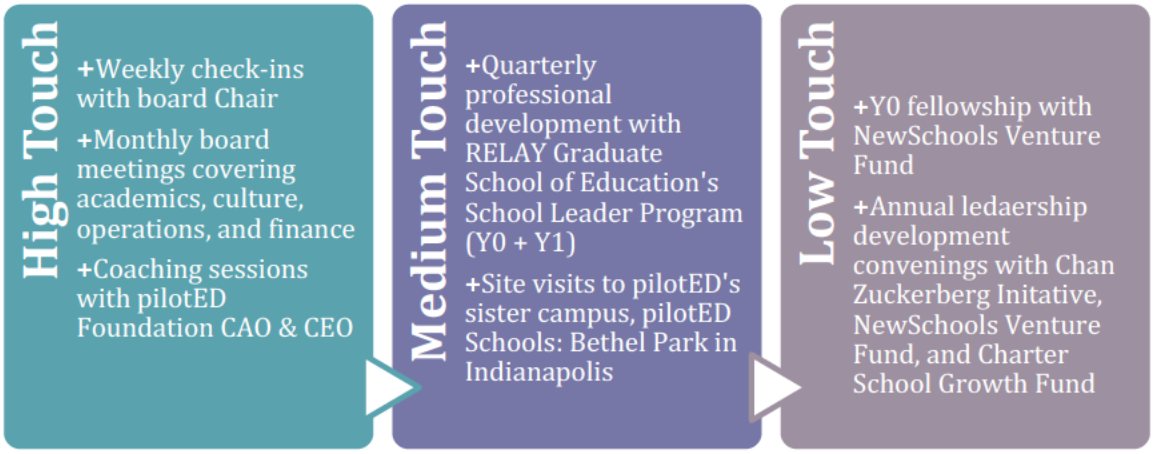
Jacob Allen **Chief Executive Officer, pilotED Foundation**	Reporting to the pilotED Foundation Board of Directors, the CEO serves as the chief administrator and consultant of the schools supported by the pilotED Foundation by assisting the local board and School Principal with developing and implementing best practices in the areas of school policies, programs, curriculum activities, and finances in a manner that promotes the educational development of each student and the professional development of each staff member. Additionally, expertise in the areas of social emotional health, finance, assessment, parent and community engagement, and compliance will be shared with the local board and School Principal to ensure a strong environment for team members, leaders, and students. Qualifications of Jacob Allen: *Masters, Industrial & Organizational Psychology (Harvard University)* *Graduate Certification, School Management & Leadership (Harvard University)* *Bachelors, Society, Ethics, and Human Behavior (University of Washington)* • Launched and ran Indianapolis-based pilotED School for 3 years • During tenure, first campus achieved top score in the state of Indiana for parent satisfaction and community outreach and received a top 10% score for most diverse student body • Received a staff satisfaction score of 4.5/5 • Doubled the number of students achieving their NWEA growth goals in one year • Received fellowships from NewSchools Venture Fund, Camelback Ventures, The Mind Trust, Echoing Green, and the Kellogg School of Management at Northwestern University. • Raised over $3.5M in philanthropy in 2 years to launch first school • Drove staff retention rates from 25% to 90% in two years • Work has been featured in PBS, NBC TODAY Show, Forbes Magazine, Essence Magazine, Teach For America Magazine, University of Washington Magazine, Chan Zuckerberg's Annual Letter, and the Aspen Institute's National Showcase

Alex Tejero **School Principal** *(prospective candidate identified)*	Reporting to the Board of Directors, the School Principal will serve as the chief administrator and Executive Director of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The School Principal will work alongside the Assistant Principal to implement and measure best academic and professional development practices for the school's instructional staff, plan and continually design pilotED's innovative curriculum, administer and track assessment metrics, and design and implement teacher training for effective curriculum implementation. Qualifications of Alex Tejero (Prospective Principal): *Masters, Educational Leadership (Florida International University)* *Bachelors, Theatre/Dramatic Literature (New York University)* • Rated as *Highly Effective* in most recent evaluations as a CCSD Assistant Principal • Ranked one of the "highest impact teachers in the state of Florida" in honor of high Value-Added Model (VAM) scores on the state standardized assessment • Rated *Highly Effective* in the annual teacher evaluation for eight consecutive years in Miami-Dade County Public Schools (MDCPS) • Highly motivated through parent partnerships as illustrated through his partnership with FACES and Spread the Word Nevada to organize regular parent convenings, attracting over 200 parents regularly
Director, Special Education *(not yet identified)*	Reporting to the School Principal, the Director of Special Services will be responsible for ensuring a rigorous and compliant instructional program for all of pilotED's diverse learners. They will coordinate with the Special Education teacher and all specialized service departments to monitor the completion of all IEP minutes and interventions. They will also communicate with parents and teachers to schedule and ensure participation in all IEP meetings and concerns from either party. The Director of Special Services will also organize and supervise all special interventionists and paraprofessionals in their department.
Dean of Culture *(not yet identified)*	Reporting to the School Principal and working closely alongside the Assistant Principal and the Director of Special Education, the Dean of Culture will work in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The DSC will play an instrumental role in establishing and reinforcing high expectations for positive student behavior. The DSC will maintain consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced.
Assistant Principal *(not yet identified)*	Reporting to the School Principal and working closely alongside the Dean of Culture and the Director of Special Education, the Assistant Principal will assist the school in strengthening instructional programs through a strategically planned, standards-based approach with a focus on narrowing achievement gaps. The AP will provide frequent observations and coaching for teachers and staff to improve and enhance instructional programs. Furthermore, the AP will be responsible for the selection and development of all necessary curriculum and provide professional development on these curricula and relevant instructional strategies. The AP will also organize and monitor compliance in the completion of all state-mandated assessments and lead the data collection and analysis of assessment results to drive future academic programming.
Operations Manager *(not yet identified)*	Reporting to the Principal, the Operations Manager will be responsible for managing the logistics of school operations that do not directly relate to instruction. The OM seeks to relieve the Principal and instructional staff of non-instructional obligations so that they can focus almost exclusively on student achievement and instructional staff development. As our campus grows to accommodate additional grades, the OM

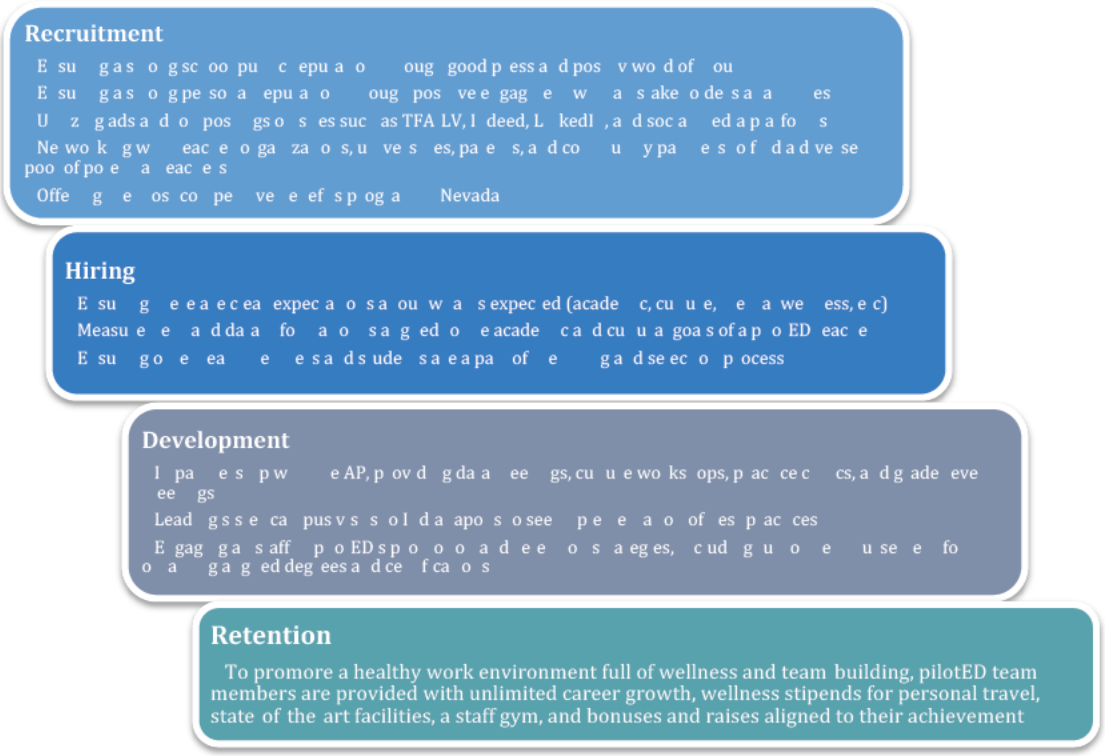
	will provide operational infrastructure necessary to support successful school expansion and growth in student achievement. Responsible for oversight of: Food Service, Office Manager, Transportation, Technology and State Accountability Reports. Oversees payroll and accounts payable functions of staff and assists with additional functions of Human Resources in coordination with our back-office provider, TriNet. Must also be strong in record maintenance, operating standard office equipment, and computer software.
Family & Community Manager *(prospective candidate identified)*	Reporting to the Dean of Culture, pilotED's Family Community Manager will be the coordinator for The Community Institute (TCI), which is responsible for mobilizing family, school, and community resources to ensure that pilotED students are able to learn as effectively as possible. Furthermore, they will coordinate with school leaders and community members to organize all school-wide community/civic engagement events for the school year.

(2) 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 10).

Leadership Development Opportunities



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



NARRATIVE OF 1-2 PARAGRAPHS -

(4) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

To see the entire matrix of who leads what professional development, instructional guidance, and culture guidance practices, please refer to the above matrix of leadership positions titled *Leadership Team Chart of Qualifications and Duties.*

STAFFING

(1) **Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.**

Proposed New School

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
EMO/CMO Organization Positions						

Chief Executive Officer	1	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1	1
Chief Academic Officer *(contracted in Y1 – Y2, in-house Y3+)*	1	1	1	1	1	1
Chief Financial Officer	0	0	1	1	1	1
Chief Data Officer	0	0	0	1	1	1
Chief Identity Officer	0	0	0	1	1	1
Total Back-Office FTEs	**2**	**2**	**4**	**6**	**6**	**6**
School Staff (1st campus in Y1 and 2nd campus in Y3)						
Principals	1	1	2	2	2	2
Assistant Principals	1	1	2	2	2	2
Dean of Culture	1	1	2	2	2	2
Director of Special Education	1	1	2	2	2	2
Family and Community Coordinator	1	1	2	2	2	2
Classroom Teachers (Core Subjects)	13	16	31	32	32	32
Classroom Teachers (Specials)	2	3	5	6	6	6
Special Education Teachers	2	2	4	5	5	5
ELL/TESOL Teachers	3	3	6	6	6	6
Coordinator, Social & Emotional Health	1	1	2	2	2	2
Academic Coach	0	0	1	1	2	2
Director of Operations	0	0	1	1	2	2
Teacher Aides and Assistants	8	9	18	19	20	20
Total FTEs at School	**34**	**39**	**78**	**82**	**85**	**85**

HUMAN RESOURCES

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

pilotED firmly believes that the recruitment, development, and retention of high-quality school personnel is one of the strongest predictors of success in both academic and cultural programing. As such, pilotED will put great value and care into creating a school that supports teachers and staff through competitive compensation and benefits, multiple opportunities for collaboration, intensive coaching, and rigorous professional development. This investment and commitment to exceptional staff is reflected in pilotED's high expectations for prospective teachers.

Key Features of a pilotED Teacher

The pilotED teacher must...	Description
Be coachable	Knowing that all educators have areas for growth, pilotED teachers need to be ready to positively receive and own their growth by utilizing live feedback and direct coaching.
Explore personal and family histories with vulnerability	pilotED teachers need to explore their early experiences and familial events that have contributed to their understanding of themselves. As part of this process, teachers can conduct informal interviews of family members (e.g., parents, grandparents) about their beliefs and experiences regarding different groups in society. The information shared can enlighten teachers about the roots of their own views. When teachers come to terms with the historical shaping of their own values, they can better relate to their colleagues and students who bring different and/or shared histories and expectations.
Have past experience of leadership	pilotED is dedicated to developing future leaders within the school building from experienced staff. Consequently, teachers would ideally have illustrated leadership as a part of their past, whether they were a volunteer leader, head of a college club, head of the department at their last school, or any other relevant leadership experience.
Be entrepreneurial	It is crucial for our teachers to be self-starter and entrepreneurial-minded as we grow an organization that seeks to impact students and families for decades to come. With many teachers seeking a stable job where all materials are simply handed to them, we expect our teachers to be creators just as much as we expect them to be implementers.
Demonstrate a track record of student success	Knowing that academic success is one of the key drivers to a positive shift in a student's life trajectory, it is imperative that our teachers have a strong track record of being able to get great results for students with a shared demographic as our own.
Commit to high expectations for all students	All pilotED teachers will make sure that each student knows the expectations of them to engage, perform, and achieve at a high level, rather than making excuses for some students who don't participate at optimal levels at times.
Actively engage all students in learning	Coaches students to question, consult original material, connect content to their own lives, write to learn, read broadly, build models, test hypotheses, and makes time to build relationships with them so that the disappointments that come from trying and not quite succeeding don't cause our students to quit learning.
Facilitate learning	Builds students' capacity to handle new material, solve complex problems, and develop new skills by scaffolding their learning from what they already know through a series of increasingly complex experiences that shift the locus of control from the teacher to the learner.
Recognize the assets and capabilities of families in education	Our teachers will understand the cultures represented in their classrooms by getting to know your students and through engaging in the community where our students live. Teachers will be expected to listen to students talk about their lives, and understand what and whom they care about. Through professional development led by the Community and Family Manager, teachers will learn about the specific cultures and neighborhoods represented in pilotED's student body.
Anchor their curriculum in the everyday lives of your students	Our teachers will connect their students' knowledge and skills to content knowledge. It will be imperative for our teachers to use real life, authentic texts to engage students in inquiry about things that matter to them.

Practice empathy using perspective-based learning	Teachers will put themselves in situations where they're not dominant, where they're a noticeable minority or in a group where they don't know the norms and unspoken rules. Teachers will recognize what that feels like and sit with the discomfort and ask themselves questions: What did I do to make myself more comfortable? What did I do to be effective or survive in that situation? What did others do that either helped or hindered my effectiveness? What would have helped me in that situation? These answers will help our teachers create structures that are all-inclusive for students.
Share control of the classroom with their students	pilotED teachers must be committed to creating student investment and participation in the creation of positive classroom culture. By bringing students into the process of behavior management and discipline, through the implementation of Restorative Justices and culturally responsive practices, teachers will be expected to inspire student ownership within the classroom.
Reflect frequently in thought and writing	Teachers must reflect on their actions and interactions as they try to discern the personal motivations that govern their behaviors. Understanding the factors that contribute to certain behaviors (e.g. racism, ethnocentrism) is the first step toward changing these behaviors. This process is facilitated by autobiographical and reflective writing, usually in a journal.
Acknowledge membership in different groups	Teachers must recognize and acknowledge their affiliation with various groups in society, and the advantages and disadvantages of belonging to each group. For example, for white female teachers, membership in the white middle-class group affords certain privileges in society; at the same time, being a female presents many challenges in a male-dominated world. Moreover, teachers need to assess how belonging to one group influences how one relates to and views other groups.
Learn about the history and experiences of diverse groups	It is important that teachers learn about the lives and experiences of other groups in order to understand how different historical experiences have shaped attitudes and perspectives of various groups. Further, by learning about other groups, teachers begin to see differences between their own values and those of other groups. To learn about the histories of diverse groups, particularly from their perspectives, teachers can read literature written by those particular groups as well as personally interact with members of those groups.
Visit and reads about successful teachers in diverse settings	Teachers need to learn about successful approaches to educating children from diverse backgrounds. By actually visiting classrooms of successful teachers of children from diverse backgrounds and/or reading authentic accounts of such success, teachers can gain exemplary models for developing their own skills.
Have an appreciation of diversity	To be effective in a diverse classroom, teachers must have an appreciation of diversity. They must view difference as the "norm" in society and reject notions that any one group is more competent than another. This entails developing respect for differences, and the willingness to teach from this perspective. Moreover, there must be an acknowledgment that the teachers' views of the world are not the only views.
Participate in reforming the institution of education	The educational system has historically fostered the achievement of one segment of the school population by establishing culturally biased standards and values. The mono-cultural values of schools have promoted biases in curriculum development and instructional practices that have been detrimental to the achievement of students from culturally and linguistically diverse backgrounds. Teachers need to participate in reforming the educational system so that it becomes inclusive. As the direct link between the institution and the students, teachers are in a pivotal position to facilitate change. By continuing a traditional "conform-or-fail" approach to instruction, teachers perpetuate a mono-cultural institution. By questioning traditional policies and practices, and by becoming culturally responsive in instruction, teachers work toward changing the institution.

** Compiled with additional attributes from G. Gay. *"Culturally Responsive Teaching: Theory, Research, and Practice."* Columbia University Teachers College Press, 2010. and E.B. Kozleski. *"Culturally Responsive Teaching Matters!."* Equity Alliance, 2014.

Describe your plan to recruit and hire teachers/staff who are representative of your student body

One of pilotED's proudest accomplishments is the staff diversity from inclusive hiring practices. pilotED is diverse by design, because we believe in the transformative power of

teachers who share racial and socioeconomic background with students, and we intend to activate it to its full potential at our school.
In a city with a growing Latinx, Black, and Asian population, pilotED seeks to attract top talent for a greater candidate pool for selection. To do so, we will create a workspace for staff that is inclusive and trusting, starting with the way we have our conversations. Whether if it's an introductory call or a career fair, our recruiters will listen to the experiences of each individual and authentically make space for them to be themselves. With empathy, relationships, and rigorous logic as our guiding values, pilotED attracts top talent by allowing candidates to fully come as they are. Moreover, we aim to set up a physical space that is exudes inclusivity. Throughout our hallways, classrooms, and offices, our visitors will find signage that authentically speaks to the inclusivity of our school. From words of affirmation to photos of leaders from various racial backgrounds, it is a priority for our staff to feel loved for exactly as they are as soon as they walk in the building.
We will be sourcing candidates who share those racial backgrounds by tapping into local teacher staffing organizations such as TNTP and Teach For America. Our recruiters will be attending career fairs and networking events that are marketed towards people of color to ensure we open up the opportunity pipeline to all individuals.

List the proposed school's salary ranges and employment benefits for each employee, 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.

Salary

It is one of pilotED's top priorities to take care of our educators because we believe that happy and healthy teachers will be able to carry out their best work and affect the most change in the classroom. pilotED also believe that strong teachers who work hard and yield high outcomes should be rewarded. Therefore, pilotED will offer teachers competitive salaries, annual pay increases, merit-based bonuses, and benefit packages. The base salary for classroom teachers is $48,000 with annual cost of living raises at 3.5 to 4%. At the end of each school year, a bonus will be given to teachers who yielded high marks in student academic growth, staff evaluation ratings, and took on leadership roles at school. During the summer, one teacher per grade level will have the opportunity to earn a stipend to develop curriculum for the new grade level in our growth years.

Benefits

To ensure strong year-over-year retention rates, pilotED has created a competitive benefits package equivalent to 35% of staff members' base salaries. All full-time pilotED staff will be able to enroll in a 401K plan where pilotED will match 100% of the employee's contribution up to 4% of his or her gross salary. Additionally, pilotED will be able to offer the following insurances to all full-time employees: Health Insurance, Dental Insurance, Vision Insurance, Death and Dismemberment, Workers Compensation, and Unemployment Insurance. To ensure personal health and wellness, pilotED teachers will be allotted 5 Paid Time Off (PTO) days in addition to holidays and routine school breaks. Last but not least, all staff will receive a holiday bonus equivalent to 1% of their base salary, $400 per year towards cell phone plans, and a $500 wellness stipend to spend throughout the year on gym memberships, mental health services, or vacation.

Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

We believe that teachers and students thrive when their environments are safe, orderly, and warm. In order to make that a reality, it is imperative for pilotED student to teacher ratio to remain at the optimal rate of 27 students per teacher. This ratio is optimal because it is the key number that fosters student-led learning where teachers focus on facilitating while the rigor is driven by the students. Additionally, pilotED classroom will not exceed 27 because while we believe that teaching should be a challenge, teachers should not be overwhelmed by a classroom that is too full. We believe that our teachers can go above and beyond to ensure every child is receiving personalized learning, but it can only be possible when there is a limit to how many students this teacher is responsible for.
In order to provide additional support in the classrooms, pilotED classrooms will be staffed with Teaching Assistants. So with a lead teacher in the classroom, each kindergarten classrooms will also have 1 Teaching Assistant to provide additional academic and socio-emotional support to the students. And in grades 1, 2, 3, 4, and 5, each grade level will have a shared Teaching Assistant for academic and socio-emotional support. This staffing model provides students and teachers with the adequate support so that students may thrive in a personalized environment.

State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

Selection Process

Phase	Action Item	Description
1 Recruitment	Identify teacher openings	The Principal decides on projected staffing needs based on teacher resignations, terminations, retirements, budget and student enrollment. These needs are then conveyed to the Operations Manager to begin the search for candidates to fill openings.
	Establish Partnerships	pilotED has established partnerships with Teach for America, The New Teacher Project, TNTP, Profound Gentlemen, and the local universities to provide a source of teaching talent.
	Conduct National and Local Search	pilotED will recruit on social media, post rigorously on job search websites, attend job fairs, and will deepen pipelines in other similar cities.
	Online Application	All candidates are to complete a single online application for vacant positions at pilotED. The online form includes a performance task (e.g. student data analysis), an observation task (e.g. assessment of a teacher and/or classroom video clip), and a set of questions that give insight into the candidate's teaching experiences, vision for teaching at pilotED, and experience with certain strategies. This application will also include an opportunity for candidates to submit any teaching materials such as sample lesson plans, unit plans, and assessments. pilotED will score them using a rubric that investigates the rigor, alignment, focus, and coherence of those materials.
	Communication with the Candidate	The Assistant PRincipal is responsible for establishing contact to initiate the interview process, which will include a phone interview, in-person interview and a demo-lesson when possible with real time feedback.
2 Screening	Reviewing Teacher Applicants	The Principal and pilotED's leadership team share responsibility in reviewing and screening teacher applications. They are looking for several indicators of success- teaching experience, cultural competency, strong track record of social justice leadership, strong track record of success, entrepreneurism, certification, adaptability, diversity of thought and background, team player, etc.
	Phone Interview	A member of the pilotED team will conduct a phone interview with the applicant. Phone interviews are typically 45 minutes in length including 15 minutes for the candidate to ask questions.

3 Campus Visit	Demo lesson	The candidate is invited to come to campus to do a demo lesson with pilotED students. The interviewer will be observing the candidate's questioning strategies, behavior management, and general interaction with the students.
	Real time feedback	pilotED gives candidate immediate feedback on their instruction and some suggestions and sees how the applicant incorporates the feedback. Additionally, role plays on a specific school-related case study will be carried out.
	Expectation Mapping with Principal	The candidate will have some time to sit down with the Principal to discuss a potential fit at our school and the unique opportunities of working at pilotED.
4 Onboarding	Job Offer	The Principal will sign off on hire, send start date, salary amount, part or full-time info to the Operations Manager. After hiring and the decision is made, the Operations Manager will send the employment agreement, background information collection, background check, health benefits sign-up, and bio paragraph to new hire to complete, sign, and return. The Operations Manager will also attach appropriate documents and links (i.e. Employee Handbook) to new hire.
	New Staff Orientation	The pilotED leadership team will allot one day before pilotCamp (whole staff summer retreat) towards New Staff Orientation. During this time, new staff members will be introduced to the leadership team, get acclimated to staff resources (lesson planning site, HR site), onboard campus technology (laptop pickup, system logins, e-mail, Slack, PowerSchool, DeansList, printer setup), get new key, tour school, get a head start on classroom setup, and do team building activities. For those who start after the beginning of the year, such staff orientation will begin immediately.
	Professional Development	To set the tone and culture for the upcoming school year, pilotED will hold a three-day professional retreat for all staff at the beginning of each year held in a secondary location facilitated by outside providers. After this retreat, all teachers and staff will attend a 2-week professional development series to cover all remaining academic and cultural material for the upcoming school year.

Dismissal Process

Action Item	Description
Resignation or Termination	If voluntary, staff submits a letter of resignation to the Principal. If involuntary, Principal schedules a time to speak with staff member. Principal will re-present the improvement plan, evidence of failure to improve, and terminate this staff member.
Exit Interview	If voluntary, the Operations Manager is to have a 30 minute conversation with the resigning staff member. These questions are feedback-focused to improve future practices at the school. If involuntary, the terminated staff will not be interviewed.
Classroom Check Out	With the help of the Operations Manager, the leaving staff member will clean out their classroom or office following the guidelines of the Checkout Checklist. All keys, technology, accounts, and any other property must be returned to the Operations Manager in good condition.

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 12, as well as any supporting protocols or documentation.

As pilotED works to holistically develop our teachers and staff, it becomes necessary to evaluate performance in the same manner. Just as we analyze the relative success of our academic programming through the results of state-wide assessments, the end-of-year performance of our teachers will provide pilotED's administration valuable information regarding the success of our professional development. Our staff evaluation system has been created to mirror the core values of pilotED and create a holistic assessment of performance.

- Academic Excellence: pilotED will evaluate our teachers and staff annually on their support of our academic programs and professional practice. Teachers will receive frequent observations, feedback and coaching support continuously improvement in instruction. Furthermore, teachers will receive a formal observation/evaluation at the beginning, middle and end of the year, and will use the results of this observation to set year-long goals (flightPlan).
- Social Identity: In order to fully support the holistic development of our students, pilotED's staff must be able to engage with their own identity development and foster an environment in which students can do the same. It is pilotED's belief, that the extent to which staff members support the school's mission and culture will be evident through weekly culture observations and the relationships they are able to build with students.
- Civic Engagement: pilotED is dedicated to creating a school that empowers both the students and the community as a whole. In order to achieve this, buy-in from all parties is a necessity. Staff will be expected to support this system through active engagement with the community and participation or organization of civic engagement opportunities.

Evaluation Area	Weight	Evaluator	Performance Assessed
Academic Excellence	60%	School Principal Director of Curriculum & Instruction	- Weekly observations/evaluations, response to instructional coaching and inclusion of professional development in classroom; - Formal observation/evaluation, growth from beginning to end of year based on the Danielson Framework (see Attachment 12) - flightPlan Goal attainment; - Student Performance: student scores on state and school-wide assessment data (subject-specific scores will be used for departmental, identity and Specials teachers).
Social Identity	20%	Director of School Culture Culture Coach	- Weekly culture observations/evaluations, response to coaching related to culturally relevant teaching, RJ practices and classroom management; - Teacher-Student Rapport (TSR) survey results; - Be More assessments.
Civic Engagement	20%	Director of Curriculum & Instruction Director of School Culture	- Parent Communication: evidence of frequent contact with parents, progress report/report card return percentages; - Participation in school-wide civic engagement events; - Organization of civic engagement or extracurricular activities for students, parents and community at large.

See Attachment 12 for the Danielson teacher evaluation tool.

Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 13, your leadership evaluation tool(s), as well as any supporting protocols or documentation. *If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.*

Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

When the School Principal is not available and not expected to return to the position (serious illness, death or termination) the below procedures for such an absence will be followed by the Nevada board of directors with assistance from the pilotED Foundation:

1. Communicate with key stakeholders, i.e. funders, parents, staff, etc:
    a. That the School Principal succession plan has been implemented
    b. Arrangements have been made for the AP or another leadership team member to serve as Interim School Principal
2. Determine whether assistance is needed to secure outside interim leadership. If so, recommend to the board of directors that a search firm be engaged to identify an interim School Principal who can provide leadership until the permanent position is filled
    A. The board chair shall serve as the primary contact with the search firm and, after reviewing potential interim candidates, hire a preferred candidate with communication to the board throughout the process
    B. If other consulting assistance is deemed to be needed, recommend appropriate consultant(s) to the board for engagement
3. Determine whether any priority issues must be addressed and develop and monitor a plan for addressing any identified issues.
4. Communicate at least weekly with the board regarding the status of the organization.

When the board chair has determined a permanent replacement is needed, the following steps will be followed:

1. Notify the board that the process for a permanent replacement will begin
2. Engage 2 board members to serve as the Search Committee alongside the pilotED Foundation
3. The Search Committee is responsible to:
    A. Assess the status of the organization in order to identify leadership qualities that are needed
    B. Develop compensation and benefit guidelines for prospective candidates
    C. Review the candidate profile of desired qualities with the board and any other additional partners for their input
    D. Keep the board and leadership team informed of its progress at appropriate points
    E. Bring a recommended candidate forward to the board for consideration or in the absence of a clear recommendation, bring two finalists to the Search Committee for final recommendation to the board
    F. Maintain confidentiality, as appropriate
    G. Create a final transition plan/timetable and support tools for the new School Principal

Please explain the responsibilities of each of your school's administrative/leadership team members. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key HR responsibilities will be managed.

	Reporting to the Board of Directors, the School Principal will serve as the chief administrator and Executive Director of the school in developing and implementing

School Principal	policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The School Principal will work alongside the Assistant Principal to implement and measure best academic and professional development practices for the school's instructional staff, plan and continually design pilotED's innovative curriculum, administer and track assessment metrics, and design and implement teacher training for effective curriculum implementation.
Director, Special Education	Reporting to the School Principal, the Director of Special Services will be responsible for ensuring a rigorous and compliant instructional program for all of pilotED's diverse learners. They will coordinate with the Special Education teacher and all specialized service departments to monitor the completion of all IEP minutes and interventions. They will also communicate with parents and teachers to schedule and ensure participation in all IEP meetings and concerns from either party. The Director of Special Services will also organize and supervise all special interventionists and paraprofessionals in their department.
Dean of Culture	Reporting to the School Principal and working closely alongside the Assistant Principal and the Director of Special Education, the Dean of Culture will work in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The DSC will play an instrumental role in establishing and reinforcing high expectations for positive student behavior. The DSC will maintain consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced.
Assistant Principal	Reporting to the School Principal and working closely alongside the Dean of Culture and the Director of Special Education, the Assistant Principal will assist the school in strengthening instructional programs through a strategically planned, standards-based approach with a focus on narrowing achievement gaps. The AP will provide frequent observations and coaching for teachers and staff to improve and enhance instructional programs. Furthermore, the AP will be responsible for the selection and development of all necessary curriculum and provide professional development on these curricula and relevant instructional strategies. The AP will also organize and monitor compliance in the completion of all state-mandated assessments and lead the data collection and analysis of assessment results to drive future academic programming.
Operations Manager	Reporting to the Principal, the OM will be responsible for managing the logistics of school operations that do not directly relate to instruction. The OM seeks to relieve the Principal and instructional staff of non-instructional obligations so that they can focus almost exclusively on student achievement and instructional staff development. As our campus grows to accommodate additional grades, the OM will provide operational infrastructure necessary to support successful school expansion and growth in student achievement. Responsible for oversight of: Food Service, Office Manager, Transportation, Technology and State Accountability Reports. Oversees payroll and accounts payable functions of staff and assists with additional functions of Human Resources in coordination with our back-office provider, TriNet. Must also be strong in record maintenance, operating standard office equipment, and computer software.
Family & Community Manager	Reporting to the Dean of Culture, pilotED's Family Community Manager will be the coordinator for The Community Institute (TCI), which is responsible for mobilizing family, school, and community resources to ensure that pilotED students are able to learn as effectively as possible. Furthermore, they will coordinate with school leaders and community members to organize all school-wide community/civic engagement events for the school year.

Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

pilotED recognizes that all of the professional development in the world is useless if it does not translate to a change in student performance or culture in the classroom. In order to address the effectiveness of our PD program and the needs of our teachers and leadership, pilotED will employ regular observations and coaching opportunities for teachers. Teachers will receive, at minimum, one weekly informal observation or walk-through from either the School Principal, Assistant Principal, or Dean of Culture focusing on instructional strategies and pedagogy or classroom climate respectively. The observer will then meet briefly with the teacher later in the day to discuss the observation, identify areas for growth, and create a goal for their next observation. These observations may at times focus on recently taught strategies from Friday professional development and flightSchool.

In addition, school leaders (administrators, lead teachers, coaches) will participate in live coaching during informal classroom drop-ins and observations. In this practice, used by other high performing schools and pilotED campuses, observers will correct and coach strategies and pedagogies in the moment, or immediately after the observation. It is pilotED's philosophy that this immediate and direct feedback will allow teachers to identify issues and adjust instruction more quickly, leading to greater student outcomes.

pilotED will use observations and feedback collected from multiple observers to identify teachers in need of more intensive and direct coaching. Through collaboration with school administrators, these teachers will create deliberate growth plans and goals related to their deficiencies in academic instruction and/or classroom climate. Depending on need, the AP, DOC or both will routinely observe the teacher, coach specific strategies, recommend resources and monitor the teacher's progress.

Teachers will also have the opportunity to learn from each other by utilizing time during prep blocks to observe other classes. These observations may be used for struggling teachers to witness master teachers in action and note their strategies. Conversely, lead teachers can observe other members of their team to provide coaching and support from the perspective of someone that is teaching the same students. If improvement does not occur, an improvement plan will be implemented for a minimum of 3 weeks with daily check-ins and progress monitoring.
If removal is required, teacher removal will occur and pilotED will work to immediately replace such teacher. An in-house or external certified substitute educator will cover the class until a permanent hire can be made by the School Principal. During this time, adherence to the classroom culture and academics are of paramount importance.

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.

pilotED Schools will be utilizing Trinet for their comprehensive back-office services, including payroll, human resources, health benefit management, retirement plan management, workers compensation insurance, unemployment insurance, and tax reporting. pilotED will not require additional support for such services, but will be managed in-house by the Operations Manager with support from the pilotED Foundation. The Operations Manager will oversee the day-to-day operations such as entering payroll

hours, setting up staff profiles, completing I-9 paperwork, and train staff on health insurance and 401k benefits. In the case of employee disagreement, harassment, the Operations Manager can seek consultation from the Trinet Human Resources Department and the pilotED Foundation.

STUDENT RECRUITMENT AND ENROLLMENT

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

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 R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

Our recruitment process utilizes **three approaches** of strengthening relationships in the community and ensuring families are aware of what we can offer their families:

1. We will be working with **local ad partners** to send direct mailers, utilize radio spots, and post 5-10 billboards in the year ramping up to launch.
2. We will host a number of **community events** that are empowering in nature such as skill-building workshops and leadership seminars as well as fun-oriented events such as block parties, field days, BBQs, sporting activities, etc. These events serve to empower families and to build visibility for pilotED as a resource hub as well as a school. These are some of the same approaches we used in Chicago to build strong community partnerships and lasting visibility as a neighborhood-centered school.
3. We will use **geo-tagging on social media advertisements** to both share information about how to enroll and to also share information about the aforementioned community events.

pilotED is open to all children, regardless of race or socioeconomic status, and is committed to serving students that reflect the local community of North Las Vegas, specifically students who lack strong educational options. Parents are to apply for admission through the pilotED application system online or in-person during one of our community events. In the event that applications exceed available seats, students will be selected for admission by a random lottery process.

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.

January 2021	-Launch of online parent portal to begin accepting letters of interest -Initial visits to grocery stores, community centers, churches, and local businesses to reach potential students and families -Launch of social media geo-tagging advertisements -Hold initial focus group of parents
February – July 2021	-Continuation of visits to grocery stores, community centers, churches, and local businesses to reach potential students and families -Continuation of social media geo-tagging advertisements -From April-July, hold community events (BBQs, Fun in the Sun Days, park days, etc) to increase visibility
July 2021 – July 2022	***Upon Authorization/Approval*** -Start accepting application -Continuation of visits to grocery stores, community centers, churches, and local businesses to reach potential students and families - Continuation of community events (BBQs, Fun in the Sun Days, park days, etc) to increase visibility -Continuation of social media geo-tagging advertisements -Launch radio ads, mailers, and billboards to begin the enrollment process

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

Enrollment targets are determined by the first-year school size and the projections and enrollment protocols used at our Indianapolis campus. The enrollment process will be implemented by our current Community Outreach Coordinator in partnership with our founding board members and school principal. The pilotED Foundation will provide support during the entire enrollment process, ensuring that financial, operational, and community assistance can be provided when needed. Our target re-enrollment rate for each year is 90%. Such a rate takes into account our previous experience running elementary schools and the housing movement expected with our student demographic.

The Y0 enrollment milestones are as-follows:

March 2021 – Secure 50% of letters of intent of Y1 enrollment
July 2021- Secure 75% of letters of intent of Y1 enrollment
August 2021- Upon authorization, begin actual enrollment processes
September 2021- Secure 15% of Y1 enrollment
November 2021- Secure 25% of Y1 enrollment
January 2022- Secure 50% of Y1 enrollment
March 2022- Secure 75% of Y1 enrollment
June 2022- Secure 100% of Y1 enrollment

See the table below for grade-level enrollment targets.

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?

Other than holding trainings for all staff at the start of the year during the two weeks of professional development, ongoing training will occur. This will be led by the Director of Special Education and the School Principal.

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?

Other than the frequency of the outreach (more in Y0), the enrollment plan will be much the same as the aforementioned table. Vacancies will be filled in the same way as regular seats ads, community events, and social media.

Complete the following tables for the proposed school to open in 2022-23. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2022.

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

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K						
K	81	81	69	69	69	69
1	81	81	69	69	69	69
2	54	81	59	59	59	59
3	54	25	59	66	66	59
4	38	25	59	60	67	60
5		15	41	42	42	42
6						
7						

8						
9						
10						
11						
12						
Total	**254**	**308**	**356**	**365**	**372**	**358**

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K						
K	81	81	81	81	81	81
1	81	81	81	81	81	81
2	81	81	81	81	81	81
3	54	81	81	81	81	81
4	54	54	81	81	81	81
5		54	81	81	81	81
6						
7						
8						
9						
10						
11						
12						

Total	**351**	**432**	**459**	**486**	**486**	**486**

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

Grade Level	**Number of Students**					
	2022-23	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Pre-K						
K	**81**	**81**	**81**	**81**	**81**	**81**
1	**81**	**81**	**81**	**81**	**81**	**81**
2	**81**	**81**	**81**	**81**	**81**	**81**
3	**81**	**81**	**81**	**81**	**81**	**81**
4	**81**	**81**	**81**	**81**	**81**	**81**
5		**81**	**81**	**81**	**81**	**81**
6						
7						
8						
9						
10						
11						
12						
Total	**405**	**486**	**486**	**486**	**486**	**486**

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.

pilotED has conducted numerous meetings with charter and district leaders across the city, partnered with a research firm, and leveraged its current understandings from running a school when choose the 27:1 student ratio. Additionally, slow growth models of either less grade levels or less grade levels paired with smaller older grades initially, are successful startup models as evident across the charter school landscape nationally.

pilotED is adamant that it can open a successful school in Clark County based on the student-teacher ratio and based on the immense amount of startup support being provided by the pilotED Foundation and other partners in the early years.

As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

See Attachment 13

INCUBATION YEAR DEVELOPMENT

Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

See Attachment 15 (combined with Attachment 14)

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 and why that organization was chosen.

Y0 development of the school leader, as mentioned in the earlier matrix of school leadership development, will be heavily provided by RELAY Graduate School of Education, the pilotED Foundation, and NewSchools Venture Fund.

RELAY Graduate School of Education is a 1.5 yearlong program based on a cohort model where fellows spend intensive weekends focused on academic excellence, cultural excellence, and startup planning. This cohort model is one that was participated in by pilotED's Indianapolis leadership team, as well, which will contribute to the cohesion of common knowledge and practices across the pilotED network.

NewSchools Venture Fund is a current pilotED funder. NSVF will provide our school leader with a yearlong fellowship in Y0 which focuses specifically on the startup of the school. Operations, finances, hiring, and enrollment are some of the many components that comprise the NSVF fellowship experience. NSVF current funds pilotED and will likely fund the Vegas campus upon authorization.

The pilotED Foundation will provide a shadowing opportunity for the school leader to have multiple comprehensive site visits to their Indianapolis campus where the school leader can collaborate with current school leadership and see the implementation of various school model tenets. Additionally, weekly calls and visits to Las Vegas by the pilotED Foundation leadership team will occur to ensure timely assistance during Y0 in the areas of facilities, enrollment, finance, academics, and community outreach.

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

The two following individuals will work as FTEs upon authorization: Community Outreach Coordinator and School Principal. Our Community Outreach Coordinator is already working part-time. The funding of these positions will come from a mix of philanthropy from NewSchools Venture Fund, Charter School Growth Fund, the pilotED Foundation, and Opportunity 180.

SERVICES

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

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.

pilotED is committed to implementing a transportation plan that ensures accessibility of our campus to all students. Based on data from US Census, Savi, and our recruitment projections, we know that the majority of our students will reside within a three-mile radius of the school. We anticipate that a majority of our students will be able to walk or be driven to the school by a parent or guardian.

To provide adequate access to our families without reliable transportation, we will establish satellite bus stop locations throughout North Las Vegas and focused in underserved areas. We will evaluate the location for these stops based on high student enrollment areas, poor access to a high-quality school, and socioeconomic conditions of our families. We will run transportation services in-house by purchasing our own buses, hiring our own bus drivers, determine routes, and coordinate with families. This in-house model has proven not only cost effective, but also efficient in communication between troubleshooting any transportation related issues. However, if conditions are not well suited for the in-house model, we will contract with or a private transportation vendor to provide transportation to students in accordance with the set policies of our board. Currently, at our Indianapolis school, we have run our own in-house transportation system for the past three years.

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.

Breakfast and lunch are provided to all students at pilotED Schools. We will be contracting with a Food Service Management Company to provide meals for students. Per federal law, pilotED will be posting an advertisement RFP for vendors to bid for a fair priced fair-priced contact

To ensure that all students are served, pilotED anticipates to participate in the National School Lunch and School Breakfast called the Community Eligibility Provision (CEP). That means all enrolled students at pilotED are eligible to receive a healthy breakfast, lunch, and snack at school at no charge to all households.

pilotED Schools' kitchen will meet all federal, state, and local standards for food safety and will maintain all licensure and certification. As a school with a warming kitchen, all meals will be pre-cooked and brought to school to be heated up by employees of contracted Food Service Management Company.

Facilities maintenance (including janitorial and landscape maintenance)

To ensure consistency and cost effectiveness, pilotED will hire a Facilities Manager that is responsible for maintaining the schools' grounds. Working closely with the Operations Manager, the Facilities Manager will provide daily janitorial cleaning and building maintenance as needed. This includes resupplying bathroom supplies, daily cafeteria maintenance after breakfast and lunch, and garbage removal.
To cover all scopes of work, pilotED will also engage with vendors to provide additional services that will be necessary. As such, the facilities manager will also oversee vendors who provide night-time deep cleaning services, lawn care, and repairs. Night-time cleaning will occur two to three times each week, lawn care service will occur twice a month, and repairs will be made when necessary. The Facilities Manager will oversee the work while the Operations Manager ensures that invoices are paid up to date.

School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.

pilotED will be partnering with local hospitals and health organizations to contract health and nursing services to school. The contract between pilotED and the health organization represents a symbiotic relationship, where the school benefits the health organization by providing students with Medicaid, while the health organization provides the school with nursing services.
When a student enrolls at pilotED at any time or at any subsequent level, the parent/guardian must show that the student has been immunized or that a current medical or religious objection is on file. Parents must provide the school with complete immunization records prior to the beginning of the school year. In the event a child enrolls in school without proper immunization documentation, the school may grant a waiver for a period not exceeding twenty (20) days.

(a) Purchasing processes

To ensure financial health and integrity, pilotED abides by the Generally Accepted Accounting Principals (GAAP). All purchases are required to be approved and documented with two signatures on the Purchase Requisition Forms. School bank account access is shared between the Principal and the Operations Manager, the two people required to sign for all purchases. For items that are greater than $5,000, an additional signature from the Board Treasurer is required. Only the Principal and the Operations Manager will be allowed to make purchases using bank payments. Each purchase shall have documentation, including dated and numbered signed Purchase Requisition Form, invoice of purchase, and payment confirmation. Such documentation will be filed electronically in a folder organized by the month and be made available to auditors.
School leadership team members will be required to use a credit card in order to perform their duties. Specifically, the Dean of Culture, Family Coordinator, and Assistant Principal

all will be issued a school credit card. Purchases on credit card must be pre-approved by the Operations Manager and Principal. Each monthly statement over $5,000 must be submitted to the Board Treasurer for review..
For partnerships and contracts, pilotED is required to post Requests for Proposals (RFP) to different vendors. Vendors then shall submit proposals following the requirements and deadlines of the RFP to the Operations Manager. The Operations Manager and the Principal will analyze the proposals and select the vendor with the fairest price and the highest value to partner with pilotED.

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

Starting with the facilities, all exterior doors at pilotED Schools' remains closed and locked at all times. Guests arriving at school must enter and check in at the front entrance only by ringing the doorbell, showing face to the camera, receive clearance by doors unlocking, and signing in with the Office Manager. Only visitors who have set an appointment 24 hours prior to arriving will be allowed to enter the building. Visitors who arrive without an appointment or clearance from an administrator will be asked to leave.

In accordance with NV State Law, fire drills/lockdown drills/evacuation drills are conducted at regular intervals during the school year. pilotED shall ensure emergency and evacuation drills are conducted regularly to maintain the proficiency of students and staff members in carrying out actions necessary for the protection of life and property.

The drills shall comply with the scope and regularity of applicable laws and regulations. Specifically:

- Fire/evacuation drills shall be conducted monthly.
- Active shooter drill shall be conducted in twice per school year.
- Bus evacuation drills shall be conducted twice per school year.
- A disaster or emergency preparedness drill or exercise shall be conducted at least annually.
- Other appropriate drills and exercises shall be conducted to establish a level of preparedness for any protective actions that may be identified in the emergency operations plan.

A written record of every drill and exercise shall be prepared by each building principal or designated administrator upon conclusion of the activity. Items requiring corrective action shall be included in each drill report.

In the event of an emergency, local, county, or state emergency managers may require schools to be utilized as a mass-care facility. pilotED will cooperate with such requests and establish plans to enable the school to carry out regular educational programs during such instances.

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.

As a school dedicated to launching the next generation in the 21st Century through technology and innovation, excellent network infrastructure is a key to pilotED's success. From a facilities perspective, pilotED Schools will contract with a local Information Technology company to build the schools' infrastructure. pilotED will require Wireless Access Points in every classroom and office for full internet access across the building, firewall protection, backup generators, and content filtering.
For staff, pilotED will provide all staff members a computer appropriate for work. This computer will be managed by pilotED's IT department and thus may have school-related programs pre-installed for staff. Staff will be provided training against email phishing and other security breaches and be given remote support whenever necessary.
For student use, 1:1 Chromebooks will be purchased for classroom and virtual learning usage. Chromebooks will also be managed by pilotED's IT Department through the Google Admin tool. This tool will allow school administrators to filter content and customize application access, making the student experience more meaningful, intentional, and easy to manage.

Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

In compliance with Nevada requirements, pilotED will be using the Infinite Campus System to keep all student information such as demographics, health, grades, attendance, discipline, Special Education exceptionalities, High Ability Program Participation, and any other pertinent information necessary for state reporting. As a new operator in Nevada, pilotED shall determine the specific reporting requirements through partnerships with other similar elementary charter schools, guidance from Opportunity 180, and building partnerships with the Nevada Department of Education. pilotED believes that knowledge comes only when one is willing to knock on the door.
The Operations Manager will be the primary person responsible for ensuring all student data is entered into the system. As such, pilotED shall provide training to the Operations Manager in learning all technical knowledge regarding the Infinite Campus System. This will include formal training workshops with the Infinite Campus System company as well

as on-the-job shadowing at other schools. The Operations Manager is expected to learn all aspects of the system and become the school's expert trainer in state reporting. In collaboration with the Office Manager, Special Education Coordinator, Dean of Culture, and English Language Learner Coordinator, the Operations Manager will coordinate and train the input of respective information year after year.

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.

In compliance with FERPA, pilotED Schools maintains a strong policy for data security. Primarily, pilotED Schools maintains all student files in fire-safe and locked cabinets in the front office. The Front Office Manager is responsible for ensuring that the documents are accessed only by those who are authorized. Our digital documents are held in G Suites for Education by Google, which rigorously supports FERPA standards. All documents hosted on the cloud are owned by pilotED Schools and none of our student data will be used for targeted ads. And when a student transfers to another school, pilotED utilizes the fax machine to transfer documents to the destination. pilotED also heavily depends on training staff to ensure protective measures are used when using communication tools such as emails or social media. For example, pilotED does not use a student's full name in the subject of an email, but instead, our staff uses the first and last name initials of the student. And for times when pilotED or pilotED staff are asked to share student data such as academic scores and demographics, student names are required to be redacted for privacy purposes.

But as a school that enjoys sharing our community, pilotED will always first make sure that parents who enroll their students to sign a media release form, allowing the school to share images of our students on our website, social media, and other publications. Any parent that refuses to have photos or videos of their students be taken will be added to a list for no media and will be adhered to with fidelity.

In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

See Attachment 15

FACILITIES

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

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

pilotED Schools of Nevada will serve the community of North Las Vegas. At full capacity, our campus requires 18 general education classrooms and 11 additional classroom spaces required for Special Education, English Language Learners, Identity Class, Art Class, Science Class, and academic intervention. Additional space requirements include courtyard for farm animals, main office lobby, in-door gym with auditorium, outdoor physical education areas (basketball court, baseball diamond, and soccer field), cafeteria, and parking for staff and visitors.

If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

(e) Total project cost
(f) Financing and financing assumptions
(g) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

See Attachment (Economics Page)

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 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

See Attachment (Facility Lease Draft)

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

See Attachment (RedHook Presentation Deck)

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

Per contract with RedHook, pilotED will be responsible for providing maintenance on this lease by reserving funding each year towards building repairs and maintenance. These

expenses include but are not limited to capital improvements, upgrades, cost of compliance, painting, HVAC, hardware, and roof repairs and replacement. We anticipate high needs in this area for years 1-3 as the community settles in a new environment, but we foresee repair needs to reduce each year after that with the exception of routine replacements and repairs. As such, pilotED has budgeted $30,000 towards repairs in the first year. This budget will be reduced each year after that by 5% until we get to $15,000 each year.
The Operations Manager and the Facilities Manager will collaborate to oversee all repair and maintenance projects. The division of labor requires the Operations Manager to seek quotes, choose vendors, draft contracts, and manage payments, whereas the Facilities Manager will monitor the timeline and quality of each project.

Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.

pilotED is committed to positive relationships with stakeholders such as local jurisdictions and municipalities. As of January of 2021, the pilotED team has finished our first meeting with the City of North Las Vegas. The staff of the local municipality have agreed to support pilotED's efforts in opening our campus in their city and will provide additional resources to ensure a smooth process. The city will be offering facilities options with discounted rates for purchase to fast track the project. See attachment.

ONGOING OPERATIONS

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?

pilotED recognizes its responsibility to take actions to safeguard the health and welfare of the school's students, staff and visitors. Therefore, we shall provide facilities, equipment and training necessary to minimize the effects if all hazards and emergencies which may confront the school. All-hazards include, but are not limited to:

1. natural disasters and weather events;
2. technological and human- made conditions such as

hazardous materials, fires, weapons or bomb threats;
3. communicable diseases and pandemics;
4. failure of utilities or school infrastructure; or
5. any other events which may adversely affect the ability of the District to deliver educational services.

Advanced planning and preparation, along with prompt implementation and action, will be key components in ensuring the protection of the school community.

The Principal with support from the Leadership Team shall develop procedures for the emergency closing, delayed start, or early dismissal of students due to impending or occurring weather as well as protective actions for other emergency situations.

1. In all instances the safety, health and welfare of students and staff shall be the basic factor in a decision to not hold school when regularly scheduled to do so.

2. The time necessary for instructional purposes should not be unnecessarily interrupted.

The Principal shall establish and train pilotED staff to respond to emergency situations which may arise within the School. The School team shall be trained and capable of handling school based emergencies and working with local responders.

The Principal shall work cooperatively with the CEO to establish and train a building level emergency or crisis team to respond to emergency situations that may arise in the school or on campus. The building team shall be capable of handling site based emergencies as well as working with the school team local responders.

In the event of an emergency, local, county, or state emergency managers may require schools to be utilized as a mass-care facility. The PRincipal is directed to cooperate with such requests and establish plans to enable the district to carrying out regular educational programs during such instances.

The all-hazards school emergency plan shall be reviewed on an annual basis and modified as necessary. A copy of the all-hazards school emergency plan shall be provided to the county Emergency Management Agency and appropriate emergency response organizations. Updates to plans shall be promptly provided to all key stakeholders and responders.

Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

See Attachment 17

5. Financial Plan

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 selection process and criteria for the selection of contractors.

pilotED Schools partners with Trinet for all payroll management and navigating evolving tax codes. Trinet allows school leadership to spend less time on payroll and more time working with students and families, ensures compliance with regulations and requirements governing pay and payroll taxes in Nevada, and makes sure employees get paid on time, efficiently, and correctly.

pilotED Schools partners with Bookkeeping Plus Inc for accounting services focused on cash flow management, financial statements, reconciliations, and financial reporting.

Purchasing is done in-house at the school for quality assurance and budgetary control. In compliance with GAAP standards, pilotED Schools will operate using segregation of duties when making all purchases. To make a purchase, the Operations Manager will create an entry on the Purchase Requisition Form booklet, a numbered document where all purchases requests are made. The Principal must also sign the document to certify the purchase. Any purchases over $5,000 must be approved by the Board Treasurer.

pilotED Schools partners with Donovan CPA to conduct the independent annual audit. The selection process for the independent auditor in Nevada will be similar to that of our Indianapolis campus - cost efficient and charter-school industry focused. We look for auditors who comply with auditing standards generally accepted in the United States of America. We require that auditors plan and perform the audits to obtain reasonable assurance about whether our financial statements are free from material misstatement.

As Attachment 18, 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.). Include the following:

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

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

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

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

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

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

(g) ***Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:***

- ***How the projected number of students in each applicable subgroup was determined***
- ***How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)***
- ***How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated***

See Attachment 18

Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

See Attachment 19a

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.

See Attachment 19b, which is an engagement letter from our current auditors, Donovan CPAs. The engagement letter outlines the process of the annual audit and the duties of the entity. The same engagement will occur but with shifts to ensure compliance with Nevada law.

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

6. Addendum

Please complete the following addendum if you are either:

- *A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO), OR*
- *An experienced Non-Profit CMO applying for sponsorship directly.*

If you are not sure whether you are required to complete this Addendum, please contact Mark Modrcin at mmodrcin@spcsa.nv.gov prior to final submission.

LEADERSHIP FOR EXPANSION

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

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

pilotED Schools is adamant about recruiting and developing a robust leadership team for the school in Las Vegas. The leadership team will be recruited using the following networks of high-quality candidates, consist of the following individuals, and will be prepared utilizing the following training programs:

Recruitment Networks	• Teach For America - Las Vegas • University of Nevada, Las Vegas • Internal recruitment efforts utilizing job boards and professional search firms for educational leaders
School-Based Academic & Culture Leadership Team Members	• (1) Principal - P • (1) Assistant Principal - AP • (2) Coaches - C
Training Programs	• RELAY Graduate School - academic leadership development program (P, AP) • Internal Fellowship - academic and culture leadership program consisting of shadowing, role playing, and research-based development practices (P, AP, C) • NewSchools Venture Fund Fellowship - Y0 school leader prep program (P) • Teach for America's Aspiring School Leader Fellowship *(pipeline for APs, coaches)*

(1) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a

resume as Attachment 20). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

(a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 20) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director.

A regional director will not be hired for the initial 3 years as the school's principal, local board of directors, and the CMO's central office will act as the region's executive leadership.

(2) Describe the CMO/EMO's track record with regard to Academic Performance. Provide as Attachment 25 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the EMO/CMO. Reports should provide all available data disaggregated by subgroup.

The pilotED Foundation currently operates 1 elementary school. This school, Bethel Park Elementary, was launched in Indianapolis, Indiana in Fall 2018. To-date, Bethel Park Elementary has received (2) academic reports from its authorizer, the Indianapolis Mayor's Office: the Office of Education Innovation and (2) reports from the Indiana Department of Education.

The *No Grade* and *Not Rated* scores from the Indiana Department of Education (IDOE) and the *Not Evaluated* score from the Indianapolis Mayor's Office (OEI) are due to the two following factors:

- 2018-2019 (*founding year*)- pilotED Schools: Bethel Park Elementary only served grades K-2. In Indiana, grade 3 is the first state testing grade.
- 2019-2020 (2nd year)- pilotED Schools: Bethel Park Elementary served grades K-3. However, due to COVID19, pilotED's third grade students and students statewide did not take the assessment, therefore, no rating was provided.

SCALE STRATEGY

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

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

The pilotED Foundation utilizes its internal Expansion Greenlighting protocol (outlined below) when considering whether or not to pursue growth of additional school campuses. The pilotED Foundation's CEO works in partnership with the founding local board, founding principal, community outreach coordinators, local funders, talent pipelines, community organizations, and the authorizer to ensure a strong greenlighting and scaling process.

Expansion Greenlighting

pilotED Schools

Internal Criteria *Assessing Our Readiness*	**Criteria**	**Strong**	**Solid**	**Weak**
Is pilotED Schools poised to successfully grow as a network of schools while maintaining strong performance at existing schools?	**Academic Results and Model**	❑ Top quartile performer in neighborhood ❑ On track to meeting/has met internal annual academic benchmarks	❑ Performance on par with neighborhood options ❑ Likely to fall short on 1-2 internal annual academic benchmarks	❑ Performance below most neighborhood options ❑ Unlikely to meet 3+ internal annual academic benchmarks
	Organizational Health	❑ >80% staff satisfaction rates ❑ >80% staff retention	❑ 70-80% staff satisfaction rates ❑ 70-80% staff retention	❑ <70% staff satisfaction rates ❑ <70% staff retention
	Financial Standing	❑ >=90 days cash on hand ❑ On target to meet board-approved budget ❑ Line of sight to estimated fundraising outcome exceeds annual goal	❑ >=45 days cash on hand ❑ On target to meet board-approved budget with 1-3 revenues likely to be off target ❑ Line of sight to estimated fundraising result equivalent to annual goal	❑ <45 days cash on hand ❑ Unlikely to meet board-approved budget with 4+ revenues likely to be off target ❑ Estimated fundraising result does not exceed annual goals
	Talent: Leadership & Bench	❑ High-quality leader candidates in training program at least one year before launch ❑ Quality leadership retained at existing school ❑ Director level leaders in place for coming SY	❑ Strong plan to ensure high-quality leader candidates in training program at least one year before launch ❑ Minimal principal turnover at existing school ❑ Director level leaders in place for coming SY	❑ No high-quality leader identified by year before opening ❑ Significant principal turnover at existing school
External Criteria *Assessing The Opportunity*	**Criteria**	**Strong**	**Solid**	**Weak**

Does the current opportunity for growth create the conditions for pilotED Schools to open a school successfully?	**Enrollment**	❑ Can project path to >500 student school in 5 years	❑ Estimated enrollment targets unlikely to have a negative impact on the network and projected to remain within deficit goal	❑ Significant enrollment risk that threatens economic sustainability
	Community Support (Political Risk)	❑ Community is likely to be net positive about joining pilotED network	❑ Community is or is likely to be neutral about joining pilotED network	❑ Significant community backlash or risk that could impact the pilotED network
	Facility Cost	❑ Projecting <12% total facility cost	❑ Projecting 12-15% facility cost	❑ Projecting >15% facility cost
	Fundraising Potential	❑ Strong likelihood that fundraising can turn financial risk green	❑ Potential that fundraising can turn financial risk green	❑ Low probability that funders can shoulder financial risk
	Moral Urgency: *Do students from low-income backgrounds have opportunity to choose other quality options in the neighborhood?*	❑ Students cannot access high-quality school options in the surrounding neighborhood	❑ Students can access schools with similar academic performance in the surrounding neighborhood	❑ Students can access high-quality school options in the surrounding neighborhood

(2) If your organization operates schools in other states, compare the CMO's/EMO's efforts to scale operations to Nevada to past scale efforts in other states.

pilotED Schools started as an after-school program in 2014 in Chicago. Upon 3 successful years of running the program with astounding results for its middle school participants (88% decrease in suspensions/detentions, 3.75 years of growth on the NWEA tests within 2 years, and 93% projected high school graduation rate), the leadership team decided to further its mission by launching its own elementary school based on the same tenets as the after-school program: identity development, civic engagement, and academic excellence.

Due to political restraints and a net-zero cap on charter schools in Chicago, the entire pilotED leadership team of 5 relocated to Indianapolis to launch its first campus. Due to the team relocation, all activities were conducted in-person which is the main difference between the method of which the Indianapolis school was launched and that of the North

Las Vegas school. The following activities, while conducted by the founding team in Indianapolis in 2017 and 2018, will occur and be led by the founding team, principal, and board of directors in Las Vegas with immense support from the pilotED Foundation:

Y0 Startup Activities	● Recruitment and hiring of school leader and community outreach coordinator ● Internal training and external fellowship(s) for school leadership ● Certificates of insurance purchased ● Background check authorization and results are on-file for all leadership positions, board members, and team members ● Completed specific, detailed plan for preparing for/responding to emergencies that comply with applicable laws. Evacuation plan (as soon as building is acquired) includes procedures for students with exceptional needs that ensures safety and dignity ● Staff application and interview procedures finalized ● All positions posted and online application available on pilotED: Las Vegas website ● Recruitment areas identified and transportation routes created for proposed school site in North Las Vegas ● Establish partnerships with community centers, churches and ECE centers in proposed school site neighborhood ● Written description that procedures are in place for administering student medication (e.g. specific staff members identified and trained to administer medication) ● Copy of student handbook which includes suspension and expulsion policies, student graduation and promotion policies, and a school-wide culture/behavior plan is reworked to abide by county and state laws ● Ensure all materials on websites and in print are translated to Spanish ● Copy of Nevada employee handbook completed ● Outline completed for Y1 of PD session content, modules, and materials. Ensure IEP training in teacher induction training ● Scope and sequence for all core subjects (ELA, Math, Science, Social Studies) are completed for K-5 ● Scope and sequence for Identity curriculum onboarded for K-5; outline of culturally-relevant content inclusion in core subjects for K-5 ● Upload all team members to TriNet as our outside vendor to process the payroll and all other back-office services ● Contract finalized w/school uniform vendor; written documentation to parents regarding uniform procurement process ● All travel, facilitation, and planning completed for Summer 2022 professional development ● Comprehensive plan outlining proposed dates for completion of acquisition and renovation of facility ● All permits for renovations have been issued (if necessary) ● Campus build-out on PowerSchool, DeansList, etc ● Core subject unit plans and interim assessments created for K-5 ● Completed agreement between the pilotED Foundation and pilotED Schools of Nevada

	● Comprehensive Special Education plan completed ● Establish entering and exiting systems for students and determine which external doors will be open during the day ● Determine traffic pattern for dropping off and picking up students ● Contracts in place for health services for students ● Schedule and complete inspections with all county and state entities (health, fire, etc) ● Provide copies of the final inspection reports ● Materials and supplies are in order and will be delivered in time for school opening ● All renovations have been completed ● Finalize and implement transition routines and other school-wide practices ● Finished employee spreadsheet including names, position title, license numbers (including SPED), and sign off on background checks. Monitor via pre-opening agenda to track progress towards 100% staffed goal ● Signed contracts for Nevada licensed special education teachers, qualified paraprofessionals and contracted services for all enrolled students ● Licensed to serve food ● Collect students' records from sending schools, including asking former school for any possible special education records for all enrolled students ● Marketing materials; sign-in from orientation session; yearly and weekly calendar and handbooks shared w/parents; confirm distribution of textbook assistance/medical and health forms ● Certificates of insurance purchased for all staff, all students, traveling property ● All staff member contracts are signed and/or written documentation of plan to hire vacancies ● Purchase and licensure of all school buses ● Hold Charter Board Partners summit for board (board training) ● Continued mentorship and shadowing of industry-leaders in business/ops, development, culture, curriculum, and instructional leadership

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

The following components were mentioned earlier in the application in the *transformational change* section: Identity Class and Cross-Curricular Culturally Relevant Content, pilotPods, Culturally Responsive Instruction, Blended Learning, and Civic Engagement. All of these features will be embedded into the model of our North Las Vegas campus in the same manner in which it was embedded into our Indianapolis campus:

1. **Train the trainer:** pilotED Foundation team members train school-based leadership regarding model specifics and best practices, including site visits at current pilotED campuses to watch successful implementation of the model
2. **Trainer develops the school-based team**: School-based leadership leads professional development series regarding model specifics and best practice(s)
3. **Implement with fidelity and monitor**: School-based leadership ensures implementation is done with fidelity and monitors for effectiveness
4. **Provide ongoing evaluation and support:** With support from the pilotED Foundation, school-based leadership continues to support their team and tweak the model, as necessary

(4) Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include

(a) Any academic support resources should your school expect from the EMO or CMO

(b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

1. Legal and **organizational start-up** of the nonprofit Nevada organization (charter application, facility acquisition and renovation, leadership hiring and development, enrollment, etc)
2. **Leadership development for school leadership**, specifically the school principal. With partners such as Opportunity 180, Attuned Education Partners, RELAY Graduate School, Teach For America, Chan Zuckerberg Initiative, and NewSchools Venture Fund, the pilotED Foundation will ensure school-based leaders are able to access top-notch leadership development opportunities across the nation during Y0 and beyond. Additionally, weekly check-ins will occur between the leadership team at the pilotED Foundation and the school leader.
3. All pilotED campuses will be required to take the NWEA Map assessment. **Such assessments, data analysis, and associated professional development** will be provided by the pilotED Foundation.
4. pilotED is adamant about **alignment across all curricular areas** for its schools. These curricular areas include social identity, ELA, math, and science. Not only will the curriculum be provided to schools from the pilotED Foundation but associated

professional development, data analysis, and occasional lesson observations will also be provided.

5. **PowerSchool (SIS) and DeansList (culture) support** will be provided to each campus. Initial setup, ongoing technical support, and all data analysis and migration will be provided through the pilotED Foundation.
6. **Payroll, HR, legal, marketing, budgeting, public relations, grant management, and other back-office support** will be provided through TriNet and the pilotED Foundation team. While school-based team members will be trained to handle many daily administrative tasks, various clerical and office duties will be offered to each campus.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 21. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity.

The service fee, services provided, and expected outcomes are located in the Management Services Agreement.

(6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

No school positions will be employed by the charter management organization (CMO), pilotED Foundation Inc.

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

(8) Provide, as Attachment 22, the following organization charts (including both network management and schools within the network):

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

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in

managing the schools. Clearly show the CMO's/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

See Attachment 22

SCHOOL MANAGEMENT CONTRACTS

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

N/A as we are a CMO applicant.

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

The pilotED Schools of Nevada local board will be the signator of the Management Services Agreement with the pilotED Foundation. As one of the main tenets of the agreement, it is imperative that both parties remain well-governed, robust, and performance-driven entities that create the best outcomes for students and families in Clark County. The pilotED Schools of Nevada board chair will have regular collaborative conversations with the CEO of the pilotED Foundation and various board members at the national level to ensure strong governance practices, balanced scorecards, and operational/financial success exists throughout.

(3) **Please describe what role, if any, the CMO/EMO has played and/or will play in the start up and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable**.

The team and board of directors at the pilotED Foundation have been instrumental in ensuring a strong startup process is executed alongside the pilotED Schools of Nevada founding board and founding team. To-date, the following activities have occurred or will occur during Y0:

- Charter application process;
- Search, acquisition, and full development of the facility;
- Recruitment, hiring, and development of the founding Principal and Community Outreach Coordinator;
- Recruitment, vetting, and initial creation of the pilotED Schools of Nevada Inc. legal entity, board, and appropriate governance systems; and
- Working alongside the Community Outreach Coordinator to begin our "boots on the ground" approach to authentic community outreach and partnership.

(4) **Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board's policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO**.

There are no known existing conflicts of interest or potential conflicts of interest between board members, team members, or independent contractors at pilotED Schools of Indiana Inc., pilotED Schools of Nevada Inc., or the pilotED Foundation.

Sample Gifting Policy *Currently under review by the pilotED Foundation for final acceptance by the pilotED Schools of Nevada board:*

pilotED Schools of Nevada Inc. solicits and accepts gifts for purposes that will help the organization further and fulfill its mission. pilotED Schools of Nevada Inc. urges all prospective donors to seek the assistance of personal legal and financial advisors in matters relating to their gifts, including the resulting tax and estate planning consequences. The following policies and guidelines govern acceptance of gifts made to pilotED Schools of Nevada Inc. for the benefit of any of its operations, programs or services.

Use of Legal Counsel pilotED Schools of Nevada Inc. will seek the advice of legal counsel in matters relating to acceptance of gifts when appropriate. Review by counsel is recommended for:

A. Gifts of securities that are subject to restrictions or buy-sell agreements.
B. Documents naming pilotED Schools of Nevada Inc. as trustee or requiring pilotED Schools of Nevada Inc. to act in any fiduciary capacity.
C. Gifts requiring pilotED Schools of Nevada Inc. to assume financial or other obligations.
D. Transactions with potential conflicts of interest.
E. Gifts of property which may be subject to environmental or other regulatory restrictions.

Restrictions on Gifts pilotED Schools of Nevada Inc. will not accept gifts that (a) would result in pilotED Schools of Nevada Inc. violating its corporate charter, (b) would result in pilotED Schools of Nevada Inc. losing its status as an IRC § 501(c)(3) not-for-profit organization, (c) are too difficult or too expensive to administer in relation to their value, (d) would result in any unacceptable consequences for pilotED Schools of Nevada Inc., or (e) are for purposes outside pilotED Schools of Nevada Inc's mission. Decisions on the restrictive nature of a gift, and its acceptance or refusal, shall be made by the Governance Committee, in consultation with the School Leader.

Gifts Generally Accepted Without Review

- *Cash.* Cash gifts are acceptable in any form, including by check, money order, credit card, or on-line. Donors wishing to make a gift by credit card must provide the card type (e.g., Visa, MasterCard, American Express), card number, expiration date, and name of the card holder as it appears on the credit card.
- *Marketable Securities*. Marketable securities may be transferred electronically to an account maintained at one or more brokerage firms or delivered physically with the transferor's endorsement or signed stock power (with appropriate signature guarantees) attached. All marketable securities will be sold promptly upon receipt unless otherwise directed by pilotED Schools of Nevada Inc's Finance Committee. In some cases marketable securities may be restricted, for example, by applicable securities laws or the terms of the proposed gift; in such instances the decision whether to accept the restricted securities shall be made by the Governance Committee.
- *Bequests and Beneficiary Designations under Revocable Trusts, Life Insurance Policies, Commercial Annuities and Retirement Plans.* Donors are encouraged to make bequests to pilotED Schools of Nevada Inc. under their wills, and to name pilotED Schools of Nevada Inc. as the beneficiary under trusts, life insurance policies, commercial annuities and retirement plans.
- *Charitable Remainder Trusts*. pilotED Schools of Nevada Inc. will accept designation as a remainder beneficiary of charitable remainder trusts.
- *Charitable Lead Trusts.* pilotED Schools of Nevada Inc. will accept designation as an income beneficiary of charitable lead trusts.

Gifts Accepted Subject to Prior Review Certain forms of gifts or donated properties may be subject to review prior to acceptance. Examples of gifts subject to prior review include, but are not limited to:

- *Tangible Personal Property.* The Governance Committee shall review and determine whether to accept any gifts of tangible personal property in light of the following considerations: does the property further the organization's mission? Is the property marketable? Are there any unacceptable restrictions imposed on the property? Are there any carrying costs for the property for which the organization may be responsible? Is the title/provenance of the property clear?
- *Life Insurance*. pilotED Schools of Nevada Inc. will accept gifts of life insurance where pilotED Schools of Nevada Inc. is named as both beneficiary and irrevocable owner of the insurance policy. The donor must agree to pay, before due, any future premium payments owing on the policy.
- *Real Estate.* All gifts of real estate are subject to review by the Governance Committee. Prior to acceptance of any gift of real estate other than a personal residence, pilotED Schools of Nevada Inc. shall require an initial environmental review by a qualified environmental firm. In the event that the initial review reveals a potential problem, the organization may retain a qualified environmental firm to conduct an environmental audit.

(5) Please provide the following in Attachment 23:

(a) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
See Attachment 23

(b) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
See Attachment 23

(6) Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

See Attachment 24

(7) Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.

(8) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

(9) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.

CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY
This section applies only to experienced CMO applicants.

(1) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):

(a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?

While the pilotED Foundation is a national CMO that works to open top-tier schools in states across the country, the final entity that will hold the charter and mange the school will be a Nevada 501(c)3, pilotED Schools of Nevada. Therefore, we do not require a waiver for governance provisions nor will the local entity struggle to balance its mission with appropriate input and oversight from Nevada residents as the entire board of directors of pilotED Schools of Nevada will be Nevada residents.

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

The pilotED Foundation, a national nonprofit based in Indiana has formed a separate, Nevada-based nonprofit with its own board to govern the school. The name of the Nevada-based entity is pilotED Schools of Nevada, Inc.

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

N/A

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

The Nevada-based board of directors and local board chair will receive occasional support in the way of governance trainings, summits, and leadership development on an as necessary basis from the pilotED Foundation.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making

Performance Goals	Performance goals are set at the CMO level and communicated and coached via annual meetings, monthly calls, and site visits with the local board and school.	Performance goals are tracked and troubleshooted with the school leader during board meetings and committee meetings, with assistance and/or coaching from the CMO. The local board also sets compensation, evaluation, and overall management of the school leader using performance goals as backing.	Performance goals are reached via professional development, observation/feedback, and regular meetings with school-based teams. The school leader uses performance goals to set compensation and manage school-based teams.
Curriculum	CMO provides the state standard-aligned curriculum to the school.	The local board will have no decision-making in this area but can work closely with the school leader to assist.	The school leader uses the curriculum provided by the CMO and approved by the local board. The school leader has high autonomy in choosing and using professional development, meeting frameworks, and data frameworks to ensure alignment and success of the provided curriculum.
Professional Development	CMO will provide leadership and national opportunities for cross-school fellowships, site visits, and PD, by request.	Board will provide growth opportunities and professional development for the school leaders, when necessary. Board will receive periodic updates regarding effectiveness of professional	The school leader will own the professional development sequence for school-based teams. When assistance and consultation are needed, such service will be provided by the CMO.

		development, as requested.	
Data Management and Interim Assessments	Utilizing a scorecard method, the CMO will be monitoring and requesting data pertaining to: operations, finance, academics, culture, community stakeholders, staffing, attendance, and assessments. Such information will be readily available for monthly analysis by the CMO through an online real-time data scorecard portal.	Scorecard-based information will be made available to the local board and appropriate board committees on a monthly basis with the right for such scorecard data to be used in evaluations, improvements, and other accountable measures.	School leader will manage the school-based team and ensure data collecting, analysis, and improvement is done by appropriate teams with assistance from the local board and CMO, when appropriate. Interim assessment data will be analyzed during weekly data meetings and when necessary, will be monitored on a more frequent basis for improvement purposes and/or when focusing on at-risk populations. Data will be analyzed across subgroups to ensure equity and improvement across areas of deficiency.
Promotion Criteria	CMO will have no decision-making in this area.	Board will approve the school leader's promotion criteria.	School leader will enact promotion criteria with the school-based team.
Culture	CMO will provide a menu of culture best practices and rituals to be enacted at the school.	Board will regularly monitor culture best practices and rituals, specifically, as they pertain to overall school rating, academics, and compliance issues.	The school leader will adopt, make contextualized decisions as needed for the local school model, and will regularly monitor for effectiveness. In collaboration with the CMO, school leader will make edits to model, as deemed necessary.

Budgeting, Finance, and Accounting	CMO will act as an advising and consenting role in reviewing and providing feedback on the school's annual budget as part of school assessments. A back-office provider will provide additional budgeting, finance, and accounting counsel to local board and school leader.	The governing board will receive financial reporting at monthly board meetings. The Finance Committee will be committed to governing a sound budget that keeps the school operating at a revenue with a conservative overall budget. The governing board will make sure this budget is healthy, sound, and projected for 6 years.	The school leader will prepare the budget with assistance from the CMO and manage accounting needs of the school. Daily decisions will be the responsibility of the school leader and collaboration on monthly reporting will be planned by the school leader. Projection decisions and future planning will be done by the school leader. Contract decisions for vendors, etc. will be at the discretion of the school leader with reporting and ultimate authority from the board.
Student Recruitment	CMO will provide assistance and guidance to school leader and local board on best practices in recruitment efforts.	The school leader will present a plan to be approved by the governing board and will report at monthly board meetings to share enrollment data, recruitment milestones, and deliverable compliance. Once student enrollment is met, the local board will continue to monitor the school staff to ensure that all	The school leader will implement grassroots efforts for recruitment and have control over local needs for the school recruitment efforts. The school leader will manage continued enrollment efforts at the school and be responsible for reporting structures.

		available seats are back filled, and that all data is current to retain re-enrollment rates for the subsequent years.	
School Staff Recruitment and Hiring	CMO will participate in and have "veto" approval for hiring of any critical positions at the school (school leaders, key support staff positions where CMO expertise is beneficial).	The local board will hire, evaluate, and fire the school leader.	The school leader and in many cases, CMO experts will collaborate on evaluating and hiring school staff.
HR Services (payroll, benefits, etc.)	CMO will provide HR support and service for the school's startup. As the school grows and establishes procedures, this is subject to change.	The board is to monitor data monthly as reported by the school leader to make decisions that may impact any budgetary or resource needs.	The school leader will ensure they receive what they need from CMO for smooth school operations. The school leader will oversee school staff who perform HR duties (performance management, ops, reporting).
Development/ Fundraising	CMO will train the school leader to develop and conduct fundraising. There are opportunities that arise whereby the CMO will raise funds through larger national partner initiatives for the school. The CMO will collaborate with the Board Chair and school leader in coordinating these awards and any subsequent support for them.	The board will lead local fundraising activities. The board will oversee the school leader's activities to raise funds for the school. Board Chair is responsible for collecting board donations annually.	The school leader will work collaboratively to bring forth ideas, needs, and human capital for development and fundraising needs.

Community Relations	The CMO works closely with the local board and school leader to schedule and coordinate community, enrollment, and partnership opportunities to elevate the local brand.	The board will champion involvement of the community in the school. They will inspire and coordinate efforts.	The school leader in collaboration with the board and the school's Community Outreach Coordinator will be responsible for collaboration with and reporting the effectiveness of community relations.
IT	The CMO will assist in determining specifications for hiring an IT service provider.	The board will make ultimate decisions on the cost and needs for IT in the school based on reporting from the school leader and CMO.	The school leader will plan for, find vendors, and manage day-to-day IT needs with appropriate staff.
Facilities Management	The CMO will share facility practices with the school leader and will serve as an advisor to ensure facilities sustainability is achieved.	The local board will have ultimate authority on the facilities and financing after initial startup assistance from CMO.	The school leader will monitor, assess, and plan for decisions pertaining to the facility needs for the life of the school. The school leader will utilize appropriate reporting structures to have decisions made in a timely manner with the governing board's authority and CMO assistance, over time.
Vendor Management / Procurement	The CMO will recommend and assist with contracts with appropriate school staff for life of partnership.	The local board will monitor reports from school leader regarding vendor/procurement needs. The board will approve purchases greater than $5,000	The school leader will have authority over day-to-day needs regarding vendors and procurement. The school leader will notify the CMO of any support needs and will be responsible for reporting to the governing board and

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

Attachment 1

RED HOOK
RHC
CAPITAL PARTNERS

January 13, 2021

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in North Las Vegas that focuses on civic engagement, social identity development, and academic excellence. I recognize the power of pilotED's transformational model for underserved students in Clark County.

In my role as Principal at Red Hook Capital Partners, I have observed Lani Luo and her team's dedication to opening pilotED in the Clark County area. The school shows promise of fiscal discipline and a strong academic culture. I have also witnessed the leadership team remain focused on solving challenges to meet their goal of opening in Fall of 2022. Red Hook continues to work with pilotED to secure a permanent facility, and we are proud to support this group and recommend it for a charter approval. We believe this school will make a positive impact on the community for many years to come.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Clark County and look forward to supporting pilotED's future impact. The leadership team at pilotED has been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative for students and families in Las Vegas.

Sincerely,

[redacted]

NAME: David Hyun
ROLE: Principal
ORGANIZATION: Red Hook Capital Partners

newschools
venture fund

January 4, 2021

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

NewSchools Venture Fund (NewSchools) submits this letter in support of pilotED Schools' efforts to open an elementary school in North Las Vegas that focuses on civic engagement, social identity development, and academic excellence.

As a national nonprofit venture philanthropy, NewSchools uses the charitable donations we receive to support education innovators who are reimagining public education to create great results for all students. NewSchools is known for identifying and supporting some of the highest impact education entrepreneurs in the field over the last twenty years.

Through our current strategy, we provide funding and support for teams of educators with ambitious plans to open new innovative public schools. These schools reimagine the learning experience for students, particularly those who have been traditionally underserved. We are impressed by the pilotED team, including their academic, social and emotional student results and extensive community engagement at their Indianapolis school. We are compelled by their plans to bring their transformational model for underserved students to Clark County.

We have supported their Indianapolis school with $750,000 in grant funding and will consider providing financial support to the pilotED team to launch a school in Nevada once they have, amongst other requirements, secured a charter. NewSchools believes in pilotED's leadership and ability to launch a strong school. I hope they will have the opportunity to provide educational opportunity for students and families in Las Vegas.

Sincerely,

[redacted]

Frances Messano
Senior Managing Partner

NewSchools Venture Fund | 1616 Franklin Street, 2nd Floor | Oakland, CA 94612
t: 415.615.6860 | f:415.615.6861 | www.newschools.org

January 14, 2021

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

Please accept this letter as a confirmation of our organization's support for pilotED Schools' efforts in opening an elementary school in North Las Vegas that focuses on civic engagement, social identity development, and academic excellence. I recognize the power of pilotED's transformational model for underserved students in Clark County.

The team at Camelback Ventures has worked closely with Jacob Allen and pilotED for five years and watched him lead his schools through successful openings and continued positive outcomes. Specifically, Jacob has a track record of successfully building schools in new cities and states after developing relationships and building trust with the local community.

Additionally, Jacob is a leader in our community as chairperson of our alumni board. As the chairperson, he is responsible for the effective functioning of the board in its role of governing the Alumni Board which includes planning and leading the board meetings, ensuring board members follow through on commitments, and will participate in board succession planning. This shows his commitment to giving back and supporting others in his field.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Clark County and look forward to supporting pilotED's future impact. The leadership team at pilotED has been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative for students and families in Las Vegas.

Sincerely,

[redacted]

Aaron Walker
Founder / CEO
Camelback Ventures

Opportunity180

January 15, 2021

State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Director Feiden:

I am writing to articulate our organization's partnership with **pilotED** and support of their application for authorization under the State Public School Charter Authority.

We are impressed with pilotEDs' unique model around social identity, academic excellence, and civic engagement. pilotEDs' Indianapolis campus has positive track record of driving academic success for students and strong results developing deep connections with the community they serve. The founder, Jacob Allen, has demonstrated a willingness to partner with local community stakeholders to ensure their Las Vegas school is responsive to the needs of students and reflective of the neighborhoods it will serve.

Opportunity 180 has partnered with pilotED through providing an initial planning grant to support their efforts, and upon approval by the SPCSA, pilotED will be eligible to apply for additional philanthropic funds of up to $150,000 from Opportunity 180, based on the availability of those funds. Opportunity 180 is committed to providing resources to pilotED as they move forward in implementation. After a successful launch, pilotED would become part of Opportunity 180's Public Charter School portfolio. Through this portfolio, they will have access to a network of mission aligned Public Charter School leaders in Southern Nevada. Opportunity 180 partners with their portfolio schools as a strategic funder and a strategic thought partner that deeply understands their vision for student success.

Opportunity 180 is committed to increasing the number of high-quality public school seats available to students in neighborhoods of greatest need. The pilotED team and their approach in planning for the launch of this school show great promise.

Sincerely,

[redacted]

Jana Wilcox Lavin
Executive Director, Opportunity 180

Following Up & Letter of Support

William Legere <LegereB@cityofnorthlasvegas.com>
To: Jacob | pilotED Schools <jacob@piloted.org>
Cc: Jared Luke <lukej@cityofnorthlasvegas.com>

Jacob - So sorry for not getting out a letter of support to you sooner. Crazy busy.
I will draft a letter and get it out to the Mayor's secretary for signature.
The Mayor will be back on Tuesday, so we should have it over to you then.

Have a great 3 day weekend.

Bill Legere
Economic Development Specialist
Economic and Business Development
City of North Las Vegas
2250 Las Vegas Blvd., N Suite 920
North Las Vegas, NV 89030
702-633-1531
legereb@cityofnorthlasvegas.com
www.cityofnorthlasvegas.com

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

January 5, 2021

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in North Las Vegas that focuses on civic engagement, social identity development, and academic excellence. I recognize the power of pilotED's transformational model for underserved students in Clark County.

In my role as Managing Director, Alumni Impact at Teach For America Las Vegas, I have had the opportunity to work with founder Jacob Allen on several occasions. I have found him to be a leader dedicated to community and educational equity. I believe that Jacob and pilotED schools will center on students and families, and create rich experiences for young learners in North Las Vegas.

I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Clark County and look forward to supporting pilotED's future impact. The leadership team at pilotED has been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative for students and families in Las Vegas.

Sincerely,

Drake Allsop
Managing Director, Alumni Impact
TEACHFORAMERICA | Las Vegas

AN AMERICORPS PROGRAM
701 Bridger Avenue, Suite 750, Las Vegas, NV 89101 P 702-696-9059 F 702-696-0907 www.teachforamerica.org

January 10, 2021

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

Please accept this letter as a confirmation of my support for pilotED Schools' efforts in opening an elementary school in North Las Vegas that focuses on civic engagement, social identity development, and academic excellence. I recognize the power of pilotED's transformational model for underserved students in Clark County.

As a former CCSD teacher, Superintendent's Office Project Manager and first-generation college graduate myself, I started Leaders in Training (LIT) to ensure my former students had an equitable opportunity to access, persist and graduate from college. In the last 9 years we have grown from 20 students to 200 with a 100% college acceptance rate, 88% college persistence rate and 100% students committing to contribute back to their home community. LIT's uncommon success is due to our foundation of empowering critical consciousness development and an assets-based view towards our students, families and the East Las Vegas community. pilotED Schools' represent LIT's visions and values in a school-based model. I've known of pilotED schools and CEO Jacob Allen for many years and know our Southern Nevada students and families will benefit from an opportunity to attend this school's transformational model. I am excited to support pilotED's application.

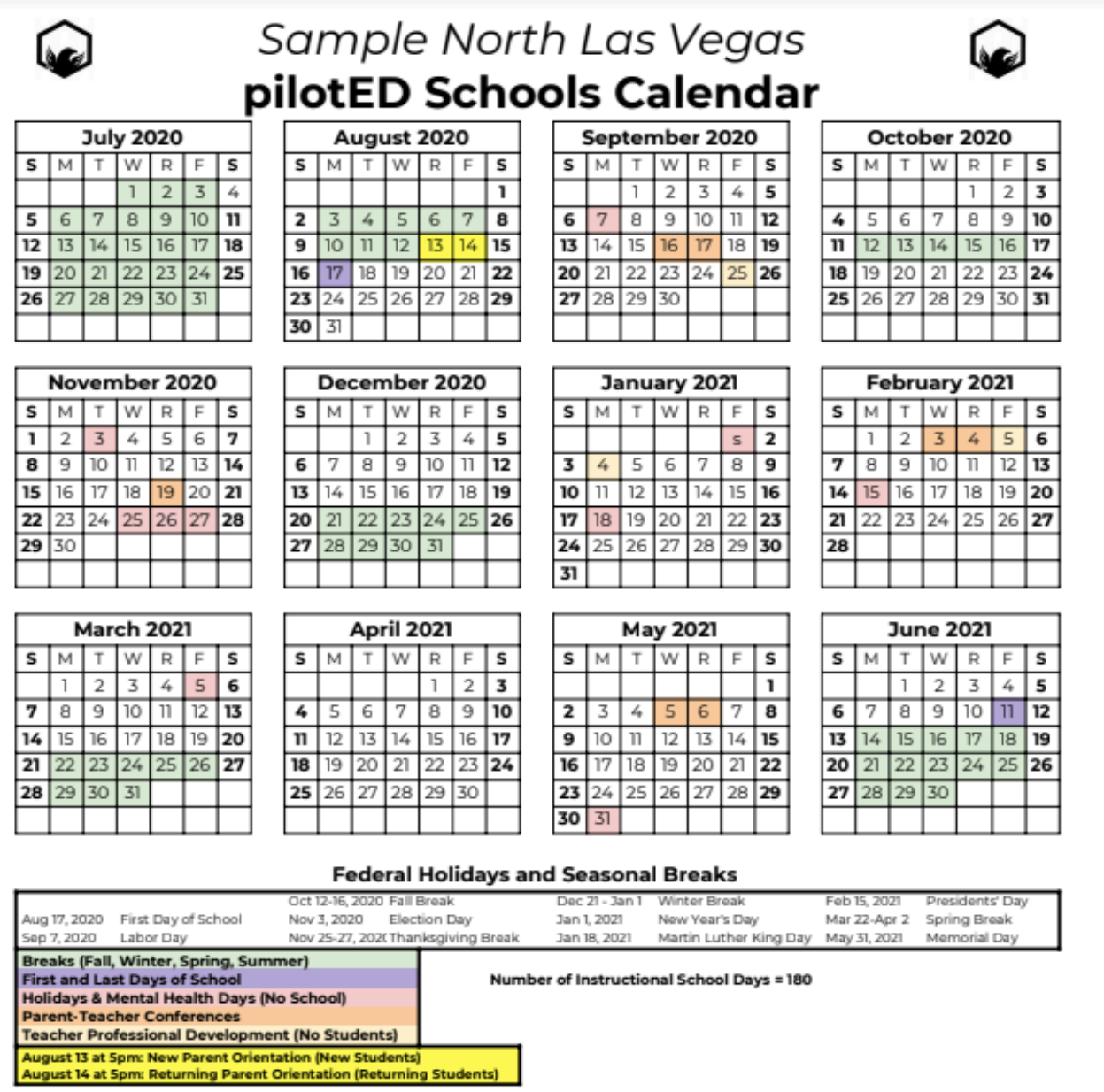
I am excited to support pilotED Schools in their endeavor to serve hundreds of students and families in Clark County and look forward to supporting pilotED's future impact. The leadership team at pilotED has been unyielding in their commitment to execute pilotED's vision for years to come. I look forward to their growth and their journey as they seek to change the educational narrative for students and families in Las Vegas.

Sincerely,

[redacted]Erica V. Mosca
Founder & Executive Director Leaders in Training
Litlv.org // 702.449.0703 // emosca@litlv.org

Attachment 2
N/A

Attachment 3



Sample North Las Vegas
pilotED Schools Calendar

July 2020						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
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23	24	25	26	27	28	29
30	31					

September 2020						
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27	28	29	30			

October 2020						
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25	26	27	28	29	30	31

November 2020						
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22	23	24	25	26	27	28
29	30					

December 2020						
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27	28	29	30	31		

January 2021						
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31						

February 2021						
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14	15	16	17	18	19	20
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28						

March 2021						
S	M	T	W	R	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
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25	26	27	28	29	30	

May 2021						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Federal Holidays and Seasonal Breaks

		Oct 12-16, 2020	Fall Break	Dec 21 - Jan 1	Winter Break	Feb 15, 2021	Presidents' Day
Aug 17, 2020	First Day of School	Nov 3, 2020	Election Day	Jan 1, 2021	New Year's Day	Mar 22-Apr 2	Spring Break
Sep 7, 2020	Labor Day	Nov 25-27, 202(	Thanksgiving Break	Jan 18, 2021	Martin Luther King Day	May 31, 2021	Memorial Day

Breaks (Fall, Winter, Spring, Summer)
First and Last Days of School
Holidays & Mental Health Days (No School)
Parent-Teacher Conferences
Teacher Professional Development (No Students)

Number of Instructional School Days = 180

August 13 at 5pm: New Parent Orientation (New Students)
August 14 at 5pm: Returning Parent Orientation (Returning Students)

Attachment 4
See separate Excel document

Attachment 5
See separate document. Submitted in a separate form due to size of documents.

Attachment 6

CONFLICT OF INTEREST POLICY

OF

PILOTED SCHOOLS INC.
ARTICLE I
PURPOSE

The purpose of the conflict of interest policy is to protect the interests of pilotED Schools Inc. (the "Organization") when it is contemplating entering into a transaction or arrangement that
might benefit the private interest of an officer or director of the Organization or might result in a
possible excess benefit transaction. This policy is intended to supplement but not replace any
applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II
DEFINITIONS

SECTION 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest,
as defined below, is an interested person.
SECTION 2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

2.2.1 An ownership or investment interest in any entity with

which the Organization has a transaction or arrangement,

2.2.2 A compensation arrangement with the Organization or with
any entity or individual with which the Organization has a transaction or arrangement, or
2.2.3 A potential ownership or investment interest in, or
compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
SECTION 2.3 Conflict of Interest. A financial interest is not necessarily a conflict of

interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest
only if the appropriate governing board or committee decides that a conflict of interest exists.
SECTION 2.4 Compensation. Compensation includes direct and indirect
remuneration as well as gifts or favors that are not insubstantial.

ARTICLE III
PROCEDURES

SECTION 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the
opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
SECTION 3.2 Determining Whether a Conflict of Interest Exists. After disclosure of
the financial interest and all material facts, and after any discussion with the interested person, he
or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members
shall decide if a conflict of interest exists.
SECTION 3.3 Procedures for Addressing the Conflict of Interest. An interested
person may make a presentation at the governing board or committee meeting, but after the
presentation, he or she shall leave the meeting during the discussion of, and the vote on, the
transaction or arrangement involving the possible conflict of interest.

3.3.1 The chairperson of the governing board or committee shall,
if appropriate, appoint a disinterested person or committee to investigate alternatives to the
proposed transaction or arrangement.

3.3.2 After exercising due diligence, the governing board or
committee shall determine whether the Organization can obtain with reasonable efforts a more
advantageous transaction or arrangement from a person or entity that would not give rise to a
conflict of interest.

3.3.3 If a more advantageous transaction or arrangement is not
reasonably possible under circumstances not producing a conflict of interest, the governing board
or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangements is in the Organization's best interest, for its own benefit, and

whether it is fair and reasonable. In conformity with the above determination it shall make its
decision as to whether to enter into the transaction or arrangement.
SECTION 3.4 Violations of the Conflicts of Interest Policy. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible
conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

3.4.1 If, after hearing the member's response and after making
further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual possible conflict of interest, it shall take
appropriate disciplinary and corrective action.

ARTICLE IV
RECORDS OF PROCEEDINGS

The minutes of the governing board and all committees with board delegated powers shall contain:
SECTION 4.1 Parties and Nature of Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual
or possible conflict of interest, the nature of the financial interest, any action taken to determine
whether a conflict of interest was present, and the governing board's or committee's decision as
to whether a conflict of interest in fact existed.
SECTION 4.2 Parties Involved in Discussions. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the
discussion, including any alternatives to the proposed transaction or arrangement, and a record of
any votes taken in connection with the proceedings.
ARTICLE V
COMPENSATION

SECTION 5.1 Board Member's Own Compensation. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for
services is precluded from voting on matters pertaining to that member's compensation.
SECTION 5.2 Committee Member's Own Compensation. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation,
directly or indirectly, from the Organization for services is precluded from voting on matters

pertaining to that member's compensation.
SECTION 5.3 No Restriction on Information. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives
compensation, directly or indirectly, from the Organization, either individually or collectively, is
prohibited from providing information to any committee regarding compensation.

ARTICLE VI

ANNUAL STATEMENTS AND PERIODIC REVIEWS

SECTION 6.1 Annual Statement. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms
such person:

6.1.1 Has received a copy of the conflicts of interest policy,
6.1.2 Has read and understands the policy,

6.1.3 Has agreed to comply with the policy, and
6.1.4 Understands the Organization is charitable and in order to
maintain its federal tax exemption it must engage primarily in activities which accomplish one or
more of its tax-exempt purposes.
SECTION 6.2 Periodic Reviews. To ensure the Organization operates in a manner

consistent with charitable purposes and does not engage in activities that could jeopardize its tax-
exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum,

include the following subjects:

6.2.1 Whether compensation arrangements and benefits are
reasonable, based on competent survey information, and the result of arm's length bargaining;
and

6.2.2 Whether partnerships, joint ventures, and arrangements
with management organizations conform to the Organization's written policies, are properly
recorded, reflect reasonable investment or payments for goods and services, further charitable
purposes and do not result in inurement, impermissible private benefit or in an excess-benefit

transaction.

SECTION 6.3 Use of Outside Experts. When conducting the periodic reviews provided for in this Article, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 7

School Principal	Reporting to the Board of Directors, the School Principal will serve as the chief administrator and Executive Director of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The School Principal will work alongside the Assistant Principal to implement and measure best academic and professional development practices for the school's instructional staff, plan and continually design pilotED's innovative curriculum, administer and track assessment metrics, and design and implement teacher training for effective curriculum implementation.
Director, Special Education	Reporting to the School Principal, the Director of Special Services will be responsible for ensuring a rigorous and compliant instructional program for all of pilotED's diverse learners. They will coordinate with the Special Education teacher and all specialized service departments to monitor the completion of all IEP minutes and interventions. They will also communicate with parents and teachers to schedule and ensure participation in all IEP meetings and concerns from either party. The Director of Special Services will also organize and supervise all special interventionists and paraprofessionals in their department.
Dean of Culture	Reporting to the School Principal and working closely alongside the Assistant Principal and the Director of Special Education, the Dean of Culture will work in a highly visible leadership capacity to maintain a supportive, productive, and enriching school culture. The DSC will play an instrumental role in establishing and reinforcing high expectations for positive student behavior. The DSC will maintain consistent and constructive communication with teachers, administrators, and student families in an effort to ensure that school culture norms are effectively defined and reinforced.
Assistant Principal	Reporting to the School Principal and working closely alongside the Dean of Culture and the Director of Special Education, the Assistant Principal will assist the school in strengthening instructional programs through a strategically planned, standards-based approach with a focus on narrowing achievement gaps. The AP will provide frequent observations and coaching for teachers and staff to improve and enhance instructional programs. Furthermore, the AP will be responsible for the selection and development of all necessary curriculum and provide professional development on these curricula and relevant instructional strategies. The AP will also organize and monitor compliance in the completion of all state-mandated assessments and lead the data collection and analysis of assessment results to drive future academic programming.

Operations Manager	Reporting to the Principal, the OM will be responsible for managing the logistics of school operations that do not directly relate to instruction. The OM seeks to relieve the Principal and instructional staff of non-instructional obligations so that they can focus almost exclusively on student achievement and instructional staff development. As our campus grows to accommodate additional grades, the OM will provide operational infrastructure necessary to support successful school expansion and growth in student achievement. Responsible for oversight of: Food Service, Office Manager, Transportation, Technology and State Accountability Reports. Oversees payroll and accounts payable functions of staff and assists with additional functions of Human Resources in coordination with our back-office provider, TriNet. Must also be strong in record maintenance, operating standard office equipment, and computer software.
Family & Community Manager	Reporting to the Dean of Culture, pilotED's Family Community Manager will be the coordinator for The Community Institute (TCI), which is responsible for mobilizing family, school, and community resources to ensure that pilotED students are able to learn as effectively as possible. Furthermore, they will coordinate with school leaders and community members to organize all school-wide community/civic engagement events for the school year.

Attachment 8

ALEX TEJERO

[redacted]

Professional Overview

Results-oriented instructional leader with experience in improving student outcomes, utilizing data to drive instruction and inform decision making, conducting and evaluating action research, creating and leading professional development, facilitating Professional Learning Communities, and using practical knowledge with culturally and linguistically diverse students.

Professional Licenses

- Elementary Education K-8
- School Administrator K-12

Summary of Qualifications

- Skilled at coaching and mentoring new and developing teachers
- Uses research-based practices and school-wide data to guide teachers' instruction
- Skilled in organizing and developing professional development and facilitating PLCs
- Experienced in building and maintaining positive and productive learning environments
- English/Spanish bilingual

Education

Master of Science: Educational Leadership — **May 2015**
Florida International University — Miami, FL

Bachelor of Arts: Theatre/Dramatic Literature — **May 2002**
New York University, Tisch School of the Arts — New York,NY

Professional Experience

Ferron Elementary — **August 2018-Present**

Clark County School District

Assistant Principal

- Provided leadership for elementary level instruction, curriculum, and professional development
- Supervised and coached teachers in general education and special education settings
- Provided teachers with timely, actionable feedback grounded on a set of beliefs that all students will learn if provided with scaffolds and individualized learning plans
- Improved instruction and student achievement by setting clear expectations, modeling, observing, coaching, evaluating and mentoring
- Assisted in developing and implementing School Performance Plan
- Restructured the RTI process to focus on evidence based interventions and data driven decision making
- Acted as testing coordinator, supervising the delivery of district and state mandated assessments
- Managed and implemented the School Based Emergency Operations Plan
- Designed and delivered professional development focused on the Nevada Academic Content Standards (NVACS) and the instructional shifts so that instruction, curricula, and assessment were in alignment with the expected rigor of the standards
- Partnered with family, community members, and community-based organizations to promote learning, collaboration, and communication throughout the school

Laura Dearing Elementary — **August 2016 to June 2018**

Clark County School District — **Las Vegas, NV**

Learning Strategist:

- Coached and Mentored K-5th grade teachers with instruction, curriculum, assessment, and classroom management
- Facilitated Professional Learning Communities (PLCs) focusing on collaboration, data driven instruction and decision making, and job embedded professional development to build instructional capacity and improve student outcomes
- Delivered professional development focused on research-based practices
- Led grade level teams in the development of standard based assessments, utilizing outcome data to drive instruction
- Acted as the ELL Student Success Advocate (SSA), leading the implementation of the Clark County School District English Language Learner Master Plan

ALEX TEJERO

University of Nevada, Las Vegas **Fall 2017-Present**

Adjunct Faculty **Las Vegas, NV**

Online instructor for TESL 752 Methods and Materials

Instructor for TESL 770 Culminating Experience

Lead Nevada **April 2017 to Dec. 2017**

The New Teacher Project (TNTP) **Las Vegas, NV**

Instructor/Fellow

- Member of a cohort of leaders focused on the "reinvention, renewal, and reinvigoration" of Nevada schools
- Acted as an instructor in the areas of curriculum, lesson planning, differentiation, and culturally responsive pedagogy to a cohort of 30 alternate routes to licensure aspiring teachers
- Participated in a 6-month leadership academy with mentorship provided so that successful implementation of project based initiatives to improve school wide performance could be met

Coconut Grove Elementary **Aug. 2010 –June 2016**

Miami Dade County Public Schools **Miami, FL**

Leadership experience

- Analyzed school-wide data to drive instruction, assisted teachers in differentiated instruction, and developed school wide professional development
- Designated as chairperson for the Educational Excellence School Advisory Council (EESAC), leading a team in designing the school improvement plan (SIP) and holding ongoing meetings with parents, community members, teachers and administrators to evaluate effectiveness of the SIP
- Appointed Professional Development Liaison, responsible for organizing and leading workshops focused on research-based teaching practices to enhance overall school performance and build capacity amongst the instructional staff
- Acted as the Mathematics, Reading, and Writing Coach, leading school-wide professional development and facilitating professional learning communities with the instructional staff.
- Appointed Grade-Book Manager to assist teachers and administration in issues relating to Pinnacle Web software

Classroom experience

- Grades 3 through 5: Teacher in general education and gifted settings
- Targeted diverse learners by providing differentiated instruction for ELLs with varying levels of proficiency and by designing/implementing Education Plans for students identified as gifted
- Implemented a project-based-student-centered learning approach and integrated curriculum and technology throughout instruction
- Designed interdisciplinary multicultural units of study, incorporating technology, to engage and monitor student progress

Maya Angelou Elementary **Aug. 2009-June 2010**

Miami Dade County Public Schools **Miami, FL**

- Grade 4-General Education Teacher

Riverside Elementary **Aug. 2008 to June 2009**

Miami Dade County Public Schools **Miami, FL**

- Grade 4: General Education/Inclusion Teacher

ALEX TEJERO

C: (646) 325-3030 | tejera@nv.ccsd.net

Professional Development & Recognitions

Professional Development

2020	Aspiring Principal Academy, Clark County School District
2018	Leadership Preparatory Academy, Clark County School District
2017	Learning and the Brain Conference, San Francisco, CA
2016	Completed all course work for Florida Gifted endorsement
2014	Common Core K-5: Close Reading
2014	Unpacking the Florida Writing Standards
2014	Rigor and Engagement for Gifted Students
2014	Completed all course work for Florida ESOL endorsement
2013	English Language Arts Common Core Standards
2013	Transitioning to the Common Core Mathematics
2011-2014	Presented at the annual University of Florida Lastinger Center Conference for Teacher Leadership
2011	Marcia Tate Brain-Based Learning Workshop
2010	Melissa Forney Writing Workshop
2010	University of Miami Evelyn Lorton/Zelda Glazer Writing Institute

Professional Recognitions

2011	Rookie Teacher of the Year: Coconut Grove Elementary, Miami-Dade County Public Schools
2014	Recipient of the Race to the Top Silver Award in Miami Dade County Public Schools (MDCPS)
2008-2016	Rated "Highly Effective" in the annual teacher evaluation for eight consecutive years in MDCPS
2014-2016	Ranked one of the "highest impact teachers in the state of Florida" in honor of high Value Added Model (VAM) scores on the state standardized assessment

Attachment 9

ALEX TEJERO

INSTRUCTIONAL LEADER

Dearing Elementary

Role-Instructional Coach

Led Initiatives

- Delivered school-wide professional learning focused on scaffolding for emergent bilinguals
- Coached teachers on the delivery of high quality standards based instruction
- Facilitated Professional Learning Communities (PLC) to focus on backwards design planning and formative assessments
- Led the implementation of a reading intervention program to support non-proficient readers

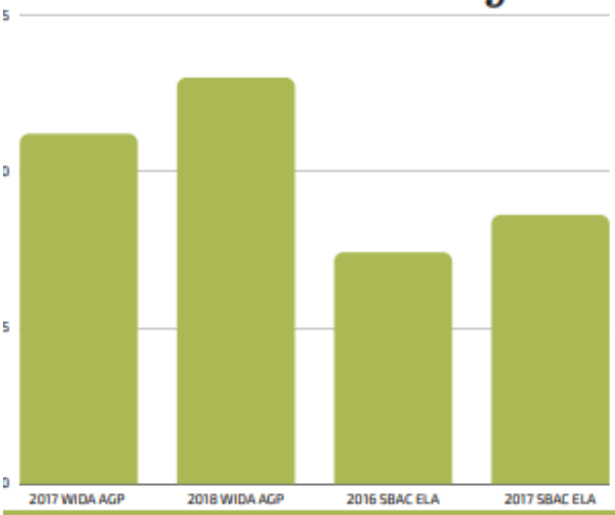
Ferron Elementary

Role-Assistant Principal

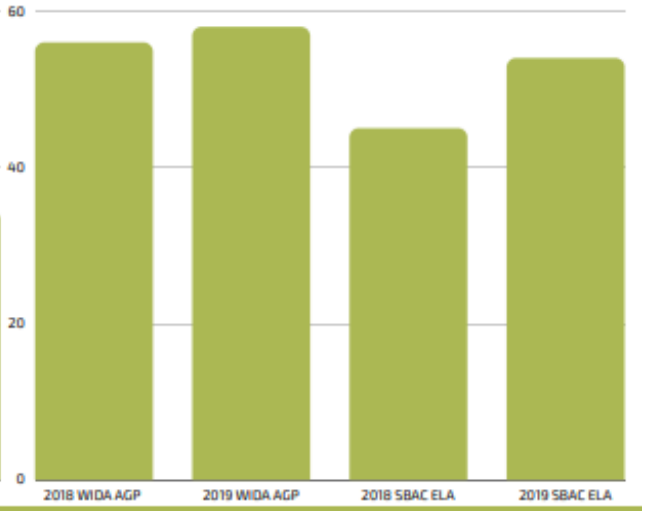
Led Initiatives

- Delivered school-wide professional learning focused on the Common Core Standards and Instructional Shifts
- Led instructional teams to revamp the literacy block to focus on content rich and culturally responsive units of study that integrate science and social studies utilizing project based learning frameworks as a means to increase rigor and student engagement
- Led school wide adoption of a new math curriculum to align mathematical instruction and assessment with standards.

Data at Dearing



Data at Ferron



Education

Bachelor's Degree

New York University
B.F.A. Theatre/Dramatic Literature

Master Degree

Florida International University
M.S. Educational Leadership

Delivery of Professional Development

- Common Core State Standards-Instructional Shifts
- WIDA Expectations and Philosophy
- ELL Master Plan ALCA Model
- Scaffolding Strategies for Academic Language Learners
- Project Based Learning
- Curriculum Planning and Design
- Best Practices using Tiered Vocabulary Instruction
- Whole Brain Teaching

Community and Family Engagement Experiences

- Led Title I Parent Nights
- Delivered Professional Development on State Standards and Assessments to Family and Community Members
- Engaged parents and community members in collaborative meetings regarding school performance plans and school budgeting affairs.

tejera@nv.ccsd.net /646-325-3030

Attachment 10
See section included in the application narrative

Attachment 11

RUBRICS FROM
THE FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

2013 EDITION

CHARLOTTE DANIELSON

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basi	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Attachment 12

pilotED Principal Evaluation

0- Unacceptable: No instances of this standard have been attempted and/or completed. The board needs intense focus on this standard.
1- Needs Improvement: Few times this standard has been attempted but none/very few times has it been completed. The board needs heavy focus on this standard.
2- Good: At least half of the time, this standard has been attempted and several times it has been completed. The board needs moderate focus on this standard.
3- Excellent: Most of the time, this standard is completed. The board needs to maintain performance on this standard.
4- Outstanding: At all times, this standard is completed. This is an area of model performance for the board.

STUDENT ACHIEVEMENT

Student Learning Results	**0**	**1**	**2**	**3**	**4**
1. Ensures that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.					
2. Ensures that student learning results are evidenced by the student performance and growth on statewide assessments; standardized assessments; district and school-based assessments, and other indicators of student success adopted by the school.					

Student Learning as a Priority	**0**	**1**	**2**	**3**	**4**
1. Enables faculty and staff to work as a system focused on student learning.					
2. Maintains a school climate that supports student engagement in learning.					
3. Generates high expectations for learning growth by all students.					
4. Engages faculty and staff in efforts to close the performance gaps among student subgroups within the school.					

INSTRUCTIONAL LEADERSHIP

Instructional Plan Implementation	**0**	**1**	**2**	**3**	**4**
1. Engages in data analysis for instructional planning and improvement.					
2. Communicates the relationships among academic standards, effective instruction and student performance.					
3. Implements the school's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students at school.					
4. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.					

Faculty Development	**0**	**1**	**2**	**3**	**4**
1. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.					
2. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.					
3. Employs a faculty with the instructional proficiencies needed for the school population served.					

4. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.					
5. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.					
6. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.					

Learning Environment	**0**	**1**	**2**	**3**	**4**
1. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.					
2. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.					
3. Promotes school and classroom practices that validate and value similarities and differences among students.					
4. Provides recurring monitoring and feedback on the quality of the learning environment.					
5. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.					
6. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.					

ORGANIZATIONAL LEADERSHIP

Decision Making	**0**	**1**	**2**	**3**	**4**
1. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.					
2. Uses critical thinking and problem solving techniques to define problems and identify solutions.					
3. Evaluates decisions based on effectiveness, equity, intended and actual outcomes; implements follow-up actions; and revises as needed.					
4. Empowers others and distributes leadership when appropriate.					
5. Uses effective technology integration to enhance decision making and efficiency throughout the school.					

School Management	**0**	**1**	**2**	**3**	**4**
1. Organizes time, tasks and projects effectively with clear objectives and coherent plans.					
2. Establishes appropriate deadlines for him/herself and the entire organization.					
3. Manages, delegates, and allocates resources and time to promote collegial efforts in school improvement and faculty development.					
4. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.					

Communication	**0**	**1**	**2**	**3**	**4**
1. Actively listens to and learns from students, staff, parents and community stakeholders.					
2. Recognizes individuals for effective performance.					
3. Communicates student expectations and performance information to students, parents and community.					
4. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.					
5. Creates opportunities within the school to engage students, faculty, parents and community stakeholders in constructive conversations about important school issues.					
6. Utilizes appropriate technologies for communication and collaboration.					

7. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.					

PROFESSIONAL AND ETHICAL BEHAVIOR

Professional And Ethical Leadership	**0**	**1**	**2**	**3**	**4**
1. Adheres to the ethical and professional standards for the state of Indiana					
2. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.					
3. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.					
4. Engages in professional learning that improves professional practice in alignment with the needs of the school system.					
5. Demonstrates willingness to admit error and learn from it.					
6. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.					

LEADERSHIP PRACTICE PERFORMANCE RATING

Areas of Strength

Areas of Improvement

The signatures below indicate that the employee has had an opportunity to confer with the school's supervisor or governing board regarding the results of this evaluation. The employee may include a written statement as an Addendum.

Employee Signature Date

Evaluator Signature Addendum: Yes_

Attachment 13

pilotED launched its online interest portal on January 10th to test parent interest in the model. Within 5 days of only social media advertisement testing and with no billboards, radio ads, and limited in-person recruitment efforts due to COVID19 restrictions in-place at community centers, grocery stores, and other establishments where pilotED will ramp up efforts in the coming months, pilotED has garnered support from over two dozen parents. These parents will be a part of our focus groups in the coming weeks. Additionally, an extensive community outreach and parent interest process will continue into the coming months between January 2021 and July 2022. Please refer to other enrollment areas of the application to see the enrollment plan and benchmarks.

Screenshot of online responses as of Jan 15th (cropped to protect parent and student privacy)

Date submitted	Ip address	Opted In	Parent or_guardian_name...	P
01/15/2021 07:11am	172.58.75.243	0	Arneisha	A
01/14/2021 08:54pm	70.173.94.240	0	Monisha	M
01/14/2021 03:48am	70.191.20.67	0	Malik	C
01/14/2021 03:45am	70.191.20.67	0	Joanne	F
01/13/2021 09:09pm	71.38.0.116	0	Brendan	S
01/13/2021 10:15am	71.38.230.53	0	Jasmine	J
01/13/2021 08:11am	70.170.88.89	0	Stephanie	H
01/12/2021 06:50pm	68.96.215.149	0	Ambar	M

Parent or Guardian Name // Nombre de los Padres.first: Arneisha

Screenshot of online parent portal: www.pilotED.org/vegas

Attachment 14 + 15
See attached Excel

Attachment 16

PilotED

Lease Start Date	7/1/2022
Initial Rent Rate	8.50%
Annual Lease Increase	3.00%
Purchase Option (Unlevered IRR)	11.50%

Red Hook Project Costs

	Total
Land - Building	$4,450,000
Capital Credit	$44,500
TI Budget	$50,000
Development Fee	$2,500
Transaction Costs	$110,000
Capitalized Interest	$51,367
Lender Fee	$30,805
Total Project Costs	$4,739,171

Red Hook Proforma Cash Flow Statement - Annual

	Academic Year 2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Rent	$402,830	$414,914	$427,362	$440,183	$453,388	$466,990	$481,000	$495,430	$510,292	$525,601	$541,369
Abatement	($100,707)	($69,152)	($35,613)	$0	$0	$0	$0	$0	$0	$0	$0
Net Rent	$302,122	$345,762	$391,748	$440,183	$453,388	$466,990	$481,000	$495,430	$510,292	$525,601	$541,369
Option Purchase Price [1]				$5,625,155	$5,817,629	$6,019,646	$6,228,189				

[1] Option Purchase Price is for July of each year shown

Red Hook
RHC
capital partners

January 4, 2021

Ms. Lani Luo
pilotED Schools of Nevada

Re: Letter of Intent

Dear Ms. Luo:

On behalf of Red Hook Capital Partners IV LLC ("Landlord"), we are pleased to present the following Letter of Intent for the leasing of commercial real estate to PilotED Schools ("Tenant") under the following terms and conditions:

Property Address:	To Be Determined
Premises:	To Be Determined
Landlord:	Red Hook Capital Partners IV LLC, or a newly formed affiliate.
Tenant:	PilotED Schools of Nevada
Lease Commencement Date:	To Be Determined
Initial Lease Term:	Twenty Five Years
Base Rental Rate:	To be determined based on 8.50% (subject to change based on Tenants credit) of the total project costs (including acquisition costs, improvement costs, reasonable transaction costs, and Landlord's acquisition and development fees).
Escalations:	The Base Rental Rate shall have annual increases equal to 3.0%.
Early Access:	Provided there is no interference with construction of Tenant's Improvements and provided Tenant has received its Certificate of Occupancy and provided notice to Landlord of its intent to gain access to the Premises, Tenant, its contractors, subcontractors and agents shall have access to the Premises after lease execution and delivery of certificate of insurance,

	but before the Lease Commencement Date, with no obligation to pay Base Rent or Operating Expenses and Real Estate Taxes for the purpose of installing furniture, fixtures, cabling and other wiring, and equipment.
Use:	Tenant shall use the Premises for the purpose of operating a public charter school. Tenant shall maintain its charter designation through the lease term.
Operating Expenses & Property Taxes:	Tenant shall pay all expenses directly associated with the Property including property taxes, insurance, utilities and janitorial expenses.
Repairs & Maintenance Of Premises:	Landlord shall be required to maintain and repair the Base Building which shall be defined as the foundation, outer walls, and other structural components as set forth in the lease.
Renewal Options:	Tenant shall have two (2), five (5) year Renewal Options. The Renewal Options shall be exercised no later than nine (9) months prior to lease expiration of the initial lease term or the initial option period. The Base Rental Rate shall be the greater of (i) the Fair Market Rental Rate of comparable buildings in the vicinity of the Premises, and (ii) a three percent increase over the Base Rental Rate in the year preceding the first year of the Renewal Option. Three percent annual rent increases will apply during any Renewal Option period.
Tenant Improvements:	Landlord shall improve the property and Premises subject to Tenant's specifications pursuant to working drawings prepared by Tenant and subject to Landlord's reasonable approval, and a tenant improvement workletter to be agreed upon between Tenant and Landlord and attached to the Lease.
Tenant Access:	Tenant shall have access to the building, premises, and all parking areas 24 hours a day 7 days per week.
Signage:	Subject to City approvals and permits, Tenant shall have the right to building top signage and monument signage, at Tenant's sole cost, expense and maintenance subject to Landlord approval which will not be unreasonably withheld.

Red Hook RHC capital partners

Building Security:	Tenant shall have the right to install security systems for the Premises.
Non-Disturbance:	Landlord shall provide a commercially reasonable non-disturbance agreement with Landlord's lender in a form acceptable to all parties.
Tenant's Option To Purchase:	Tenant shall have the option to purchase the Premises (building and land) not earlier than 3 years after the Commencement Date of the Lease and not later than 7 years after such date. The purchase price under this option shall be the price that produces a 11.5% internal rate of return (IRR) to Landlord determined on an unlevered basis, after consideration of all fees paid to and expenses incurred by Landlord.
Compliance With Codes:	Prior to Lease Commencement, the Building shall comply with applicable building codes, including all requirements imposed by the City or County.
Security Deposit:	Terms and conditions subject to mutual agreement between Tenant and Landlord.
Lease Form:	The lease document shall be a commercial Single-Tenant Triple Net lease agreement (except as described above) prepared by Landlord and approved by Tenant and delivered after execution of this Letter of Intent.
Exclusive:	Landlord and Tenant agree to work together exclusively for a period of 180 days from the date of this Letter of Intent. Tenant agrees that it will not enter into any contractual or other similar arrangement with other owners of properties or parties who are in the business of developing school facilities in a manner similar to the Landlord.

This Letter of Intent is an outline of proposed terms; it is not an offer by Landlord and except for the last paragraph entitled "Exclusive," (which is binding on the parties) this Letter of Intent is non-binding. Any rental agreement or creation of a tenancy between Landlord and Tenant shall be binding only upon the mutual execution of a formal lease agreement.

Sincerely

Red Hook Capital Partners IV LLC

Agreed and accepted this 7th day of January , 2021
LANDLORD:

By: _____

Its: Principal

Agreed and accepted this 7 day of January , 2021
TENANT:

By: _____ Lani Luo

Its: Director, Business & Operations

Sample Lease Agreement submitted as separate document due to length

Attachment 17

Attachment 17: Insurance Types

pilotED Schools has appropriate coverage to safeguard the community from potential risks so that the focus remains on educating students and empowering families. We have partnered with Charter School Insurance Alliance and Trinet who has agreed to provide pilotED with coverage upon individual triggers for the following types of insurance:

- **Abuse and Molestation Coverage**: Provides defense and indemnity protection for charter schools against claims arising from abuse and molestation allegations. This coverage is typically excluded on any other policy.
- **Automobile Liability**: Coverage if a charter school is legally liable for bodily injury or property damage caused by an automobile, with limits fo not less than $1,000,000 per occurrence for bodily injury and property damage. Such liability insurance provides coverage for school only. If employee drives a personally-owned vehicle for school-related business, they must have personal auto coverage of at least $100,000, and that all such employees much provide certificates of insurance to keep on file at the school.
- **Directors & Officers**: Provides financial protection for the directors and officers of your charter school in the event they are sued in conjunction with the performance of their duties as they relate to the educational institution.
- **Educators' Error & Omissions (Professional Liability) Insurance**: Protects school from claims arising from the failure to perform within the scope of the professional duties that result in damages to another party with limits of not less than $1,000,000 per occurrence and $3,000,000 aggregate.
- **Employee Benefits Liability**: Coverage for wrongful acts committed to administering a charter school's employee benefits program
- **Employment Practices Liability**: A form of liability insurance covering wrongful acts arising from employment practices such as wrongful termination, discrimination, and sexual harassment.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least $250,000 for all school employees.
- **General Liability**: Coverage for a school when negligent acts and/or omissions result in bodily injury and/or property damage on the premises of the school, when someone is injured as the result of using the product manufactured or distributed by the school, or when someone is injured in the general operations of the school. In an occurrence form, with limits of not less than $1,000,000 per occurrence and $2,000,000 aggregate from bodily injury, personal injury and property damage liability coverage Coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of $5,000.
- **Property Insurance**: Protection against most property risks, such as fire, theft, and some weather damage. This includes specialized forms of insurance such as fire insurance, flood insurance, earthquake insurance, or boiler insurance.
- **Workers' Compensation** Insurance: Provides compensation and medical care for employees who are injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue his or her employer for the tort of negligence.

- **Student Accident Insurance:** Defined as unforeseeable external event which causes injury to one or more student and occurs during school hours doing school-related activities.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than $3,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.

Attachment 18

As Attachment 18, 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.). Include the following:

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

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

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

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

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

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

(g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*

- ***How the projected number of students in each applicable subgroup was determined***
- ***How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)***
- ***How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated***

Although pilotED takes pride in our strong donor support, we rely on Nevada's Per-Pupil dollars to fund the majority of our operations in years one through six at 71% Per-Pupil. Due to the nature of start-up schools, pilotED will be using donations from foundations and other non-Per-Pupil dollars in years one and two to kickstart the school's financial health at 19% and 10% respectively. But in years three through six, pilotED will shift revenue usage from private philanthropy to Per-Pupil dollars at 75% in year three, 77% in year four, and 78% in years five and six.

Tapping into the power of relationships, pilotED has built a robust network of supporters who are not only aligned with our mission, but also aggressive about making our vision into reality financially. With the support of Opportunity 180, pilotED Schools anticipates a total of $1.5 million of Charter School Program funding within the first 2 years of operations and $150,000 of start-up grant contingent upon the approval of this application. The Charter School Program is allowable to the majority of pilotED operational expenses with the exception of capital improvements and personnel in year zero and year one. Moreover, NewSchools Venture Fund has also committed $665,000 of startup capital in the first three years of operations. Likewise, grant money from NewSchools Venture Fund is allowable for all except for capital improvements. The total amount of anticipated funding comes to $2.3 million.

In years one through six of operations, pilotED Schools of Nevada is expected to spend $3.6 to $3.8 million each year. Personnel by average takes up 49% of the budget, while facilities comes second at 14% and general operating expenses at 5%. Salary data for full time employees is sourced from Salary.com and Glassdoor.com, based on the current average pay of public school teachers in Las Vegas. These numbers have been verified by side-by-side comparison with Financial Plans of other charter school applicants. For the Public Employee Retirement System, pilotED anticipates to contribute 15.25% of gross pay towards each employee's retirement, making the annual contribution at $7,625.

In the event that revenues are not received or lower than estimated, pilotED Schools of Indiana has built a strong safety net for financial stability assurance. As best practice, each year pilotED contributes $100,000 to a reserve as contingency. This reserve is hosted by our partner, Goldman Sachs, in a high-interest and FDIC insured savings account. This contingency reserve can be used in the event that revenue is lower than expected.

In the event of under-enrollment, pilotED Schools of Nevada will enact an all-hands-on-deck student recruitment campaign in the community to aggressively bring up the number of students attending our school. From social media to yard signs, pilotED will use every avenue available to make ourselves visible and palpable to parents. This process will be tracked with fidelity and

urgency until we can reach a number that puts us above 45 days of cash-on-hand. This issue is something that our team is familiar with, as we have experienced it once already in Indianapolis, and we have learned the hard-knock lessons of under-enrollment where we are confident in our ability to avoid such a problem.

In partnership with the pilotED Foundation, our Charter Management Organization, financial support is built into the structure of the Management Service Agreement. The Foundation will first collaborate with the school leadership to either lower or even pause the monthly fee while continuing services. Additionally, if necessary, pilotED Foundation will be able to provide financial support to the school to ensure at least 45 days of cash on hand.

As part of our mission, pilotED seeks to serve specifically high-poverty students and families. Based on similar charter schools in the North Las Vegas area, pilotED assumes 100% of our students will qualify for Free and Reduced Lunch (Title I). Similarly, according to Las Vegas student demographic data, 42% of pilotED students are expected to need English Language Learner services (Title III) and 12% of students will require Special Education Services (IDEA). To ensure pilotED uses federal grants within the federal requirements, the school has partnered with The pilotED Foundation to manage all grants. The pilotED Foundation will be dedicating not just its own staff towards ensuring compliance but also its partnership with the highly-trained CPAs at Bookkeeping Plus.

And if per-pupil funding is wildly lower than anticipated, then pilotED Schools of Nevada would have no choice but to lay off non-essential staff and eliminate non-essential costs to ensure the continuation of our programming. Expenses such as staff bonuses, support staff personnel, staff travel, after school programming, and the like would be eliminated until the school has 45 days cash-on-hand.

If the student population is different than planned, pilotED's financial health will be affected only slightly as IDEA and all Title funds total up to 7% of all revenue from years one through six. In the worst case scenario where the school loses all of its Title and IDEA dollars, pilotED's financial health would remain at a robust $4.1 million dollar in revenue, netting $509,078 in surplus at the end of year one, with similar positive trajectories through year six. However, pilotED does not anticipate this scenario as it is highly unlikely for pilotED to move away from its mission to empower students in poverty.

Attachment 19a and 19b
See attached Excel (financial workbook) and .pdf (audit)

Attachment 20
There will be no Regional Director in the foreseeable future as pilotED will have its founding school leader serve as the organizational Executive Director.

Attachment 21

pilotED Foundation Inc. and pilotED Schools of Nevada Inc.
MANAGEMENT SERVICES AGREEMENT

THIS MANAGEMENT SERVICES AGREEMENT (this "Agreement") is made as of this day of _____ 2021 (the "Execution Date"), by and between pilotED Foundation Inc., an Indiana nonprofit corporation {"Manager"), and pilotED Schools of Nevada Inc., a Nevada nonprofit corporation ("Company" or "School") (collectively, the "Parties").

Recitals

WHEREAS, the Company, acting through its committee-to-form, is applying for approval to enter into a charter contract (the "Charter Contract") with its prospective authorizer, the Nevada State Public Charter School Authority (the "Authorizer" or "SPCSA"), to organize and operate a charter school in Clark County, Nevada;

WHEREAS, Manager is a not-for-profit charter school management organization (a "CMO") which manages and provides support services to charter schools;

WHEREAS, Manager therefore has the knowledge, skills, and experience to assist the School in opening and successfully operating its Nevada charter school, to ensure that the Board's mission and vision is faithfully and efficiently implemented;

WHEREAS, after careful and due deliberation by the committee-to-form, the Company desires to obtain Manager's Services in connection with the Company's operation of the Nevada school pursuant to the terms hereof, and Manager is able and willing to provide the Services as hereinafter set forth, all for the fundamental purpose of ensuring the academic, financial, and regulatory success of the Company;

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Manager as hereinafter set forth, the parties hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

Agreement

1. **APPOINTMENT.**

Company hereby engages Manager on the terms and conditions set forth to provide the described Services to Company; and Manager hereby agrees to provide the Services to Company, pursuant to the terms hereof.

2. **LEGAL COMPLIANCE.**

The provisions of the Agreement are enforceable only to the extent they comply with the Charter Contract and all applicable Indiana laws and regulations, including the Act. Both Parties

will also conduct all of their actions in accordance with the Charter Contract and all applicable laws and regulations, including the Act.

3. **TERM.**

(a) Termination. This Agreement shall commence on _____ and shall continue until terminated by one of the Parties by written notice stating its intention to terminate this Agreement. Either Party may terminate this Agreement (i) upon thirty (30) days' prior written notice, if with cause (and provided there is no reasonable cure in that period); or (ii) upon ninety (90) days' prior written notice, if without cause. This Agreement shall automatically terminate (with no prior written notice) upon: (a) the SPCSA revoking the Company's Charter Contract; or (b) if Manager were to file a voluntary bankruptcy petition or a petition or answer seeking reorganization, arrangement, composition, a receivership, or similar relief under present or future federal or state bankruptcy codes or laws, or make an assignment for the benefit of its creditors, or admit in writing its inability to pay its debts as they become due, or consent to the appointment of any receiver, trustee or liquidator of all or a substantial part of its property, or if any petition seeking any such relief were commenced against Manager and not dismissed within ninety (90) days (any of the foregoing, a "Bankruptcy").

(b) Duties upon Termination. In the event of a termination, the Parties shall work reasonably and cooperatively to ensure that the School's operations continue without substantial interruption or decline in performance. Manager shall immediately deliver to Company any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School, retaining only electronic copies as required by the law or for the purpose of adjudicating any dispute arising out of this Agreement.

4. **DUTIES OF MANAGER.**

Manager shall provide the following services to the School (collectively, the "Services"):

(a) consulting with and advising the School's Board of Directors (the "Board') in matters of self-governance, regulatory compliance, and other core governing matters;

(b) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout each school year as necessary;

(c) providing setup, support and/or contracting for office services, such as accounting, payroll, human resources and billing;

(d) advising in the development, tracking, and amendment of the annual budget, and advising the Board on the same;

(e) overseeing the preparation and maintenance of proper financial books and records;

(f) providing support in working with the SPCSA and other relevant governmental authorities as necessary, including complying with reporting requirements and any other general inquiries received from the SPCSA;

(g) attending Board meetings as necessary and reporting on the status and performance of the School and the Manager;

(h) providing guidance relating to all curriculum;

(i) collaborating on infrastructure setup and ongoing support for information technology;

(j) providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager from time to time; provided, however, that such support shall be agreed to by the Parties in a separate writing;

(k) providing branding guidelines; and

l) Any duties and obligations required to be carried out by the School, or for the operation of the School, and not listed under the Services above, shall be the Company's responsibility.

5. **DUTIES OF COMPANY.**

The Company shall fulfill the following services (collectively, the "Services"):

(a) tracking performance goals and ensuring the meeting of such goals;

b) adopting and adapting all curriculum received from Manager;

c) creating and maintaining a rigorous professional development program for team members;

d) maintaining and managing a robust data-collection system of student records, grades, and assessment data;

e) maintaining state- and Manager-aligned assessment systems;

f) creating and maintaining a promotion protocol that is aligned to the mission and vision of the School and aligned to state promotion standards;

g) implementing best practices for budgeting and overall resource management;

h) maintaining a robust system of student support services including, but not limited to, special education, attendance, and social-emotional;

i) monitoring, assessing, and planning for facility needs of the School;

j) planning, securing, and managing IT needs;

k) collaborating, mobilizing, and responding to the needs of the local community;

l) recruiting students in meet enrollment targets; and

m) recruiting, hiring, evaluating, and firing School-based team members.

6. **SHARED DUTIES OF COMPANY AND SCHOOL.**
Together the Manager and the Company shall fulfill the following services (collectively, the "Services"):

(a) creating the Company as a legal entity, including preparing and filing any and all required legal and financial filings with the Secretary of State in School's state and Internal Revenue Service;

(b) creating, preparing and submitting the School's charter school application to the SPCSA;

(c) reviewing and commenting on the draft Charter Contract;

(d) collaborating with board of School in researching, locating and preparing a suitable facility (the "Facility") to house the operation of the School, including consulting on the selection of suitable, independent third-party vendors and professionals (e.g., real estate brokers, architects, engineers, land-use consultants, attorneys, contractors, and subcontractors);

(e) collaborate with board of School in researching, providing or preparing for any future expansion and updates of the Facility to accommodate growth of the School;

(f) developing and executing fundraising opportunities;

(g) assisting the Principal in supervising and evaluating senior School staff;

(h) marketing for student enrollment;

(i) assisting with public relations;

(j) writing grants for state and other funding;

(k) and both parties abide by the terms set forth in Appendix A.

7. **SERVICE FEE.**

(a) Service Fee. In consideration for the Services, Manager shall receive a monthly "Service Fee" equal to twelve percent (12%) of the total gross revenues in year one with subsequent years lowering to ten percent (10%) of the total gross revenues actually received by Company from the State of Nevada in per-pupil funding for such month (including Distributive School Account {"DSA") payments, but excluding school-based and dedicated grants), determined in

accordance with United States generally accepted accounting principles which are consistently applied.

(b) Payment Terms. The Service Fee shall be payable by Company to Manager on or before the 30th day after the end of each calendar month during the term of this Agreement. The Service Fee is the only compensation or other payments to which Manager will be entitled hereunder; Manager shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including compensation and other benefits payable to any Manager employees, and including any and all travel, accommodation, meal, and other out- of-pocket expenses, costs, or "overhead."

(c) Deferral in Initial Years. Notwithstanding Sections 5(a) and (b), during the interim (a/k/a "stub") year between authorization and the first day of the first school year, and during school years one (1) through three (3), the School may request a deferral of the Service Fee.

8. **INDEPENDENT ENTITIES; NO CONFLICTS OF INTEREST.**

(a) Independent Contractor. It is expressly agreed by the Parties hereto that Manager is not an employee of the Company for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement. Upon being authorized by, and entering into the Charter Contract with, the SPCSA, the School shall be formally governed by the School's Board. Manager acknowledges and agrees that it does and will not control the Board, which will instead remain an independent, self-governing public body whose powers and authority shall not be unlawfully usurped or interfered with. The Board will retain sole authority for setting and approving reasonable rules, regulations, policies and procedures for the School, including final decision- making over the budget, curriculum, student conduct, special education, school calendars, and student recruitment.

(b) Limited Authority. Manager does not have, and will not purport to have, the power to bind or legally obligate the Company, to threaten or to commence any legal actions or proceedings of any kind on behalf of the Company, nor to defend the same (except pursuant to an indemnity obligation).

(c) No Conflicts. Manager represents and warrants that it has not, and covenants that it will not, offer, gift, or transfer, whether directly or indirectly, a substantial gift, commission, or other benefit to any School director, officer, or employee, now or in the future. Manager will comply with the conflicts of interest rules set forth in the Charter Contract, as well as any and all Conflict of Interest Policies, Codes of Conduct, Bylaws, and other guidelines adopted by the School from time to time. No director, officer, or employee of the Manager will serve on the Board. If at any time there exists some relationship between the Manager and any other person or entity providing goods or services to the School, the Manager shall immediately disclose the nature and details of that relationship to the Board.

9. **RECORDS; INTELLECTUAL PROPERTY.**

(a) School Records. Company hereby grants permission to Manager to access the financial, educational, and student records pertaining to the School (the "School Records") solely for the

purpose of providing Services under this Agreement. The School Records are the property of the Company. The Parties acknowledge and agree that such records may be subject to various state and federal laws governing both the disclosure and confidentiality of the same, including the Nevada Public Records Act (NRS Chapter 239) and the Family Educational Rights and Privacy Act {"FERPA"), and both Parties shall strictly act in compliance with the same.

(b) I.P. License; Purpose. During this Agreement, each Party is permitted to use the other Party's intellectual property. Each Party hereby grants the other Party a limited, revocable, world-wide, non-exclusive, royalty-free, personal, non- assignable, non-transferrable, and non-sublicensable license (the "I.P. License") to use its intellectual property (e.g., its trademarks and service marks) for the sole purpose of the other Party meeting its obligations in the Charter Contract, this Agreement, and under applicable law, and for no other purposes. The I.P License is not a transfer or assignment, meaning each Party shall maintain sole and exclusive ownership of its own intellectual property.

10. **INSURANCE.**

During the term of this Agreement, each Party shall procure and maintain general liability insurance coverage, as well as standard employment, workers' compensation, automotive, and criminal coverages, in no less than the amounts and coverages (i) required by the Charter Contract and applicable laws, and (ii) which are reasonable and customary for similarly-situated parties in Southern Nevada, consistent with sound business practices. All such policies shall name the other Party as an additional insured. Each Party will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance. Each Party shall supply the other Party with certificates from time to time which evidence its compliance with these insurance obligations.

11. **INDEMNIFICATION.**

(a) Mutual Indemnity. Each Party hereby agrees to indemnify, defend, hold harmless, and protect the other Party, and its directors, officers, employees, successors and assigns (collectively, the "Indemnitees") from and against any and all liabilities, fines, losses, claims, causes of action, suits, forfeitures, penalties, punitive, liquidated, or exemplary damages, or voluntary settlement payments, of whatever kind and nature, and costs and expenses incident thereto (including reasonable attorneys' fees) which an Indemnitee may incur, become responsible for, or pay out as a result of claims arising out of or connected to the acts, services, conduct or omissions of the indemnifying Party and its directors, officers, employees, successors and assigns, including any breach of this Agreement (except to the extent that the same is subject to indemnification by another Indemnitee).

(b) Procedure. Promptly after receipt by an Indemnitee of commencement of a proceeding against it, such Indemnitee shall, if indemnification is requested hereunder, give notice to the relevant indemnifying Party of such claim, but the failure to notify the indemnifying Party will not relieve it of any liability (except to the extent of any prejudice caused thereby). If the indemnifying Party assumes the defense of the proceeding, no compromise or settlement of such claims may be affected by the indemnifying Party without the Indemnitee's consent unless (A) there is no finding or admission of any violation of law by the Indemnitee, and (B) the sole relief provided is monetary damages that are paid in full by the indemnifying Party; and (c) the

Indemnitee will have no liability with respect to any compromise or settlement of such claims. If notice is given to the indemnifying Party of the commencement of any proceeding and the indemnifying Party does not, within ten (10) days after the Indemnitee's notice is given, give notice to the Indemnitee of its election to assume the defense, the indemnifying Party will be bound by any determination made in such proceeding or any compromise or settlement effected by the Indemnitee.

12. **MISCELLANEOUS.**

(a) Agreement in Entirety. This Agreement constitutes the entire agreement of the Parties and supersedes and replaces any and all prior agreements and understandings.

(b) School Obligations. All School obligations of the Company herein are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Public Charter School Authority, or State Department of Education.

(c) Governing Law; Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada. Any disputes arising hereunder shall be solely and exclusively heard in state courts located in Clark County, Nevada. The Parties waive any objection based on lack of jurisdiction, *forum non conveniens*, or venue in such courts.

(d) Fee Reimbursement. In any disputes arising hereunder, the losing Party shall pay to the prevailing Party the reasonable attorneys' fees incurred by the prevailing Party in connection therewith (even if no formal lawsuit is commenced), together with all costs and expenses of the prevailing Party.

(e) Reservation of Immunities. Nothing herein constitutes a waiver of the protections and immunities in NRS Chapter 41 or any other applicable state and/or federal laws.

(f) No Personal Liability. Each Party agrees that absent clear and convincing evidence of fraud or willful misconduct, no Board member, owner, director, executive, agent, or employee of either Party shall be personally liable for payment or damages under this Agreement, and each Party shall only look to the other Party for payment or performance of the obligations herein.

(g) Further Assurances. The Parties agree to do any act or thing and execute any and all documents or instruments which is or are reasonably necessary or proper to effectuate the provisions and intent of this Agreement; provided, however, neither Party shall have any obligation to agree to changes which (i) materially increase that Party's obligations or materially reduce its rights, or (ii) materially alter the terms of the Agreement, including economic terms.

(h) Severability. Any provision of this Agreement which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect. In lieu of such invalid, void or illegal provision, there shall be added to this Agreement a provision that is valid and enforceable and as similar (in purpose and effect) to such invalid, void or illegal provision as is reasonably possible.

(i) Survival. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement for a reasonable period of time.

(j) No Third-Party Beneficiaries. Except as otherwise provided herein, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third party, nor create any third-party beneficiary or fiduciary rights in any third party.

(k) Negotiation; Counsel. Each Party has had a full opportunity to be represented by counsel in this Agreement. No provision in this Agreement shall be construed in either Party's favor based on who drafted or revised that particular provision.

(l) Confidentiality. The Parties shall treat all of the terms of this Agreement, as well as any reasonably confidential and proprietary information of the other Party, confidentially and shall not disclose the terms hereof to any third party other than as required by federal or State law (including NRS Chapter 239), or by the Authorizer, or in order to meet the disclosing Party's obligations under this Agreement.

(m) Force Majeure. Neither Party will be liable for any delay in performance or inability to perform due to acts of God, war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, pandemic, epidemic, quarantine, or other acts or events beyond its reasonable control (which does not include mere financial inability to perform). If a Party encounters a Force Majeure event, it shall immediately contact the other Party and provide all known details regarding the same, and the Parties shall work together reasonably and in good faith to implement temporary measures to address the situation. The Parties acknowledge and agree that there is an existing Force Majeure event in effect as of the Effective Date—i.e., the COVID-19 pandemic—but the Parties do not currently anticipate the pandemic materially interfering in the performance of their obligations hereunder.

(n) Prohibited Persons. Neither Party shall include any persons with whom U.S. citizens and companies are prohibited from conducting business due to federal or state laws concerning, for example, government embargoes, sanctions, terrorism, or money laundering.

(o) Non-Discrimination. Neither Party will discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, disability, or other classification protected by law.

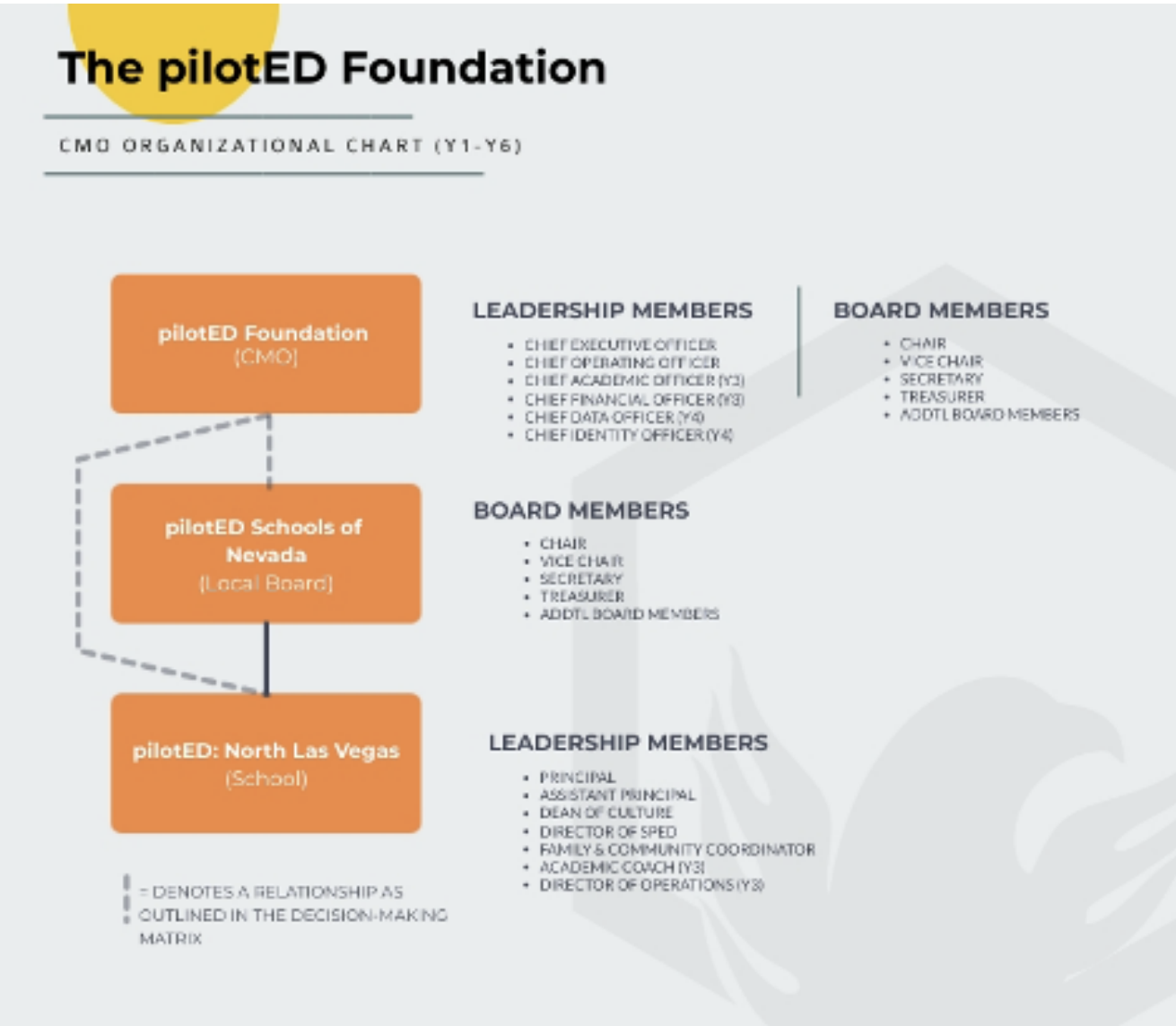
(p) Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, and all of which constitute one and the same instrument. Signatures may be delivered by facsimile or e-mail with the same force and effect as originals.

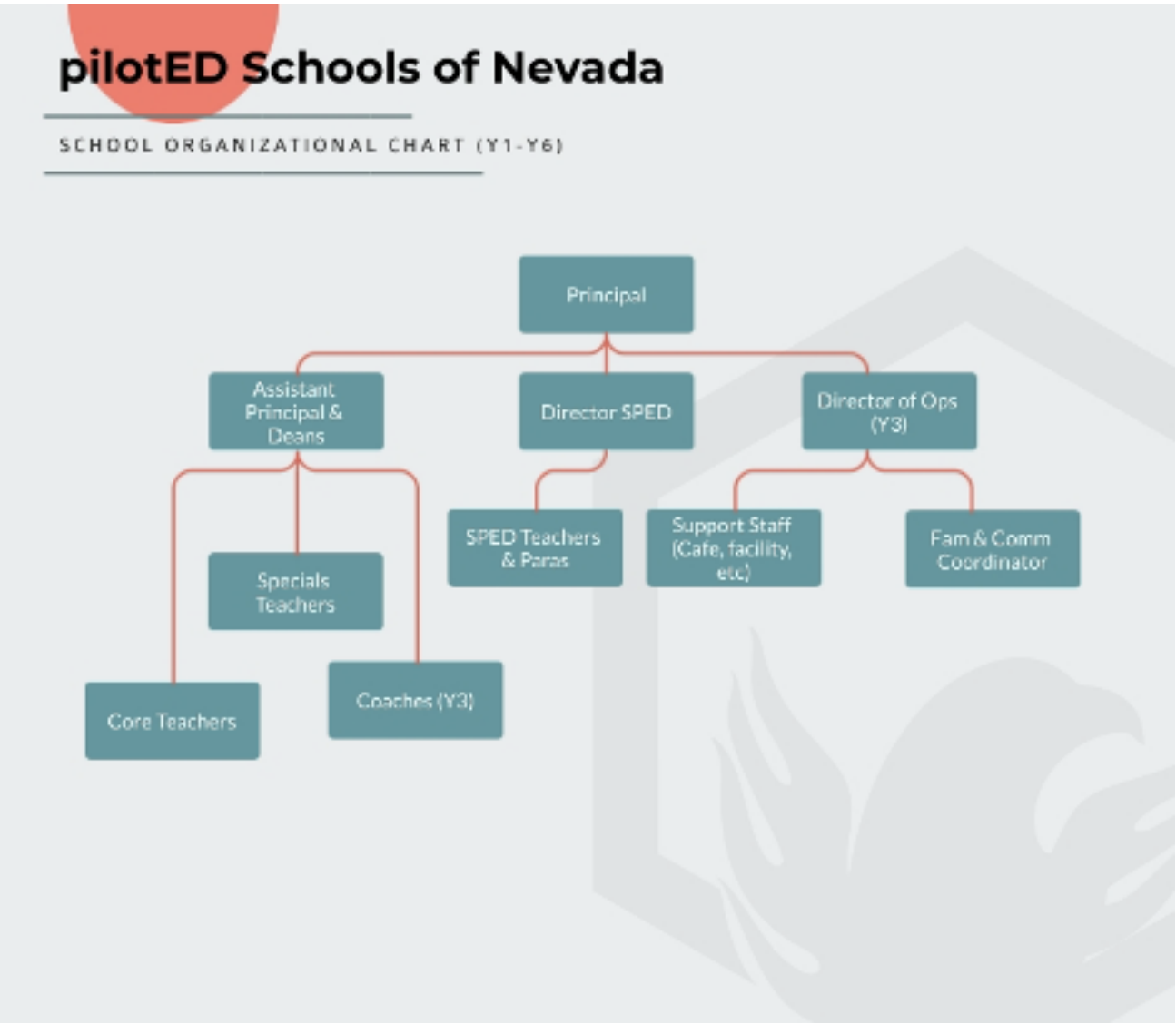
[The remainder of this page is intentionally blank and the signature page follows.]

IN WITNESS WHEREOF, Company and Manager have caused this Agreement to be executed as of the day and year first above written.

Manager	***Company***
pilotED Foundation Inc., An Indiana nonprofit corporation	pilotED Schools of Nevada Inc., A Nevada nonprofit corporation
By:	By:
Name:	Name:
Title:	Title:

Attachment 22




pilotED Schools of Nevada
SCHOOL ORGANIZATIONAL CHART (Y1-Y6)
Principal
Assistant Principal & Deans
Director SPED
Director of Ops (Y3)
Specials Teachers
SPED Teachers & Paras
Support Staff (Cafe, facility, etc.)
Fam & Comm Coordinator
Core Teachers
Coaches (Y3)

Attachment 23

Mission	Mission Outcome Measures (all and sub-groups)
Mission Statement: pilotED Schools empowers the way students see themselves and the world around them through social identity development, civic engagement, and academic excellence.	NWEA Attainment (combined school-wide ELA/Math avg)
	NWEA Math Growth (% achieving growth goals)
	NWEA Reading Growth (% achieving growth goals)
	SBAC Pass Rate
	SBAC Growth Measure
	Student Enrollment
	Attendance
Strategic Priorities	**Strategic Priority Measures (all and sub-groups)**
Staff Development Model: Support masterful teaching and strategic leadership aligned to pilotED's vision by developing strategic and intentional professional development opportunities, observation & feedback, planning and internalization, and data-driven instruction cycles.	Observation and Feedback audit average (0-3 scale)
	DDI audit average (0-3 scale)
	Planning and internalization audit average (0-3 scale)
	Staff Retention
Student Culture Model: Implement the restorative policies, practices, and systems needed to build classroom culture, manage student behavior, and promote positive student decision-making.	# of DeansList Referrals/week
	Culture Walkthrough Average (0-3 scale)
Instructional Model: Adopt and implement a shared vision of instructional excellence, implement curricular resources with fidelity, and build instructional skills/practices needed to ensure strong students achievement.	Rigor Walkthrough Average (0-3 scale)
	NWEA Math Growth (% achieving growth goals)
	NWEA Reading Growth (% achieving growth goals)
	Attendance
Operational & Financial Model: Ensure the smooth application of an operational and financial model that allows for innovation, growth, and stewardship at both the school-based and organizational-wide levels.	Cash-On-Hand
	Budget vs. Actuals (% variance)
	Staff Satisfaction Rating
	Student Enrollment
	Student Retention
Identity Development & Civic Engagement Model: Develop and implement a robust identity development program	Teacher & Student Rapport Survey (TSR) Average *IN DEVELOPMENT*
	Identity Route Assessment *IN DEVELOPMENT*

501c3 Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 10 2018

PILOTED SCHOOLS INC
2710 BETHEL AVE
INDIANAPOLIS, IN 46203

Employer Identification Number:
82-2446338
DLN:
17053141312008
Contact Person:
DEL TRIMBLE ID# 31309
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 1, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

Attachment 24

The pilotED Foundation is in its founding year as a nonprofit CMO, therefore, no CMO financial audits have occurred yet. If interested, audits from the Indianapolis pilotED campus are available for submission.

Attachment 25c

Three Most Recent Academic Performance Reports from Authorizer
See Attachments 25a and 25b (attached separately due to size)

Three Most Recent Academic Performance Reports from Indiana Department of Education
No education reports are available from the state due to the state's reports being based on the ILEARN and IREAD standardized assessments. In pilotED Indianapolis' first school year (2018-2019), they were K-2 with no 3rd grade (the first testing year), therefore no grade was provided. In the second year (2019-2020), they were K-3 but the assessments were not provided in the state due to COVID19, therefore no grade was provided. Please see above authorizer reports which provide more substantial information regarding overall performance.