



ADDENDUM AB 462

(3) The SPCSA has defined demographic and academic needs as follows:

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 populations, 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 populations in achieving academic performance at or above the state average.

Academic Needs: Geographies with 1 and 2 Star Schools: Applicants meeting this need will seek to 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 public charter schools will be removed from the data set used to identify zip codes.

Academic Need: Students at Risk of Dropping out of School: 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 populations most at-risk of dropping out or programs aimed at credit-delinquent 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.

Given the above definitions, 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. More information can be found within the Needs Assessment, which can be found [here](#).

Las Vegas Collegiate intends to serve the Historic West Side community of Las Vegas. For generations, the Historic West Side has been underserved. Currently, of the nine elementary schools in the 89106 zip code, only one is outperforming the district. In the past two years, six schools in the Historic West Side have been on the Rising Star list due to chronic academic underperformance.¹ The Historic West Side community needs high quality school options to give the students of the community a better chance at an opportunity for life success. The model of Las Vegas Collegiate was designed to meet the needs of all learners, including those identified as at risk of academic failure, having special needs, or being identified as English Language Learners.

We speak extensively to how our proposed school will meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Those details are found within: (a) the **Targeted Plan Section** (questions 1 and 2, beginning on page 5 of the original application as submitted) as well as in (b) multiple sections of the **Academic Plan** which further detail the alignment of our academic plan to the needs of students who are persistently underperforming, including students who qualify for free or reduced-price lunch, English Learners, and students with IEPs.

In response to the requirements of this addendum, we provide excerpts from those responses which provide details as they relate directly to *question 3* of this Addendum.

¹ Link for 2017 and 2018 results.

http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Press_Releases/2018docs/2018_Rising_Stars_Schoolscsi.pdf
http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/News_Media/Press_Releases/2017docs/2017RisingStarsList.pdf

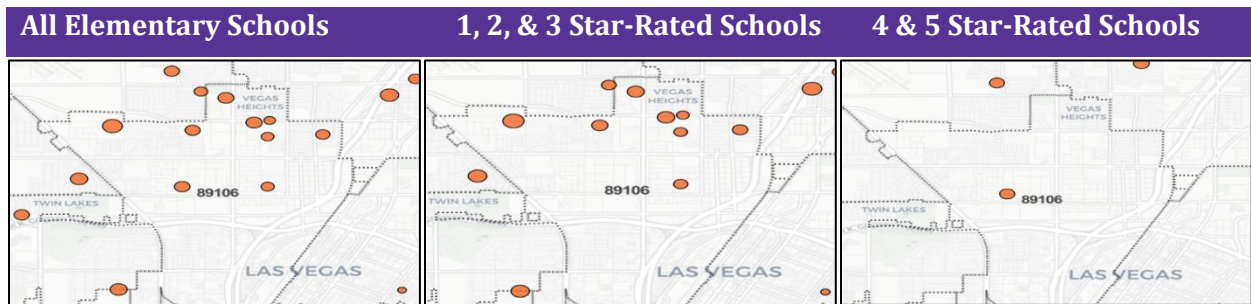


(a) Pertinent Details from Our Responses to Questions 1 and 2 of Targeted Plan

Our District Community. Currently, 67% of Nevada students are educated by Clark County School District (“CCSD”) in 360 schools.² Of the 360 that are rated, 286, or nearly 80%, have earned a rating of 3 stars or less, and of these, 171, or 48%, have earned a 2 or lower³. . . . When disaggregated for individual subgroups, CCSD data reveals a persisting achievement gap for many groups, particularly Black scholars, scholars who receive special education services, and scholars classified as ELLs. On the third-grade mathematics assessment, 29% of Black scholars were proficient, as compared to 64% of White scholars. On that same assessment, 20% of scholars who received special education services scored proficiently, as compared to 52% of scholars not receiving special education services⁴. . . . Median household family income here is just above \$31,000. A comparison of local educational levels, family income, and poverty levels to those in the State of Nevada and nation. . . demonstrate[e] the severity of the socioeconomic challenges and therefore accompanying academic risk factors in this community. *(pages 5-6 of 126, paragraph 2, in original application as submitted)*

Low educational attainment and low household income are linked to the quality of surrounding schools. Scholars who attend low-performing schools are less likely to demonstrate proficiency in core subjects and more likely to enter high school several grade levels behind.⁵ Of the elementary schools in 89106 serving similar grade levels as Las Vegas Collegiate intends to serve, 8 of 9 received lower proficiency scores on the SBAC in Math and English Language Arts (“ELA”) than the CCSD average of 41% in math and 49% in ELA. The only school with higher scores is a magnet school with selective entry. ⁶ We propose to address the needs of the Historic West Side and specifically those families residing in the 89106 zip-code. With approximately 8,154 school-aged children⁷, there is currently one 4 star-rated elementary school and no 5 star-rated elementary school choices, requiring families, dependent upon public education, to send their children to schools that have historically not delivered high-quality education or leave their neighborhood for better opportunity. *(page 7 of 126, paragraph 1, in original application as submitted)*

Elementary Schools in 89106 - Star Ratings



Based upon community demographics, we expect a scholar racial background of 39.9% Black and 39.3% Hispanic,⁸ an economic demographic of 94% low-income families⁹, a special education population of approximately 12%, and 26% ELLs.¹⁰ Currently, local elementary schools average 39

² <https://focus2024.ccsd.net/wp-content/uploads/2019/03/Focus-2024-FINAL-3-1-2019.pdf>

³ <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=11®=135&LVL=4>

⁴ <http://nevadareportcard.com/DI/nv/clark>

⁵ <https://www.tandfonline.com/doi/abs/10.1080/09243450801936845>

⁶ <http://www.greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=4>

⁷ <http://www.greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=4>

⁸ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁹ <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=1>

¹⁰ Ibid.



and 32% proficiency in reading and math¹¹, respectively, and 27 and 20% in middle schools.¹² The zip code has three schools considered Rising Star Schools, as their performance is amongst the lowest 5% in the state. ¹³ *(page 7 of 126, paragraph 2, in original application as submitted)*

There are currently three middle schools in 89106 - Democracy Preparatory at Agassi Campus, Rainbow Dreams Academy Secondary, and West Preparatory Academy Middle School. Democracy Prep¹⁴ is the only 4 star rated middle school in a five-mile radius, outperforming the district with 68% proficiency.¹⁵ Both Rainbow Dreams and West Prep have academic proficiency scores of 4%.¹⁶ West Prep Middle School is considered a Rising Star school due to its Index Score on the Nevada School Performance Framework.¹⁷ *(page 7 of 126, paragraph 3, in original application as submitted)*

. . . . To positively impact economic and educational opportunity in 89106, the community requires more high-performing elementary schools that first and foremost address the needs of all learners and provides an education that prepares all scholars to thrive in middle school and high school, graduate from college, and lead lives of opportunity and success. Las Vegas Collegiate intends to open in the fall of 2020 with 162 scholars, 81 each in kindergarten and first grade. Using a slow growth model, we will add 81 kindergarteners each year until we are fully enrolled in the 2024-25 school year educating 486 scholars in kindergarten through fifth grade. The slow growth model allows us to strategically establish our ambitious culture of academic excellence in a systematized way not afforded when beginning at full capacity and which is directly correlated to higher academic outcomes as outlined in national studies of strong charter schools.¹⁸ *(page 8 of 126, paragraph 2, in original application as submitted)*

. . . . By closing the achievement gap in our community and across all subgroups, we will simultaneously close the economic and opportunity gap faced by so many of our families. We are driven by our ambitious mission and aligned to the State of Nevada’s and Clark Country’s academic priorities, specifically Nevada’s Read by Grade 3 priority.¹⁹ We know that mission success requires a strong academic foundation that prioritizes literacy. The proposed school model is directly informed by several high performing schools across the country, most particularly two schools incubated and supported through Building Excellent Schools (“BES”) - Purpose Preparatory Academy in TN ²⁰ and Springfield Preparatory in MA²¹, each of which are serving high needs communities while simultaneously outperforming city and state averages and placing scholars measurably on the path to college as demonstrated by reading and math proficiency rates that underpin all future academic success. The proposed school model is built upon the DNA of these seminal schools and informed by the national research of Robin Lake, which holds that such replication of quality is possible under five key conditions: “1. Make sure you are trying to replicate something that can be copied and is worth copying. 2. Observe the original model directly. 3. Copy the original model as closely as you can. 4. Adapt only after achieving *acceptable* results. 5. Keep the template in mind, even as you adapt.”²² *(page 8 of 126, paragraph 2, in original application as submitted)*

¹¹ Ibid.

¹² <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=2>.

¹³ http://www.doe.nv.gov/ASD/Rising_Stars_Schools/.

¹⁴ Lead Founder and proposed Executive Director Bianté Gainous is Fellow with Building Excellent Schools, the national charter incubator and leader that supported the launch and growth of the flagship Democracy Prep campus in Harlem, NY and which continues to work closely with and train many Democracy Prep leaders, along with newly established charter schools Futuro Academy <http://futuroacademylv.org/>, Nevada Prep <http://NVprep.org>, and Nevada Rise <http://nevadarise.org>.

¹⁵ <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=2>.

¹⁶ Ibid.

¹⁷ http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Press_Releases/2018docs/2018_Rising_Stars_Schoolscsi.

¹⁸ <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.

¹⁹ <http://www.doe.nv.gov/RBG3/Home/>.

²⁰ Purpose Preparatory Academy educates 96% Black, 83% free/reduced lunch qualifying students and ranks within the top 5% of all Tennessee schools. www.purposeprep.org/our-results.

²¹ <https://www.springfieldprep.org/>.

²² https://www.crpe.org/sites/default/files/brief_ncsrp_dna_may07_0.pdf.



... Statistics have shown that scholars who cannot read on grade level by third grade are four times more likely to leave high school without a diploma.²³ Las Vegas Collegiate’s kindergarten through fifth grade slow growth, college preparatory model that uses extended time, prioritized focus on reading and math, a schoolwide multi-tiered assessment protocol, robust teacher development program, and continual engagement with families regarding their scholars’ academic progress, provides a consistent, streamlined educational experience that transitions scholars successfully into middle school. Introducing high levels of rigor, starting in kindergarten, drives our belief that college preparation begins in kindergarten. Supporting all of our scholars in a warm-strict, purposefully structured environment to which they will grow accustomed and from which they will embrace the challenging and exciting pushes towards their academic success, Las Vegas Collegiate is aligned with the needs of our community and the priorities of our state. Our model, as proposed, allows us to deliver on our ambitious mission, and thus ensure that we are matriculating proficient third grade readers into fourth grade, aligning directly with the words of Nevada Superintendent of Public Instruction Dr. Steve Canavero: “[T]he goal of Read by Grade 3 is not to punish anyone, rather the goal of this program is to enhance a scholar’s ability to read successfully - thus ensuring success throughout his/her entire academic experience.”²⁴ Our model further allows to ensure that we are beginning the road to college readiness in kindergarten, aligning directly with Nevada Key Findings in *The Condition of College and Career Readiness 2017*: “Early assessment and intervention are critical to improving educational outcomes. If scholars are not on track for college and career readiness by the time they reach middle school, it may be too late. Assessing learning and implementing intervention strategies to help scholars get on the right path for college and career readiness must begin in elementary school.”²⁵ (page 10 of 126, paragraph 1, in original application as submitted)

According to the *Journal of Educational Research*, parent involvement increases academic achievement, decreases absenteeism, creates a valuable source of volunteer support, political support, and can increase teacher efficacy, and a student’s social development skills.²⁶ In alignment with this research and aligned with the proven practices of schools such as Purpose Preparatory Academy Charter School in Nashville²⁷ and Equitas Academy Charter Schools in Los Angeles²⁸ we prioritize building early and meaningful engagement with families. At Las Vegas Collegiate, we believe in proactively engaging families to build a strong partnership as we know the role families play in student success.²⁹ We understand parents to be our partners and are grounded in the belief that it takes a village to successfully prepare a child to lead a life of opportunity and success. (page 13 of 126, paragraph 1, in original application as submitted)

Las Vegas Collegiate chose to target the Historic West Side because of the educational challenges parents and families are faced with and have been faced with for generations, in pursuit of bringing a proof point to the community that regardless of race, creed, economic status, or any other demographic, proves that all students can achieve when given the proper resources and supports. (page 16 of 126, paragraph 1, in original application as submitted)

(b) Pertinent Details from Our Responses to Multiple Questions within the Academic Plan From Mission and Vision Questions 1 and 4

²³ <https://www.aecf.org/>

²⁴ http://www.doe.nv.gov/News_Media/Press_Releases/2018/Nevada_Board_of_Education_Finalizes_Read_by_Grade_3_Promotion-Retention_Decision_Making_Criteria/

²⁵ <https://www.act.org/content/dam/act/unsecured/documents/cccr2017/Nevada-CCCR-2017-Final.pdf>

²⁶ Pena, D. (2000). “Factors affecting parent involvement in school.” *The Journal of Educational Research* 94(1), 29-54. Retrieved from <https://www.ernweb.com/educational-research-articles/factors-affecting-parent-involvement-in-school/>

²⁷ Purpose Preparatory Academy educates 96% Black, 83% free/reduced lunch qualifying students and ranks within the top 5% of all Tennessee schools. <https://www.purposeprep.org/our-results>

²⁸ Equitas Academy educates 98% Hispanic, 94% free and reduced lunch qualifying students and has 61% Math and ELA student proficiency rates – more than 20 percentage points higher than the district.

²⁹ <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>



Individually Supportive Community. Las Vegas Collegiate targets scholar’s achievement through a focus on individualized supports. With an intensive focus on performance outcomes, we, therefore, have a parallel focus on the implementation of strategic supports that will ensure mastery of essential literacy and numeracy skills for all scholars and across all subgroups, including scholars with special needs and those identified as English Language Learners (“ELLs”). Our focus on intensive, individualized, supports has been shaped and designed upon the best practices of other high performing charter schools that educate scholars of similar demographics to consistently high results. To meet the needs of our scholars and maximize learning, we provide daily small group learning in a 9:1 scholar to teacher ratio, individualized opportunities for blending learning through iReady, and daily intervention in a 5:1 ratio that focuses on skill-based mastery. These key practices are targeted, scholar specific, and data-driven. With 45 minutes of daily intervention that is taught in two rotations³⁰, teachers will provide lessons that target skills required for scholar success. *(page 18 of 126, paragraph 2, in original application as submitted)*

We will provide families in the Historic West Side with a school designed to dramatically increase the achievement results for scholars in the community, aligned with each goal in NRS 386.520. We will improve achievement through the use of research-based and practice-proven instructional strategies that embrace diverse learners and a wide variety of scholar needs. We will employ an inclusive, heterogeneous educational model that serves all scholars in a manner that maximizes their academic potential and prepares all of them for achievement in middle school and high school, graduation from college, and leadership in their communities. Our approach and design will emulate high performing urban schools serving similar scholars, including those with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. We will provide an educational program that maximizes accommodations and minimizes modifications. *(page 24 of 126, paragraph 1, in original application as submitted)*

From Transformational Change Questions 1 and 2

... Multiple and systematic aspects of our instructional design will ensure that our classrooms are responsive to the needs of each individual scholar and aligned to ambitious, measurable goals. We prioritize intensive individualized learning, such as daily Small Group Instruction (9:1 scholar to teacher ratio), Blended Learning (classroom-based technology stations), and Targeted Interventions (5:1 scholar to teacher ratio). Research done by Dimensions of Early Childhood finds that “early readers benefit from being taught explicit skills during intensive small group instruction as it enables teachers to focus on specific skills needed for varied groups of children.”³¹ Grounded in that research, literacy and math (taught in 9:1 ratio), and intervention instruction (taught in 5:1 or less ratio) will be a small group model where teachers average no more than eight scholars to a group. Daily Intervention is targeted through a skills-based approach, informed by most recent data. Upon enrollment, scholars will be formatively assessed and then continuously assessed on an 6-8-week cycle to determine their progression in mastery of grade-level appropriate skills, and given specific, targeted, instruction based on data findings to close any gaps through differentiated teaching. We will use data to determine scholar growth and adjust small group instruction and intervention grouping to target new skills. We will leverage our five Data Days - September 8, October 12, January 4, February 16, and April 12 - (please see **School Structure: Calendar and Schedule**) to evaluate the growth of scholars and adapt our lesson planning, scholar supports, and professional development needs to address specific scholar needs. *(pages 26-27 of 126, paragraph 2, in original application as submitted)*

³⁰ Intervention is a 45-minute block taught in two, 20-minute rotations with 5 minutes for organization and instructional overview and end of block wrap up.
³¹ https://southernearlychildhood.org/upload/pdf/Dimensions_Vol40_3_Wilson.pdf



... **Turn and Talk.** This practice of having scholars share their thinking with a peer is shown to be particularly critical for ELLs and other scholars at academic risk. Through the use of turn and talks scholars get to practice oral language skills by clearly articulating their thoughts to a peer in a clear and accountable way. They attend to listening skills by being required to engage in conversation that requires them to actively listen. Turn and talks also allow scholars to grapple with rigorous questioning and push each other's thoughts. *(page 34 of 126, paragraph 1, in original application as submitted)*

... **Intervention.** Intervention time is built into our daily schedule for 45 minutes. With a two-teacher model, teachers will pull small groups of no more than 5 scholars, based on opportunity gaps identified by data results. During this time, any scholars not engaging in small group pull out\ will use the i-Ready blended learning computer intervention program to practice skills that meet their direct needs. Scholars who are Tier II or III (see **At-Risk Students and Special Populations** for our Response to Intervention Framework) will be pulled out by the Special Educator. English Language Learners will be supported during intervention by a TESOL-certified educator. *(page 35 of 126, paragraph 1, in original application as submitted)*

From Curriculum & Instructional Design Questions 1, 2, and 3

Literacy. To ensure scholars are firmly on the path to middle school, high school, and college success, we prioritize literacy within our schedule, curriculum, and staffing, and sets ambitious goals for all scholars to read at or above grade level by the third grade. Research shows that 75% of children who enter first grade at risk of reading failure will continue to struggle to read into adulthood.³² Scholars unable to decode or read by third grade fall further and further behind in school, thus impacting their ability to lead a full life of opportunity. In the Historic West Side community of Las Vegas, elementary schools have 25% average academic achievement as measured by state assessments.³³ We believe our model will allow us to meet our goals of 70% of all kindergartners reading on grade level by the end of their first year, and in increasing percentages each additional year of enrollment with us, putting them on track to master grade level literacy standards and excel as they continue to matriculate through school. *(page 36 of 126, paragraph 2, in original application as submitted)*

... Scholars will have the opportunity to participate in Blended Learning during guided reading rotations or during daily Intervention. The Blended Learning approach aids in delivering instruction that meets the needs of all scholars and is a great support to scholars with IEPs or 504 plans who require additional practice.³⁴ Research on the effects of individualized programing finds that scholars grow on average 3 additional percentiles when participating in programs that offered individualized learning, as opposed to children who did not.³⁵ **Intervention.** Elementary schools in 89106 currently have an average scholar reading proficiency of 39% and a math proficiency average of 32%.³⁶ We anticipate scholars will enter well below grade level, and in Kindergarten well below reading readiness; therefore, we prioritize 45 minutes of daily intensive, skill-based Intervention. *(page 37 of 126, paragraph 1, in original application as submitted)*

... 2017/18 school data of elementary schools in the Historic West Side of Las Vegas found that 38% of scholars who were not on grade level last year met their growth benchmark and are expected to be on grade level within three years.³⁷ The remaining 62% are neither on grade level nor on track to

³² Farr, Steven. *Teaching as Leadership*. San Francisco, CA: Jossey Bass, 2010.

³³ <http://greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=1>.

³⁴ <https://files.eric.ed.gov/fulltext/EJ11077330.pdf>.

³⁵ https://www.rand.org/pubs/research_briefs/RB9994.html.

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

³⁷ <http://www.greatschoolsallkids.org/myReport.php?STEP=3&GROUP=2®=31&LVL=1>.



reach growth benchmarks within three years. This demonstrates a wide opportunity gap in student learning and achievement in the Historic West Side. Based on best practices from high-performing schools significantly shrinking the opportunity gap across the country, and to ensure differentiated instruction for all learners and to meet the needs of diverse learners, Las Vegas Collegiate teachers will use a variety of instructional strategies to maximize every minute of instruction. We will draw heavily from strategies outlined in Lemov's *Teach Like a Champion 2.0*,³⁸ Bambrick-Santoyo's *Great Habits, Great Readers*³⁹ and *Driven by Data*,⁴⁰ and Steven Farr's *Teaching as Leadership*.⁴¹ Strategies outlined in these text are grounded in extensive research and used by multiple high performing charter schools across the nation. *(page 39 of 126, paragraph 2, in original application as submitted)*

We anticipate a significant portion of scholars will be performing below grade-level. Our school model is responsive to the needs of scholars requiring additional supports and structures to ensure 100% of scholars are performing at grade-level by the end of third grade, including: a Small Group Learning model, Two-Teacher model during Phonics and Intervention, Blended Learning, Extended Time in literacy and math foundations, Extended School Day and Year, and daily Intervention. Upon enrollment, scholars will complete the STEP assessment that is then administered every 6-8 weeks to determine student growth and adjust small group instruction around targeted skills. We will also administer NWEA MAP three times per year – beginning, middle, and end. We will leverage our four professional development days dedicated to data analysis to evaluate the growth of scholars below grade-level and will adapt our day to address specified needs of scholars. *(page 43 of 126, paragraph 1, in original application as submitted)*

From Driving for Results Questions 1 and 2

Aligned to both the SPCSA and the NSPF, we have outlined growth goals to track scholar growth each year. Because we anticipate an 94% FRL, 26% ELL, and 12% scholars with disabilities population, we anticipate many scholars beginning kindergarten⁴² and first grade⁴³ below expected academic performance and readiness. Aligned with the NSPF, our growth goals and measures indicate that we expect to grow all scholars faster than the national rate to close the existing opportunity gaps and move scholars to their appropriate grade level performance quickly. *(page 49 of 126, paragraph 2, in original application as submitted)*

. . . . Because our model is designed to meet the needs of all learners, regardless of subgroup designation, we expect ELL scholars and those identified as having special needs to make the same growth goals as their non-ELL and non-disabled peers and will use that data to compare the degree to which identified scholars are making progress towards our outlined goals as compared to their counterparts. *(page 50 of 126, paragraph 1, in original application as submitted)*

In accordance with Nevada State Board of Education and ESSA 2015, we will administer the WIDA ACCESS to ELL scholars during the WIDA ACCESS test administration window to determine eligibility for scholars to exit the ELL program. Scholars scoring 4.5 or higher for composite may be exited from ESL direct services. Scholars who exit ESL direct services shall be considered transitional ELLs and will be tracked and monitored throughout the year. We will disaggregate subgroup data to

³⁸ Lemov, Doug. (2015). *Teach Like a Champion 2.0*. San Francisco, CA :Jossey-Bass, Print.

³⁹ Bambrick-Santoyo, Paul. (2013). *Great Habits, Great Readers*. San Francisco, CA :Jossey-Bass, Print.

⁴⁰ Bambrick-Santoyo, Paul. (2010). *Driven by Data*. San Francisco, CA :Jossey-Bass, Print.

⁴¹ Farr, Steven. *Teaching as Leadership*. San Francisco, CA: Jossey-Bass, 2010. Print.

⁴² Outlined here are the NV State prekindergarten readiness standards.

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

⁴³ Link to the NV Academic Content Standards http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/.



adequately monitor all tiers of ELL scholars. If a transitional ELL scholar demonstrates difficulty in the general education classroom, he/she will receive targeted intervention services. If the intervention-targeted intervention is unsuccessful for the scholar, the scholar will be reclassified as an ELL. *(page 55 of 126, paragraph 1, in original application as submitted)*

From At-Risk Students and Special Populations

At-Risk Students Questions 1 and 2

... We believe that “Rigor should be the same for scholars with special needs as it is for all learners. Scholars are expected to meet grade-level standards and will be taught with rigorous instruction. Special needs scholars are capable of achieving when given high expectations and supports.”⁴⁴ Reflective of our local community, we expect to have 13% of scholars identified as special needs. In compliance with all laws, we will provide a Free and Appropriate Public Education (“FAPE”) to all scholars the Least Restrictive Environment (“LRE”). We will not discriminate based on any disability and will provide an inclusive instructional model. To ensure we meet the needs of all learners, we will implement a Response to Intervention (“RTI”) framework. *(page 61 of 126, paragraph 2, in original application as submitted)*

English Language Learners Question 3

... By design, Las Vegas Collegiate includes a daily 45-minute Intervention period in which all scholars can receive individualized support by their teachers. For scholars with limited English proficiency, this block is an opportune time for specialized small group or one-on-one instruction with peers with similar levels of English proficiency. This same opportunity is available during Guided Reading when a scholar can be pulled during one of the three rotations in which s/he is not in a small group with the general educator. Like all Las Vegas Collegiate scholars, those identified as ELLs will have regular classroom and standardized data collected by our teachers, which will be analyzed and used to inform individualized instruction specialized for ELLs. Our teachers and administrators will keep regular, open lines of communication with the families of our EL scholars. *(page 69 of 126, paragraph 1, in original application as submitted)*

⁴⁴ <http://www.edcircuit.com/special-needs-students-maintain-rigor/>.