4. Academic Plan

MISSION & 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 of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.*

Mission:

Through arts integration, leadership cultivation, and multicultural education, Alakaʻi Heritage Academy ensures all students are on a path for success at the college and career level.

The core of AHA is founded on arts integration: "Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and other subject areas and meets evolving objectives in both."[1] Students attending AHA will feel safe to take educational risks to develop into youngsters who are ready for lifelong challenges in college, career, and community through the arts. Arts integration methods will permeate AHA's daily activities and school culture and provide the vehicle for differentiated, place-based, project-based, cooperative, and inquiry learning.

AHA is founded on the principles of *Nā Hopena Aʻo* (HĀ). While these principles are Hawaiian in origin, the concept and meaning behind them are relevant to all students regardless of ethnic background. The HĀ principles nurture the social and emotional growth of each child and are grounded in a sense of self and a sense of place. *Nā Hopena Aʻo* literally translates to "goals for teaching and learning" and the acronym HĀ translates to "breath." When taken together, these outcomes become the core breath that every student can draw on for strength and stability throughout their school experience and beyond. Students attending AHA will develop creativity, communication, leadership, and collaboration embedding these principles through arts integration. In addition, Positive Behavioral Instructional Support (PBIS) ensure a safe environment cultivating positive relationships in the school community.

AHA's high academic standards include English Language Arts and Mathematics outcomes drawn from the Nevada Academic Content Standards (NVACS) and the Common Core State Standards (CCSS). Science outcomes are guided by the Next Generation Science Standards (NGSS). Finally, Fine Arts outcomes align with the National Core Arts Standards (NCAS).

The purpose of AHA is to bring opportunities and options to its students to support their learning. The neuroscience behind Universal Design for Learning (UDL) suggests there is variation in how children build understanding of new materials, engage, and demonstrate what they know[2]. Arts integration will provide AHA students with the flexibility to learn and master rigorous, engaging, and standards-based curriculum in different ways.

[1] Silverstein & Layne. (2010). *Defining Arts Integration.*

[2] Meyer, A., Rose, D., Gordon, D. (2014). *Universal Design for Learning: Theory and Practice.* CAST Professional Publishing. Wakefield, MA.

AHA's mission will drive the educational experience each student will have at the school. Teachers will be trained in current arts integration research-based pedagogy and instructional strategies that have a comprehensive and proven record of academic success. Additionally, as AHA is student-centered, teachers will provide service with passion and understand they are an integral part of each and every AHA student's success.

AHA will measure the success of its mission in the following ways:

- *"Through arts integration, leadership cultivation, and multicultural education…"*
    - AHA's Governing Board will measure these components of the mission by annually reviewing the Principal and verifying that the arts, leadership cultivation, and culturally relevant components are being integrated throughout the school year. For example, the Principal may provide evidence, which demonstrates that teacher lesson plans, internal benchmarks, surveys, and events, among other outcomes, are integrating the arts, multicultural education, and leadership cultivation at the school.
- "*… Alakaʻi Heritage Academy ensures all students are on a path for success at the college and career level."*
    - AHA's Governing Board will examine results from the annual SBAC assessments for Reading and Mathematics to assess student preparedness for college and career. The SBAC's summative end-of-year assessment determines "students' progress toward college and career readiness in English language arts/literacy and math."[3]

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

Vision:

The vision of Alakaʻi Heritage Academy is to develop scholars and community leaders who are connected to their native culture and prepared to embark on their journey for college and career success.

AHA is committed to engaging all learners by educating the whole person: mind, body, and heart. AHA believes high standards of achievement, in a culturally responsive school environment, can be realized through arts integration. This approach nurtures a strong sense of belonging to the school *ʻohana,* "family", and to *ʻāina,* "our land that nurtures us." The essence of arts integration is perfectly expressed by the *ʻōlelo noʻeau: Ma ka hana ka ʻike*. "In working one learns." All students at AHA will actively construct their own understandings and skills through the arts.

AHA's educational philosophy focuses on student learning with, in, and about the arts. Arts integration blends content and skills between the art form and an academic subject.[4] It has been positively linked to increased student engagement, motivation, and persistence. The arts can engage students who are not typically reached through traditional teaching methods,

[3] Smarter Balanced Assessment Consortium. *About Smarter Balanced.* "Assessments". [http://www.smarterbalanced.org/assessments/] Last accessed July 2019.

[4] Isenberg, J.P. & Jalongo, M.R. (2014). *Creative Thinking and Arts-Based Learning: Preschool Through Fourth Grade.* Upper Saddle River, NJ: Pearson.

including those with learning disabilities or are reluctant learners or from economically disadvantaged backgrounds.[5]

Integration of the arts enables students to make meaningful connections to one another, themselves, and their world. Through experimenting with different art forms and processes, students learn to take risks. They develop flexible thinking skills through creative processes.[6] Students who experience an education rich with arts integration develop mindsets of mastery and persistence, a sense of belonging, and intrinsic value for learning. They develop a range of strategies for learning, self-confidence, communication skills, and connect with their community through compassion.[7]

Lastly, AHA's inclusive vision extends beyond students. The nature of arts integration fosters learning and collaboration among students, teachers, artists, cultural practitioners, parents, administrators, and community members. These connections contribute to the AHA student's sense of learning as a lifelong journey, aspirations for excellence in fulfilling work, and commitment to those who came before us and will come after us.

(a) *Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.*

AHA will focus on guiding purposes and priorities by providing academic success through the following:

- A rigorous, engaging arts-integrated instructional design
- An engaging, standards-based arts-integrated instructional design
- Diagnostic/Formative/Summative assessments to drive instruction
- Research-based pedagogy
    - Whole-school arts Integration
    - Place/Culture-Based Learning
    - Cooperative Learning
    - Universal Design for Learning (UDL)
- Gradual Release
- Continuous improvement
- Research-based interventions
- Multi-Tiered System of Supports (MTSS)
- Ongoing professional development for teachers
    - Collaborative teaching artist residencies
    - Professional Learning Communities (PLC)
    - Collaborative grade level teams
    - Arts integration coaching/mentoring
    - Arts and culture coaching/mentoring
- Meaningful relationships
    - Small class size - low student/teacher ratios

[5] Deasy, R. (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development.* Arts in Education Partnership. Retrieved from http://www.artsed411.org/files/critical%20links.pdf
[6] Fisk, E., B. (1999). *Champions of Change: The Impact of the Arts on Learning.* Retrieved from http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf
[7] Simpson-Steele, J. (2016). *Reconciling the Divide: Common Processes in Science and Arts Education.* The STEAM Journal, 2(2).

    - Structured face-to-face learning
    - School uniforms
    - Service learning projects
- Collaboration
    - Small group instruction
    - After-school activities/arts and culture
    - Strong community foundation of support

AHA will embrace these guiding principles and priorities through the curriculum, whole-school arts integration model, instructional strategies, service learning, culture and place-based learning, leadership and spirit of the school. These will be measured by internal and external assessment measures. These measures will provide a number of indicators that will guide instructional decisions which will contribute to the school's long-term success. Some of these measures include:

- Data from English Language Arts (ELA) and Mathematics assessments such as Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), and curriculum assessments that will measure student competency of the state standards. Assessments will measure student knowledge on the same or vertically aligned standards in each course. Through assessment reporting, the school will select student peer groups reflecting diverse academic, demographic, and other characteristics to evaluate the student's change relative though his or her peer group as a direct measure of growth. AHA staff will use these measures to track achievement and individual student growth. An overall school growth score in the 70th percentile or higher will indicate the school is making successful gains.
- Attendance is critical to the acquisition of knowledge and mastery of the content. Monitoring student attendance will be a school priority, and a clear attendance policy will be communicated to parents and students as these are the fundamental foundation of AHA's instructional system. AHA's goal is to attain 95% Average Daily Attendance (ADA).

(3) *A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory 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;*

AHA will improve academic achievement through their arts integrated approach that supports all learners of all levels; it "evens the playing field." Students, who struggle in traditional educational approaches that heavily rely on linear, paper and pencil methods of learning, thrive in arts integration. Active learning, using non-linguistic modalities challenges all students to think metaphorically and process ideas socially. The social and kinesthetic processing gives all students access into the learning. The most important tools that are required are the student's body, voice, and imagination/mind. The skills they develop to process all content areas are collaboration and concentration.

Students process information and construct understanding, using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of four of the nine "High Yielding Instructional Strategies" according to Marzano: non-linguistic representation, reinforcing effort and providing recognition, cooperative learning, and setting objectives and providing feedback.[8] The arts

[8] Marzano, R. & Pickering, D. (2001). *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement.* Association for Supervision and Curriculum Development: Alexandria, VA.

integrated strategies engage the students, struggling and excelling, yet challenges all of them to attain high levels of competencies because of its emphasis on descriptive and specific criteria, goal setting, and feedback. Where traditional methods fail, arts integration engages, and academic achievement of pupils improves.

AHA will use the end-of-year SBAC assessments for measuring the effectiveness of this purpose.

(b) *Encouraging the use of effective and innovative methods of teaching;*

At AHA, arts integration lies at the heart of our "doing." Research has shown that whole school arts integration and multi-cultural educational models are effective in reducing achievement gaps across all subgroups and student populations. Importantly, arts integration is not a curriculum, but a creative act by teachers who guide students through aesthetic expressions of understanding. The core of this vision engages the arts to help children learn, get excited about being in school, express what they know, and participate as members of a compassionate community. To that end, teachers will be trained in the variety of proven, research-based elements and principles in teaching through the arts. The arts provide multiple pathways for students to make sense out of their world. Through the arts, diverse learners have access to the curriculum. The arts also provide experiences through which all members of the AHA community share values of belonging, responsibility, aloha, well-being, excellence, and an appreciation for students' unique gifts. In order to assess the effectiveness of this model at the school, AHA will examine benchmark testing (to be finalized by the Principal) and the end-of-year SBAC assessment data.

(c) *Providing an accurate measurement of the educational achievement of pupils;*

Ongoing assessments, data analyses, and results and will identify improvement needs and guide instruction for benchmark mastery. For more information on the school's data collection tools and assessments, please see here. Frequent data collection, particularly for students performing below grade level is fundamental to improvement. Additionally, arts integrated performance assessments provide students with options for action and expression to share what they understand visually and kinesthetically as well as in writing. In classrooms, teachers will use the arts to differentiate instruction based on the needs of students and collect a variety of data points from multiple ongoing assessments to accurately gauge the educational achievement of all students.

(d) *Establishing accountability and transparency of public schools;*

Teachers will meet regularly in collaborative teams to review the progress of students, which will inform instructional decisions. Students and parent/guardians will be required to sign a learning compact that outlines the academic, community and school involvement requirements to be an active member of AHA. Students and parents/guardians will be provided regular weekly updates on their academic progress. The principal will use the principles of site-based management for parent/guardian involvement and decision-making. Board meetings will follow required Nevada Open Meeting laws and meeting frequency policies.

(e) *Providing a method for public schools to measure achievement based upon the performance of the schools; and*

AHA will measure academic success based on meeting the requirements of the Nevada School Performance Framework as well as comparative analysis of other similar Nevada schools.

(f) *Creating new professional opportunities for teachers.*

Teachers will be required to be an active member of a collaborative team to determine where their students are, academically and socially. This collaborative environment will allow teachers to share successful strategies and interventions. Peer observation and evaluation will allow teachers to see what success looks like in real time and provide authentic feedback based on documented observations. The continuous cycle of learning will be embraced through these methods as well as teachers teaching teachers about what success looks like. Training on adopted programs will be comprehensive and strategically monitored by their peers and administration. Innovative ways to demonstrate pedagogical knowledge will be utilized to develop leadership capacity (such as peer observation, lesson study, etc.).

Aside from professional development, teachers will also benefit from opportunities to grow and strengthen their careers. Leadership opportunities will be available for teacher who demonstrate a drive to improve student outcomes not just in their classroom but in the entire school. For example, teachers who seem to be demonstrating high academic growth for their students in a particular subject and grade level, may be asked to lead subject discussions and provide other teachers with best practices and lessons learned. Teachers who continue to display leadership characteristics, as identified by the administration, will also have the opportunity to lead professional learning communities, after school programs, and even other administrative positions if available. Teachers will also be supported in their desires to expand their education and credentials. Once the school is in good financial standing teachers will have the opportunity to apply for tuition reimbursement for education-related courses, degrees, or certifications. These tuition reimbursements will be finalized by the Principal, once designated, and will be subject only to those courses, certifications, or degrees which are related to the education/teaching industry (i.e. – state teaching licensure as opposed to a M.S. in Civil Engineering).

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada? School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

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

Alaka'i Heritage Academy (AHA) believes in transformational change for all of its students. In order to produce empirical results that will demonstrate and support this belief, AHA follows the theory that student-centered learning drives everything the school does. A Student-Centered Theory of Change believes that learning must be "personalized to the students' unique needs, interests, identities, and aspirations."[9] Thus, AHA will utilize arts integration made relevant to the student's native culture to drive them toward academic success. AHA believes every student who enters its doors has the potential to achieve academic success and become a valuable contributor to the

[9] Kaput, Krista. (2018). *Evidence for Student-Centered Learning.* Education Evolving. Saint Paul. [https://www.educationevolving.org/files/Evidence-for-Student-Centered-Learning.pdf]. Last accessed July 2019.

community. It is the school's goal to ensure each student is ready academically to enter college or move into a career.
The AHA mission exemplifies this strong belief: "*Through arts integration, leadership cultivation, and multicultural education, Alaka'i Heritage Academy ensures students are on a path for success at the college and career level."*

At AHA, educational innovation is at the forefront of what AHA does each day. AHA is committed to developing the characteristics of powerful arts integration programs that:

- Draw on the artistic resources of their community, building and sustaining partnerships between schools and arts organizations and between teachers and artists.
- View student achievement and school improvement as pivotal to their mission – they are not only about advancing arts education.
- Engage artists, arts specialists, and teachers from all disciplines in serious inquiry about making powerful pedagogical and curricular links between the arts and other subjects.
- Use the arts as media to communicate content and as methods of learning such as careful observation, inquiry, practice, creation, representation, performance, critique and reflection.
- Provide arts instruction both within the context of other subjects and as a single subject.[10]

Following best practices from other successful arts integration schools, AHA will implement the following components as part of their educational model:

- all teachers are trained and supported in arts integration throughout the year;
- part-time arts specialists provide instruction in discrete art forms;
- all students receive residencies from local teaching artists; and
- the arts, culture, land, and culturally relevant curriculum are central to learning.

This model is particularly beneficial as students are engaged with traditional arts integration practices while expressing their multi-cultural identities through student-centered practices such as creative movement, drama, and original song composition. The strong emphasis on the arts as an expression of identity, community and culture is essential for meeting the needs of our anticipated student population at AHA.

AHA's instructional strategies include those that are art specific and others more broadly established as best practices. What's more, arts integration practices often cross over with general education frameworks and strategies. General instructional strategies that complement the arts integration core of AHA's academic philosophy include but are not limited to:

- Differentiated Instruction (DI)
- Place-Based Learning
- Project-Based Learning
- Cooperative Learning
- Visual Representations
- Inquiry Learning
- Technology-Based Instruction
- Visual Thinking
- Role-Play
- Tableaux
- Expressive Movement

[10] Rabkin, N. & Redmond, R. "The Arts Make a Difference." *Educational Leadership.* 63. 5. (2006): 60-64.

- Expressive Percussion
- Drawing

It is expected that AHA's classrooms will be diverse, filled with students who have unique linguistic and cultural backgrounds, diverse skill sets, and individual interests. Universal Design for Learning (UDL) suggests any classroom includes multiple, natural, and intersecting variations among learners, and the arts will enhance AHA's ability to respond to that variability: "The arts push us to recognize and consider the multiple, flexible ways in which people learn and interact with the world."[11] UDL provides a Tier 1 foundation for meeting the needs of all students through arts and technology, regardless of their strengths and struggles. However, if students do struggle, the school will identify them through a process of universal screening. Students who are performing below baseline and not making adequate progress will receive applicable interventions and supports through a Response to Intervention (RtI) process built into the school's schedule.

Teachers will use data to guide intervention plans during a scheduled RtI block within the school day and evidence-based practices (EBPs) to guide Tier 2 and Tier 3 interventions. For example, struggling readers at the end of Kindergarten will be identified through a STAR, MAP, and/or DIBLES assessment, and those who are reading below baseline will be provided *Sound Partners* tutoring. EBPs, such as *Sound Partners,* have proven successful in accelerating low-performing students, especially in reading and mathematics. Importantly, struggling students will not be removed from the classroom during arts integrated instruction to receive their interventions, as is often the case in traditional education settings. The arts will continue to provide students with options for representation, engagement, and expression.

AHA's model provides students the opportunity to be accountable for their own learning and be empowered to engage with teachers, staff, and other students based on their instructional tier and determined level of involvement at the building. Students are afforded the ability to own their learning, achieve academic excellence, and continue to interact with staff and the community through the required service-learning component.

To encourage students to focus on academic success and their learning, school uniforms will be required when at the school. One in five US schools required students to wear uniforms during the 2013-14 school year and say they make schools safer for students and create a "level playing field."

The dismal proficiency scores demonstrated in *Section 3. Meeting the Need*, of both the Native Hawaiian/Multi-Racial population as well as the surrounding schools in AHA's target area, demonstrate a need for serious academic improvement. AHA will rely on the sound and extensive research and best practices of arts integration and cultural education to drive students towards double-digit academic gains and thus becoming one of the top performing schools in the state of Nevada.

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

[11] Glass, D., Meyer, A., & Rose, D. (2013). *Universal Design for Learning and the Arts.* Harvard Education Review, 13(1), 107.

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

Student Leadership will be fostered by the school by allowing students to develop leadership skills through their daily routines and extra-curricular activities. In the classroom, students will be given opportunities to participate in leadership responsibilities in group projects, class-specific systems and processes, and various responsibilities as assigned by the instructor. Additionally, the administration of AHA will establish a student government body for students to engage in the political process of campaigning, election, and making decisions on behalf of the student body.

However, on a daily level, all students at AHA will develop leadership skills as they benefit from Social Emotional Learning (SEL). "In leadership, emotional intelligence is extremely important. An authoritative leadership style is no longer effective."[12] The question of what makes a good leader has been a topic of study for decades and has thus led to several different opinions and perspectives. However, AHA believes the following components of SEL will give students the leadership skills they need for success at the college and career level:

- Communication Skills. This includes cooperation, problem-solving and listening skills. In addition, students learn how to deal with conflict situations.
- Social Awareness Skills. Students learn how to consider other peoples' opinions and show empathy.
- Emotional Management Skills. The students learn how to manage stress and motivate themselves to work towards particular goals.
- Self-Awareness Skills. Throughout the process of collaborating, students learn how to identify and express their own feelings.
- Decision-Making Skills. When students work in a group, they have to make reasonable choices that everyone agrees with.

National Core Arts Standards (NCAS) have been devised to support artistic literacy through overarching common values and expectations for learning across five arts disciplines: visual arts, music, dance, drama, and media arts. These standards frame the arts as the media of today's society, providing powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience. These standards facilitate participation in each of the arts as students become creators, performers, and audience members to discover and develop their own creative capacity. Such participation also enhances mental, physical, and emotional well-being. This set of standards honors how the arts have historically provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas. Finally, these standards provide means for individuals to collaborate and connect with others in an inclusive environment as they create, prepare, and share artwork.[13] At AHA, the NVACS standards are integrated in both Humanities and STEM subject areas.

Nevada Academic Content Standards– English Language Arts (NVACS-ELA) require students to read stories and literature, as well as more complex texts that provide facts and background

[12] Clark, Diana. "Getting Smart." *Developing Leadership Qualities in the Classroom Through SEL.* (2017). [https://www.gettingsmart.com/2017/01/developing-leadership-qualities-through-sel/]. Last accessed July 2019.
[13] National Core Arts Standards. (2015). [http://www.nationalartsstandards.org/]. Last accessed July 2019.

knowledge about the world around us. The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students learn to use cogent reasoning and evidence collection skills. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. Anchor standards in reading, writing, speaking and listening, and language carefully articulate developmentally appropriate goals within overarching strands across grade levels.[14]

Nevada Academic Content Standards- Social Studies call for students to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. Most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life. These standards are organized into four dimensions: 1. Developing questions and planning inquiries; 2. Applying disciplinary concepts and tools; 3. Evaluating sources and using evidence; and 4. Communicating conclusions and taking informed action.[15]

Rationale for Integrating Arts and Humanities Standards. The arts and humanities are often taught hand in hand because the unique processes of writing, reading, and researching symbiotically support artistic processes of describing, interpreting, and evaluating. Definitions of text now include a range of media, and literacy has come to embrace visual and auditory information beyond the written word. Research tells us arts integration with young children can improve story recall, verbal skills, and understanding of written material. In particular, drama activities can improve social skills and language use for remedial readers. They also improve both attitudes toward reading and reading achievement for disadvantaged students.[16] The arts support students as they activate schema, make inferences, and develop imagery when reading – all powerful tools to develop comprehension.[17] Research shows positive effects on both quantity[18] and quality[19] when comparing the writing of children with arts experiences to those without. Finally, the arts provide students tremendous opportunities to experience empathy and perspective; foundational to social sciences. They provide opportunities to rehearse for life as learners making choices that impact others and explore their own identities.

[14] Nevada Department of Education. (2017). *Nevada Academic Content Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.* [http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/K-12_ELA_Standards_ADA_Accessible.pdf]. Last accessed July 2019.
[15] Nevada Department of Education. (2018). *Nevada Academic Content Standards for Social Studies.* [http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Social_Studies/2017NVACSforSocialStudiesADA.pdf] Last accessed July 2019.
[16] Fisk, E., B. (1999). *Champions of Change: The Impact of the Arts on Learning.* Retrieved from http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf
[17] Keene, E. O., Zimmerman, S. (1997). *Mosaic of Thought: The Power of Comprehension Strategy Instruction.* Portsmouth, NH: Heinemann.
[18] McNaughton, M. J. (1997). *Drama and Children's Writing: A study of the influence of drama on the imaginative writing of primary school children.* Research in Drama Education: The Journal of Applied Theatre and Performance. 2(1).
[19] McKean, B. Sudol P. (2002). *Drama and Language Arts: Will Drama Improve Student Writing?* Youth Theatre Journal. 16 (1).

STEAM

Nevada Academic Content Standards- Science (NVACSS) are built upon a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions combined to form each standard: 1. The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems; 2. Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. 3. Disciplinary core ideas have the power to focus K–12 science curriculum, instruction and assessments on the most important aspects of science. The practices, cross cutting concepts, and disciplinary core ideas in NVACSS easily lend themselves to address the specific context of the people and environment in multi-cultural contexts.[20]

Nevada Academic Content Standards - Mathematics (NVACSM) concentrate on a clear set of math skills and concepts. The standards encourage students to solve real-world problems. They endeavor to stress conceptual understanding of key ideas, but also organizing principles such as place value and the laws of arithmetic to structure those ideas. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices – such as problem solving, reasoning and proof, communication, representation, and connections – rest on important "processes and proficiencies" with longstanding importance in mathematics education. Such practices can be easily applied as ethnomathematics[21] to meet the interests and concerns of AHA's student population.[22]

Rationale for Integrated STEAM Standards. Fusing STEM subjects (Science, Technology, Engineering, Math) with art addresses a popular and growing concern that our schools are failing to produce creative thinkers who will meet the demands of the future.[23] Creativity involves aspects of novelty, innovation, or ingenuity (often highly valued in the disciplines of art) and task-specific purposefulness to solve real-world problems (often valued in the fields of science and engineering). STEAM is an ideal place for creativity to thrive. Such integration has the potential to help students make connections to the scientific practices needed to successfully meet the expectations of Next Generation Science Standards,[24] mathematical practices required of the NVACS, and creative problem solving through visual and kinesthetic modalities. AHA's curriculum materials meet the following criteria:

[20] Nevada Department of Education. (2018). Nevada Academic Content Standards for Science. [http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Science/]. Last accessed July 2019.

[21] Ethnomathematics is the study of the relationship between mathematics and culture. Often associated with "cultures without written expression", it may also be defined as "the mathematics which is practice among identifiable cultural groups". – *Wikipedia, "Ethnomathetmatics".*

[22] Nevada Department of Education. (2017). Nevada Academic Content Standards for Mathematics. [http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Math_Documents/mathstandards.pdf]. Last accessed July 2019.

[23] Stohlmann, M., Moore, T., and Roehrig, G. "Considerations for Teaching Integrated STEAM Education." *Journal of Pre-College Engineering Education Research.* 2.1. (2012): 28-34.

[24] Tzou, C., Conner, L., Pompea, S., Gulthrie, M. (2014). *Colors of Nature: Connecting Science and Arts Education to Promote STEM-Related Identity Work in Middle School Girls.* [https://www.researchgate.net/publication/269692019_Colors_Of_Nature_Connecting_Science_and_Arts_Education_to_Promote_STEM-Related_Identity_Work_in_Middle_School_Girls]. Last accessed July 2019.

- Aligned with course outcomes and standards
- Designed to support students with diverse needs
- Supported by research evidence
- Articulated within and between grade levels
- Connected across content areas
- Open-ended for integration through the arts

While AHA teachers will use these materials to focus on the knowledge, skills, and dispositions fundamental to each content area, they also integrate these materials into daily lesson plans to explore essential questions and understanding that cuts across content areas.[25] Many of these materials are already organized to do so, with units of study anchored with big questions that tie together the STEAM subjects, or Humanities questions. These materials are not prescriptive in dictating *how* teachers should teach. They provide content worthy of exploration and pedagogical supports for teachers, but do not script the methods. Through the arts, AHA teachers bring the content of these materials to life, providing students personal experiences from which they develop schema and make meaning out of overarching questions and concepts.

Table 4 : Implementation of Values and Beliefs

School Beliefs and Values	Vision: Programs and Structures
At Alaka'i Heritage Academy, we believe that:	*To meet the needs of the target student population and achieve the school mission and vision, we will:*
<u>All students can and will learn;</u> Students learn in a variety of ways and should be given the opportunity to learn with a variety of different strategies and techniques;	• Create a school environment where all students feel a sense of belonging, where students feel safe and supported • Provide student-centered instruction using Differentiated Instructional (DI) Strategies through a whole school arts integration model • Use Technology in all content areas • Provide remediation and enrichment programs • Offer co-curricular and extra-curricular programs based in the arts and multi-cultural experiences • Deliver targeted after-school tutoring programs • Arrange counseling and other specialized services • Create a culture of high academic and behavioral expectations for all; encourage parental, family, and community involvement, build strong and supportive leadership team and a dedicated faculty/staff who believe in the mission and vision
<u>Students live up (or down) to the expectations</u>	• Implement discipline policies and Code of Conduct which foster Character Development and Ethical Behavior

[25] McTighe, J. and Wiggins, G. (2013). *Essential Questions: Opening Doors to Student Understanding.* Alexandria, VA: ACSD.

<u>set for them;</u> Administrators, teachers, staff, parents and community members must agree to hold high expectations and standards in order for students to achieve their maximum potential;	• Communicate academic and behavioral expectations through the School's Code of Conduct • Reinforce and model Character Education through school-wide initiatives • As teachers are expected to model this behavior in a professional environment, the School will set high professional expectations for teachers as well and communicate these through the Faculty Handbook and Code of Ethics. • Expect parents to uphold the Code of Conduct and parent contract which outline the responsibilities they share in promoting their child's academic and social development • Seek, establish, and maintain partnerships with businesses and civic institutions to provide students with an array of learning opportunities beyond the classroom
<u>Parents and teachers are partners in the educational process;</u> Parental "investment" in a student's education is crucial to student success as well as to the advancement the school's mission and vision.	• Encourage parental involvement through parental involvement agreements to contribute a minimum of 30 service hours of participation in their child's education. • Encourage school partnerships through a Parent Teacher Student Organization (PTSO), parent clubs, School Advisory Committees and other such outreach and involvement groups.
The school must be committed to continuous improvement to enable students to become life-long learners;	• Require the ongoing collection and analysis of student performance data and ongoing monitoring of results to set priorities for differentiated and targeted instruction, professional development and program improvements in order to achieve consistent increased student achievement outcomes; • Implement Continuous Improvement processes wherein student assessment results offer opportunities for teacher and student data chats; • Solicit feedback from all stakeholders (through student and parent climate surveys, sponsor's compliance reviews, teacher and governing board evaluations) to determine other areas of school-wide improvement.

Using Learning Forward's Standards for Professional Learning, teachers and staff will learn alongside their colleagues as they observe one another through Instructional Rounds, Peer Observations, Lesson Study and Collaborative Teams.

These standards "*outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results."*[26] The key is ensuring that AHA builds the knowledge, skills and understanding teachers need. Through the standards, best practices, and proven professional development, teachers and staff will apply their learning, reflect and share the impact that will lead to improved student achievement.

The seven standards that will drive professional learning are:

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. Implementation: Professional learning that increases educator effectiveness and results for all students, applies research on change and sustains support for implementation of professional learning for long-term change.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Teachers and staff will be expected to and be committed to continuous learning and growth that supports the Learning Forward Standards but also moves each educator forward as a professional for increased student results. AHA will embrace:

Diagram 1: Relationship Between Professional Learning and Student Results[27]

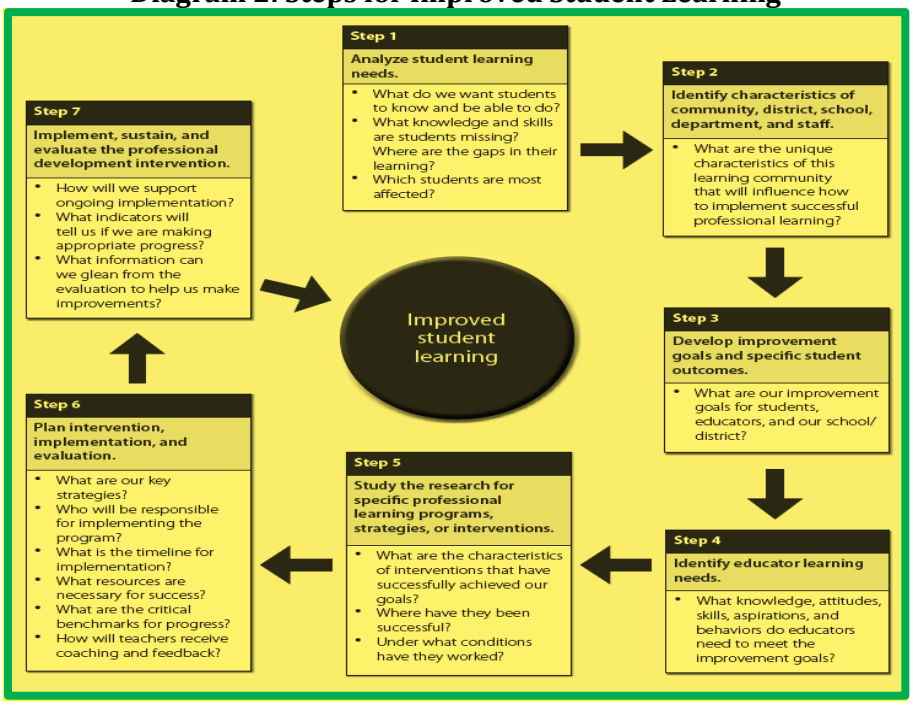
[26] *Standards for Professional Learning: Quick Reference Guide.* Learning Forward. (2011)
[27] Ibid.

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

Professional Development is a key driver in the academic success of each student but also a measure for each teacher's evaluation. Directed, concentrated, and deliberate use of the Learning Forward Standards as well as the use of the Backmapping Model for planning results-based professional learning will be implemented to ensure each learning opportunity is strategic and focused.

Diagram 2: Steps for Improved Student Learning



Teachers will be a member of a high functioning collaborative team focusing on the four guiding questions[28] and two collaborative ideals[29]:

[28] DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work.* Bloomington, IN: Solution Tree Press.
[29] DuFour, Richard. & Marzano, Robert J. (2011). *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement.* Bloomington, IN: Solution Tree Press.

1. What is it we want students to know?
2. How will we know if students are learning?
3. How will we respond when a student does not learn?
4. What will we do if they already know?
5. How will we increase instructional competence?
6. How will the school coordinate efforts?

These collaborative teams are student-centered *"educators who are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.*[30]*"* Collaborative teams will make collective decisions based on frequent formative assessments, observations and data to provide scaffolded instruction/ interventions.

Teachers will meet daily in their collaborative team to determine where their students are, what they need to know, and what instructional assistance is needed for them to achieve academic success. Teachers will focus on student progress for the day and what is needed for each student the following day. The focus is on the AHA students.

This focus is instilled through developing the whole school as a learning school using the work of Joellen Killion, and Patricia Roy in their book titled *Becoming a Learning School*. Their work will help developing teachers understand the power of collaborative learning to transform the school into a school focused on learning and the impact on student achievement.

Providing appropriate professional learning prior to opening the school is essential for all members to be skilled to teach and focus on the student learning needs. During years 1-3, a comprehensive professional development plan will be instituted. A month prior to the school's opening, key professional development will be determined to provide the necessary instructional tools teachers will need for success. A weeklong summer professional learning camp, followed by 5 half days per school year (noted as Professional Learning Days in the calendar), will continue to focus learning on school initiatives and improving student achievement. Professional development will continue to be scaffolded throughout the first three years of the school's operation.

Table 5: Professional Development Plan (Years 1-3)

School Culture	School-Wide Arts Integration Model of Education
	PBIS
	Attitudes/ Disposition for Service
	Social Emotional Learning
	Academic Philosophy "Through doing one learns."
	Policies/ procedures/ expectations
	Student Leadership Cultivation
Curriculum and Instruction	Arts Integration
	Cultural Relevance
	STEAM
	RTI Framework

[30] Killion, J. and Roy, P. (n.d.). Becoming a learning school. National Staff Development Council (2009)

	MTSS
Assessment	Assessment for Learning
	Data Dashboard
	7 Strategies of Assessment for Learning
	MTSS
Systems	SIS
	LMS
	Adobe Connect
	Google apps for Education

AHA will contribute to Nevada's public education system as a whole by opening its doors to future educators, visiting artists, and current educators to practice, teach, and learn. AHA is an excellent partner for both the College of Education and the other departments that prepare teachers of music, dance, and drama including the University of Nevada Las Vegas (UNLV) and other educational institutions, such as College of Southern Nevada, and Nevada State College, among others. AHA intends to establish formal partnerships with these institutions of higher education, as well as other community organizations, to enhance the professional development of AHA teaching staff and provide doctoral and graduate students a place where they can research the arts in education. In this sense, the relationship would be symbiotic in nature and thus benefit the community as a whole. Additionally, faculty who also want to continue to develop a body of evidence to support the arts in schools will work at the intervention level, and/or invest the time to do a thorough ethnography to study the culture of the school.

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

Whole-School Arts Integration. AHA proposes to build a whole-school arts integration model of education. Many schools that adopt a whole-school approach to arts integration report powerful and positive effects. For example, Bates Middle School increased sixth and seventh grade student achievement on the Maryland State Assessment by 20% after implementation of a whole school arts integration reform effort. Researchers found that in addition to increasing student achievement on statewide assessments, implementing this arts integration model positively correlated with a 77% decline in discipline referrals, and overall positive change in school climate based on teacher, staff, student, and parent perception.[31]

The Kennedy Center also supported three years of action research at arts integration schools in the Turn Around Arts Schools School Improvement Grant (SIG) action research project. The findings in this study with 38 total participating school districts had "on average higher rates of improvement in both math and reading than the cohort of non-analogous Turn Around Arts School Improvement Grant schools between 2011 and 2014." [32] Turn around art schools improved 22.55% in

[31] Snyder, L., Klos, P., & Grey-Hawkins, L. (2014). Transforming Teaching through Arts Integration. *Journal for Learning through the Arts*, 10(1). [https://escholarship.org/uc/item/67d5s216]. July 2019.
[32] Turnaround Arts. (2015). *Turnaround Arts Initiative Summary of Key Findings.* Retrieved from: http://turnaroundarts.kennedy-center.org/wp-content/uploads/2018/02/BAH-Summary-Evaluation-Report.pdf

mathematics as compared to 16.20% of non-SIG schools and 12.62% in English Language Arts as compared to 5.58% in non-SIG schools.[33]

Three evaluation studies from Changing Education Through the Arts (CETA) schools, where whole school reform occurred through arts integration, emphasized the importance of arts coaching and participation in study groups. Student engagement improved, both socially and academically. Teachers developed strong support for the value of arts integration for reaching all kinds of learners, widening the opportunity for all students to be successful, and providing multiple ways for students to express knowledge and understanding. The school cultures changed as a result of increased teacher collaboration, a more positive and cohesive approach to teaching and learning, and a more child-centered environment.[34]

A recent meta-study published by the University of Chicago details the promise of non-cognitive factors, organizes them into overarching categories, and reviews evidence among the literature of each factor.[35] This inquiry adopts three categories within the Chicago report:

a) *academic mindset,* or the psychological and socially related attitudes that a student holds with respect to his or her academic goals;
b) *learning strategies,* or tactics that support thinking, remembering, or understanding concepts; and
c) *social skills* or inter-personal behaviors such as interacting with others in socially acceptable ways through cooperation, assertion and empathy.

Quality Professional Development. The National Staff Development Council argues that the most effective professional development comes not from the implementation of a particular set of "best practices," but from the careful adaptation of varied practices to specific content, process, and context elements.[36] AHA professional development experiences will actively engage teachers with arts integrated learning experiences, require reflection and analysis of those experiences, and scaffold the application of practice through rehearsed facilitation. In addition, teaching artists will model and coach teachers within their own classrooms. During such sessions, teachers are required to: a) meet with the teaching artist in advance to co-plan the residency; b) observe and document specific facilitation skills; c) assess student performance; d) co-teach with the teaching artist; and e) reflect and assess with the teaching artist. Following each major professional development experience, teachers will engage in a Professional Learning Community (PLC) in which small groups share what they implemented, look at student work, assess, and set goals. As the National College for School Leadership found, simply telling or showing classroom teachers how to teach has almost no effect on their teaching and doesn't transfer into actual practice in the classroom.[37] Quality professional development includes opportunities for teachers to become actively engaged in meaningful discussion, planning, and practice, including time to observe expert teachers and to be observed teaching. Additionally, professional development should also include planning how new

[33] Ibid.
[34] Duma, A. L., Silvertein, L. B. (2014). *Cross-Study Findings: A View into a Decade of Arts Integration.* Journal for Learning through the Arts. Retrieved from http://escholarship.org/uc/item/3pt13398#page-1
[35] Ibid
[36] American Institutes for Research. (2017). *National Staff Development Council Standards and Tools to Help Strengthen Professional Development.* Retrieved from: http://www.sedl.org/pubs/sedl-letter/v19n01/nsdc-standards-tools.html
[37] Joyce, B. & Showers, B. (2012). *Student Achievement Through Staff Development.* Retrieved from: https://www.nationalcollege.org.uk/cm-mc-ssl-resource-joyceshowers.pdf

curriculum materials and new teaching methods will be used in the classroom; to review student work in the topic areas being covered; and to lead discussions and engage in written work.[38]

Facilitation. The professional development experiences provided for AHA teachers will present them with strategies (WHAT to teach) and also with skills (HOW to teach). In other words, teachers are gaining tools for representing content and engaging learners but also learning what it means to be a creative practitioner. Creative practitioners:

- Gave pupils more time to think when planning and designing activities;
- Extended questioning sequences so classroom discourse was dialogic rather than cued;
- Offered more precise feedback;
- Tended to extend rather than change pupils' initial ideas;
- Built appropriate scaffolding into the task instead of using teacher dominated approaches;
- Were more consistent in their management of learning and behavior.[39]

Creative teaching is simply good teaching; we expect AHA teachers to adopt some of these characteristics of creative practitioners, whether they are teaching the arts or other content areas.

School Culture, Vision, & Values. Teachers teach better, and children learn better when they feel a sense of belonging. When asked what he thought of his arts integrated school, one student said: "Happy and vibrant…like everything was perfect."[40] Evidence suggests arts integration has a positive impact on the culture of a school; it creates authentic learning experience for students, sustains positive relationships among teachers, and supports vibrant physical learning spaces. "Arts integration provides students the opportunity to consider and to understand their own voice, and to learn how to effectively and creatively communicate with the outside world."[41] Teachers engaged regularly with arts integration strategies report students pay more attention and communicate with detail. Students then transfer these skills, becoming more explicit in speaking and writing and contributing more to classroom discussions. In turn, this causes teachers to see the educational process as less didactic and more student-centered, which alters the eco-system of schools.[42]

Safety. Research suggests students who feel they belong within their classroom or school community – accepted, respected, and included – benefit psychologically and academically as they invest more in themselves and in their learning.[43] A sense of belonging is related to socio-cultural factors as well as self-esteem and physiological conditions. Case studies show how a lack of

[38] Garet, M.S., Porter, A.C., Desimone, L., Birman, B.F., and Yoon, K.S. (2001). *What Makes Professional Development Effective? Results from a National Sample of Teachers.* Retrieved from: https://www.imoberg.com/files/Unit_D_ch._24_--_Garet_et_al._article.pdf

[39] Galton, M. (2008). *Creative Practitioners in Schools and Classrooms.* Retrieved from: https://www.educ.cam.ac.uk/people/staff/galton/Creative_Partnershipfinalrept.pdf

[40] Simpson Steele, Jamie, & Kelin, D. (2012). Dramatic Differences: The Power of Playbuilding for Young English Language Learners. *The Tapestry Journal,* 4(2), 19-31.

[41] DC Arts and Humanities Education Collaborative. (2014). *Arts Education Continuum.* Retrieved from: http://www.dcahec.com

[42] Charland, W. (2011). Art Integration as School Culture Change: A Cultural Ecosystem Approach to Faculty Development. *International Journal of Education and the Arts.* 12, (8), 1-17.

[43] Gillen-O'Neel, C. and Fuligni, A. (2012). A Longitudinal Study of School Belonging and Academic Motivation Across High School. *Child Development.* 84, (2), 678-692.

belonging is directly related to school dropout.[44] In this study, participants characterized their sense of belonging as "safety." AHA's approach will be an ensemble model, in contrast to a star model common in some arts conservatory or magnet schools. AHA will also not place children into competition with each other, compare their skills, or attempt to foster the talents of an elite few. Even when there are main characters in performance projects, teachers cast several actors to trade off the role, rather than putting a solo child in the spotlight.

The school will also support school-wide cohesion and belonging beyond the classroom and the grade level boundaries through performance. For example, AHA teachers and administration will encourage older children to act as leaders and mentors for the younger students. This recognition between students at varying grade levels will encourage a school-wide sense of belonging.

Joy. In order to do well in school, students must perceive value in tasks and see them as purposeful, relevant, and meaningful. When these things are present, learners experience intrinsic value and engagement – or in simpler terms, "fun." Intrinsic motivation is fueled when students experience joy with purpose, structure with choice, and energy with control.[45] When students are deeply involved in activity that is simultaneously challenging and delightful, they experience flow, and the hard work of learning inevitably becomes enjoyable.[46] Researchers advocate for the inclusion of the arts within the school day as one method for generating joy for learning.[47]

Academic Achievement. Cognitive studies draw relationships between academic success and artistic experience by suggesting skills practiced in an arts setting will transfer to other situations and content areas.[48] In North Carolina, an A+ elementary school dedicated to reform through school-wide arts integration demonstrated a marked improvement in test scores over a three-year period. Their 2nd graders went from 45% passing scores to 71% in reading, from 68% passing scores to 84% in math, and from 25% passing score in science to 62% in science.[49] Similarly, a scientific study in New Jersey compared middle school student achievement in language arts classrooms with robust theatre integration to those without.[50] The authors discovered "being in an arts-integrated classroom increased the odds of students passing the state assessment by 77%."[51] In that study, arts integrated instruction had a more powerful effect on student learning than either gender or socioeconomic background. What's more, the authors discovered improved attendance

[44] Ma, X. (2003). Sense of Belonging to School: Can Schools Make a Difference? *The Journal of Educational Research.* 96, (6), 340-349.
[45] Smyth, J. & Fasoli, L. (2007). Climbing Over the Rocks in the Road to Student Engagement and Learning in a Challenging High School in Australia. *Journal of Educational Research.* 49, (3), 273-295.
[46] Bond, K. & Stinson, S.W. (2008). It's Work, Work, Work, Work: Young People's Experiences of Effort and Engagement in Dance. *Journal of Research in Dance Education.* 8, (2), 155-183.
[47] Ibid.
[48] Burnaford, G., Brown, S., Doherty, J., McLaughlin, H.J. *Frameworks, Research, and Practice: A Literature Review.* Retrieved from http://209.59.135.52/files/publications/arts_integration_book_final.pdf
Gullat, D. E. (2008). *Enhancing Student Learning Trough Arts Integration: Implications for the Profession.* The High School Journal. 91(4), 12-25.
[49] President's Committee on the Arts and Humanities. (2011). *Reinvesting in Arts Education: Winning America's Future Through Creative Schools.* Retrieved from:
http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf
[50] Walker, E. Tabone, C., Weltsek, G. (2011). *When Achievement Data Meet Drama and Arts Integration.* Language Arts, 88(5), 365-372.
[51] Ibid.

rates and student ability to sustain the benefits of arts integrated learning long after exposure to the arts integrated setting.[52]

Students can leverage their learning by practicing effective learning strategies, or methods to support remembering, understanding, and problem solving.[53] Some learning strategies seem quite obvious in the way they improve student achievement, for example attending class, doing homework, managing time, and seeking help are all clearly healthy habits for learning. In addition to these basic study skills, learning strategies include the development of metacognitive awareness to develop a sense of self-control in learning.[54]

Visualization. According to dual coding theory, humans generate both mental images and verbal codes to represent information in their memories for storage, use, and retrieval.[55] People think in terms of symbols, such as words and numbers, as well as through scenes and emotions, and a bridge between visualization and verbal articulation aids in the formation of meaning. The arts will help AHA students to visualize what they were learning, and in turn how that helped them form understanding by creating images in the mind's eye, re-enactment, or modeling. For example, students can use their bodies to represent scenarios, concepts or to model systems through drama and dance.

Social and Emotional Learning. A growing body of evidence points to the social and emotional benefits of art education, including development of imagination, risk-taking, motivation, belonging, engagement, self-confidence, self-expression, and empathy.[56] Furthermore, increased motivation, confidence, and effort inherent in arts integrated curriculum may provide powerful entry points to academic learning, especially with students who may not be academically inclined.[57] Through analysis of longitudinal data, evidence suggest students with low social economic status demonstrate stronger pro-social behaviors when provided an arts-rich education.[58] Although studies such as these often demonstrate correlation rather than causality, similar research supports the hypothesis that students with arts-rich backgrounds have significantly experience more success in both academic and civic behaviors than their counterparts.[59]

Social Skills

[52] Ibid.
[53] Ibid.
[54] Efklides, A. (2014). How Does Metacognition Contribute to the Regulation of Learning? An Integrative Approach. *Journal of European Psychologist.* 13, (4), 277-287.
[55] Paivio, A. (2006). *Dual Coding Theory and Education.* Retrieved from: http://coral.ufsm.br/tielletcab/Apostilas/DCT_Paivio.pdf
[56] Caldwell, B., Vaughan, T. (2012). *Transforming Education through the Arts.* New York, NY: Routledge.
Eisner, E. (2002). *The Arts and the Creation of Mind.* New Haven, CT: Yale University Press.
Mason, C.Y., Steedly, K.M., Thormann, M.S. (2008). *Impact of Arts Integration on Voice, Choice, and Access.* Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 31(1), 36.
[57] Hetland, L. Winner, E. (2004). *Cognitive Transfer from Arts Education to Non-Arts Outcomes: Research and Policy Implications.* Retrieved from https://www.ewa.org/sites/main/files/file-attachments/cognitive_transfer.pdf
[58] Catterall, J.S., Dumais, S.A., Hampden-Thompson, G. (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies.* National Endowment for the Arts. Retrieved from https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf
[59] Catterall, J. S. (2009). *Doing Well and Doing Good by Doing Art.* The AEP Wire: Transmitting Research to the Arts Education Field. Retrieved from http://www.aep-arts.org/wp-content/uploads/2012/03/AEP-Wire-catterall.pdf

Evidence indicates positive social skills developed at the elementary level increase academic performance as students engage productively in learning activities.[60] Causal effects are difficult to prove because they overlap extensively with other non-cognitive factors. Social and emotional well-being, school environment, and teacher practices likely corroborate with social skills to impact positive behaviors.[61] However, arts research supports the performance experience as a catalyst for collaboration and teamwork; unity develops among children who invest in the success of their performance group[62] as they develop a stronger sense of self.[63]

Communication. Part of social navigation includes the skill of communicating across situations and contexts, and AHA will offer ample opportunities for students to speak publicly. Students will receive explicit communication instruction through drama curriculum focused on verbal expression and implicit communication practice while speaking and listening to each other. From performances to in-class presentations and from morning announcements to being able to clearly and coherently articulate thoughts, ideas, and opinions–students must speak often and speak well. Student communication is enhanced by the collaborative nature of the arts experiences, the inclusive relationships between members of the community, the value placed the student's self-expression, and on the open-ended exploration of independent thought.

In this climate, AHA will pursue its vision that incorporates arts integration on a foundational level, in all classrooms, at all grade levels.

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

AHA believes in the equity of an ascertainable and measurable curriculum for all levels of students. Teachers will guide all students in transforming each student's study process. Students will be taught to use metacognitive markers when reading and pinpointing the process of knowing, perceiving, and remembering passages of text. This skill set will assist students in developing their personal rationale, thus promoting the initial stages of the conscious competence learning cycle. Assessment will assist in identifying growth or lack thereof in students. These, along with course assessments will be one of the key data points for collaborative teams' review. Each student will be monitored and provided the necessary intervention to garner academic success. AHA will provide a robust ESS department specializing in providing academic and social-emotional interventions. All ELL, IEP, and 504 students will be accommodated.

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.

[60] Lipnevich, A.A., MacCann, C., Krumm, S., Burrus, J., and Robers, R.D. (2011). Mathematics Attitudes and Mathematics Outcomes of U.S. and Belarusian Middle School Students. *Journal of Educational Psychology.* 103, (1), 105-118.

[61] Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K.B. (2011). *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions.* Retrieved from: https://casel.org/the-impact-of-enhancing-students-social-and-emotional-learning-a-meta-analysis-of-school-based-universal-interventions/

[62] Ibid.

[63] Heath, S.B. and Roach, A. (1999). *Imaginative Actuality Learning in the Arts During the Non-school Hours.* Retrieved from: http://artsedge.kennedy-center.org/champions/pdfs/imagact.pdf

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

The curriculum will be organized within two integrated blocks:

a) Arts and Humanities (English Language Arts, Social Studies, Fine Arts) and;
b) STEAM (Science, Technology, Engineering, Arts, Mathematics).

Within each block, instruction will not only address specific knowledge, skills and dispositions unique to each content area, but also provide integrated processes and products through which students construct and demonstrate understandings across content. English Language Arts and Mathematics outcomes are drawn from the Nevada Academic Content Standards (NVACS), Science outcomes are guided by the NVACS and the Next Generation Science Standards (NGSS), Social Studies outcomes are aligned with the NVACS and the College, Career, and Civic Life Framework for Social Studies (3C), and Fine Arts outcomes align with the National Core Arts Standards (NCAS). Each of these sets of standards were developed through research, with input from diverse stakeholders across the nation, and internationally benchmarked. They demonstrate a commitment to rigor and are well aligned with each other to prepare young people for college, career, and community.

Through the arts, AHA students will have options for understanding new material, engagement, and action/expression (Universal Design for Learning). Positive Behavioral Instructional Support (PBIS) and the principles of *Nā Hopena A'o* (HĀ) will nurture a safe environment; the social and emotional growth of each child will be grounded in a sense of self and a sense of place. Arts integration instructional strategies, along with evidence based practices in the content areas and PBIS will support the AHA vision.

Ongoing assessments, data analyses, and results ill identify improvement needs and guide instruction for benchmark mastery. Frequent data collection, particularly for students performing below grade level is fundamental to improvement Additionally, arts integrated performance assessments provide students with options for action and expression to share what they understand visually and kinesthetically as well as in writing. In classrooms, teachers will use the arts to differentiate instruction based on the needs of students.

While AHA teachers use these materials to focus on the knowledge, skills and dispositions fundamental to each content area, they also integrate these materials to explore essential questions and enduring understandings that cut across content areas.[64] Many of these materials are already organized to do so, with units of study anchored with big questions that tie together the STEAM subjects, or Humanities questions. These materials are not prescriptive in dictating *how* teachers should teach. They provide content worthy of exploration and pedagogical supports for teachers, but do not script the methods. Through the arts, AHA teachers bring the content of these materials to life, providing students personal experiences from which they develop schema and make meaning out of overarching questions and concepts.

For example, 1st grade AHA students read *Rain School* by James Rumsford, a story in the *Wonders* literature anthology to explore: *How do pictures tell stories?* (NVACS.ELA-Literacy.RL.1.7). Students pantomime before, during and after reading *Rain School*. By making images with their bodies, students connect their own experiences with the illustrations in the story to help them describe

[64] Wiggins, G. and McTighe, J. (2007). *Schooling by Design: Mission, Action, and Achievement*. ASCD: Alexandria, VA.

characters, settings, and events. They engage in Visual Thinking Strategies to describe and interpret both the pantomimes and the illustrations.

In addition, AHA teachers utilize multi-cultural curriculum materials that have been developed to help them ask and answer questions unique to the Asian-American or Latino/Hispanic culture or Black/African-American culture, etc. For the intent of this example, and given AHA's 600+ letters of intent to enroll are from Native Hawai'ian families, we will demonstrate multi-cultural curriculum focusing on the Native Hawi'ian/Pacific Islander culture. These curricula challenge students to connect with the characteristics of the community, ecology, and history to define the place of Hawai'i and Nations of the Pacific Islands. These place-based materials also encourage methodologies that extend beyond traditional print-based instruction; thus lending themselves well to arts integration. For example, through story, song, and image, children with diverse interests and abilities come to understand dynamics of interdependence of the fishpond and represent a food chain of that ecosystem through a collaborative mural.

The various curricular components listed below are aligned to *NRS 386.550 and NRS 389.018,* as they are aligned to the Common Core State Standards of English & Language Arts and Mathematics, which were adopted by the state of Nevada in October 2010 and became the Nevada Academic Content Standards.

English Language Arts
Elementary (K-5): *Reading Wonders*: https://mhreadingwonders.com/
Reading Wonders is designed specifically for the Common Core State Standards for English Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient NVACS instruction. The range of reading and writing materials provide support for building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources. *Wonders*, published by McGraw-Hill education, was specifically written address the Common Core State Standards, with the first edition being published in 2014. Today, 2017 stands as the latest edition and will provide teachers and students robust instructional and learning materials.

Middle (6-8): *SpringBoard*: http://springboardprogram.collegeboard.org/
SpringBoard is characterized by: a) content that is continuously informed by practicing teachers to work in the context of today's classrooms; b) integration including vertical alignment so that all students benefit from coherence, rigor, and a consistent culture of high expectations; and c) **technology that provides** teachers and students with functionality that supports deep engagement with the text, standards alignment, and enhanced communication. A balance of investigative, guided, and directed activities build content knowledge, encourage exploration, modeling, collaboration, practice, and application. AHA has selected *SpringBoard* due to its alignment to the Common Core State Standards (which are the foundation of the Nevada Academica Content Standards) as well as its rigorous curriculum. "The SpringBoard program is well aligned to the Common Core Standards. The SpringBoard curriculum not only meets the Core standards, but also quite often exceeds their performance expectations. SpringBoard adds value to the Common Core standards through its strong emphasis on reading analysis, writing in multiple modes, vocabulary acquisition, and language usage that builds from basic language acquisition through

effective use of rhetoric and complex syntax."[65] Additionally, *SpringBoard* is flexible enough to adapt to various state's implementations of the common core, including Nevada. "…however, in some instances the alignments might occur the grade level before or after where it is specified in the Common Core Standards."[66] For example, the components of Reading Literary Text and Informational Text in Nevada are broken down as follows:

Image 4[67]: NVACS Literary/Informational Texts by Grade Level

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

SpringBoard then allows for flexibility in implementing the various components of the NACS(CCSS) from state to state.

Reading Assessment: MAP, *DIBELS* and/or *STAR*, and/or i-Ready
The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. STAR Early Literacy is the most widely used computer-based diagnostic assessment for determining early literacy and numeracy progress for emerging readers in grades PreK-3. Educators receive valid, reliable, actionable data in about 10 minutes, so an entire class can be assessed in one period.

For example, reading, writing, and speaking and listening curricula can be augmented with a library of literature written by authors of Hawai'i and Nations of the Pacific Islands for children of Hawai'i and Polynesian cultures. Examples of authors of local children's literature include: Ikuwa, Rumsford, Matsumoto, Carolan, Avelino, Ka'awa, Kawai'ae'a, Kruger, and Keolanui.

Mathematics
Elementary: *Investigations*: http://investigations.terc.edu/curric-gl/
Investigations curriculum is designed to support students to make sense of mathematics and become mathematical thinkers. It focuses on computational fluency with whole numbers as a major goal of the elementary grades. *Investigations* also develops important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them. It emphasizes reasoning about mathematical ideas and engages the range of learners in understanding mathematics. The 3rd edition of *Investigations* (Fall 2016) will maintain its standard

[65] College Board. *Common Core Standards Alignment with SpringBoard Grades 6-12: Your Pathway to AP and College Readiness.* (2010). [https://secure-media.collegeboard.org/digitalServices/pdf/springboard/SpringBoard-Common-Core-Brochure_Final.pdf]. Last accessed July 2019.
[66] Ibid.
[67] Nevada Department of Education. *Nevada Academic Content Standards for ELA & Literacy in History/Social Studies, and Technical Subjects.* [http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/K-12_ELA_Standards_ADA_Accessible.pdf]. Last accessed July 2019.

of excellence as a focused, coherent program that embodies the Common Core State Standards for Mathematical Practice and aligns to the NVACS.

Middle: *SpringBoard*: http://springboardprogram.collegeboard.org/
SpringBoard is characterized by: a) content that is continuously informed by practicing teachers to work in the context of today's classrooms; b) integration including vertical alignment so that all students benefit from coherence, rigor, and a consistent culture of high expectations; and c) **technology that provides** teachers and students with functionality that supports deep engagement with the text, standards alignment, and enhanced communication. A balance of investigative, guided, and directed activities build content knowledge, encourage exploration, modeling, collaboration, practice, and application. "The SpringBoard program provides a well aligned, coherent curriculum for schools and teachers to deliver the Common Core standards to students. The strength of the SpringBoard program continues to be its emphasis on rigor, conceptual understanding, applying knowledge, and communicating mathematical understanding."[68]

Math Assessment: *Measures of Academic Progress (MAP) and/or STAR and/or i-Ready*
MAP provides personalized online math practice and enrichment programs for kindergarten through eighth graders using a structured approach of practice, on-demand hints, video lessons and real-time results. Aligned to NVACS, it provides immediate feedback through benchmarking, progress monitoring, and formative assessments.

STAR allows teachers and instructors to make data-informed decisions and differentiate math practice and instruction in a time-efficient manner. Teachers and staff are able to see specific math skills and subskills that students are grasping as well as those skills they need additional support on. Also aligned to NVACS, STAR Math combines screening and progress monitoring in order to provide reliable computer-adaptive assessments.

i-Ready will be a useful assessment component as it will support teachers in differentiated instruction by providing one assessment system which guides and motivates students toward their own individual growth. Aligned to NVACS, the i-Ready pinpoints students' strengths and knowledge gaps at the sub-skill level and allows teachers to identify trends in student learning and predict performance.

Science
K-8: *FOSS (Full Option Science System) and/or Amplify and/or PLTW*
FOSS is a research-based science curriculum for grades K-8 and an ongoing research project dedicated to improving the learning and teaching of science. *FOSS* program materials are designed to meet the challenge of providing meaningful science education for diverse students. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how people think and learn. The *FOSS Next Generation* K-5 program is the latest edition of FOSS for elementary classrooms, developed to meet the requirements of the Next Generation Science Standards (NGSS). For more information please see: http://lhsfoss.org/scope/msp.html

Focusing on instruction, Amplify allows teachers and staff to quickly identify student needs and get targeted instruction where needed. Additionally, students are involved in examining their own data as well and can see for themselves the areas they need to improve upon.

[68] College Board. *Common Core Standards Alignment.*

Project Lead the Way (PLTW) provides a balanced approach to assessment and integrates both formative and summative assessments. Students are able to see what they've learned

Science curricula will be augmented with *Aloha Aina* (K-3) and *Malama Honua* (4-8), digitally available at ulukau.org. These curricula integrate traditional, ecological knowledge through science, culture, and the arts as place based learning. They also connect the classroom to the community and the unique places and people who are keepers of Hawaii's knowledge.

Social Studies
K-8: TCI Interactive Text: *Social Studies Alive!* http://www.teachtci.com/programs/elementary-school-social-studies-textbooks-and-curriculum.html
Social Studies Alive! materials teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. Lessons start with a big idea — Essential Question — and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed. *Social Studies Alive!* Aligns to the Common Core Standards for social studies.

Fine Arts
- Instruments include hand percussion, Orff instruments, recorders, ukulele
- Exemplars consist of : Dance DVD library (e.g. Alvin Ailey, Pilobolous, Black Grace, Merrie Monarch); Visual Arts Reprints (e.g. Honolulu State Foundation for Culture and the Arts collection including artists Kane, Pau, and Enos, classical paintings including Picasso, Van Gogh, Monet, and contemporary artists such as Kandinski, Ringgold, Pollock); Drama/Theatre DVD library (e.g. Marcel Marceau, Royal Shakespeare Company, August Wilson); Music CD/DVD library (e.g. STOMP, West African Rhythm, Vivaldi, Bocelli, McFerrin, Yo Yo Ma, Chappelle, Kaapana, Makana).
- Art Supplies include: Drawing pencils, sharpie pens, permanent ink, white sulfite drawing paper, newspaper, tracing paper, card stock, tempera paints, watercolor paints, acrylic brushes of different sizes and shapes, watercolor paper, canvas, water-based printing inks, brayers, inking plates, Styrofoam for printing, linoleum for printmaking, linoleum knives, Exacto knives, metal rulers, wood blocks, various printing papers, printing screens, clay, assortment of clay tools, clay glazes
- Mobile Technology Labs include carts with a class set of 25 tablets and a cart with a class set of 25 laptops.

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

At AHA, teachers will use a variety of research-based proven instructional strategies to reach all level of learners. Additionally, AHA is committed to developing the characteristics of powerful arts integration programs that:
- Draw on the artistic resources of their community, building and sustaining partnerships between schools and arts organizations and between teachers and artists.
- View student achievement and school improvement as pivotal to their mission – they are

not only about advancing arts education.
- Engage artists, arts specialists, and teachers from all disciplines in serious inquiry about making powerful pedagogical and curricular links between the arts and other subjects.
- Use the arts as media to communicate content and as methods of learning such as careful observation, inquiry, practice, creation, representation, performance, critique and reflection.
- Provide arts instruction both within the context of other subjects and as a single subject.[69]

Following best practices from other successful arts integration schools, AHA will implement the following components as part of their educational model:
- all teachers are trained and supported in arts integration throughout the year;
- part-time arts specialists provide instruction in discrete art forms;
- all students receive residencies from local teaching artists; and
- the arts, culture, land, and culturally relevant curriculum are central to learning.

This model is particularly unique because students are engaged with traditional practices (such as *oli*, *hula*, and *mo'olelo*) and also express their identities as children of Hawai'i through student-centered practices such as creative movement, drama, and original song composition. The strong emphasis on the arts as an expression of identity, community and culture is essential for meeting the needs of our anticipated student population at AHA.

AHA's instructional strategies include those that are art specific and others more broadly established as best practices. What's more, arts integration practices often cross over with general education frameworks and strategies. General instructional strategies that complement the arts integration core of AHA's academic philosophy include but are not limited to:

Differentiated Instruction (DI): DI embraces cultural, familial, and academic differences among students. Teachers modify instruction to address the naturally occurring diversity in their classrooms while meeting curricular objectives. DI "focuses on the quality of activities versus the quantity of work assigned."[70] The arts provide teaching methods for designing lessons based on students' learning styles, grouping students with arts-alike interests and skills, formatively assessing student understanding, and developing a safe and supportive environment to support student differences.

Place-Based Learning: Place-based learning involves students in the civic life of their community. It immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of subjects across the curriculum. As an integral component of culture, the arts provide windows for peering into peoples and places both close to home and around the globe.

Project-Based Learning: Project-Based Learning is a student-centered strategy that requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Students learn to ask and answer their own questions through a process of research and discovery. The arts provide strong means of communication for students to share their discoveries with others.

[69] ibid

[70] Smith, G.E. & Throne, S. (2007). *Differentiating Instruction with Technology for K-5 Classrooms.* International Society for Technology in Education last accessed June 2018 from: http://www.iste.org/images/excerpts/diffk5-excerpt.pdf

Cooperative Learning: Small, heterogeneously grouped students work on questions and problems together to improve their understandings of a topic. Students tackle problem-solving in collaborative groups and explain, act, and create their responses. Performing arts experiences require students to collaborate, communicate, compromise, and coordinate – all skills essential for cooperative learning experiences.

Visual Representations: Students use visual tools and manipulatives in the process of learning. For example, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldable can be used in the discovery and problem-solving stages of learning. Through the arts, students enact ideas, embody models, and draw visual representations of stories, systems, and concepts.

Inquiry Learning: Students engage multiple thinking processes, constructivist practices, investigations, and explorations to socially construct knowledge. They use inductive and deductive reasoning to question current events, predict the outcomes of stories, or find new ways to solve math problems. The arts nurture creativity, innovation and a sense of wonder inherent in an inquiry process.

Technology-Based Instruction: When technology supports interactive learning environments, it leads to higher engagement and learning gains. Students play an active role in their learning and receive frequent, personalized feedback through technology which they also critically analyze and actively create media messages. Through technology, teachers can connect classroom activities to the world outside the classroom. The arts support the production of media by helping students present their ideas with confidence (through vocal and physical skill building), providing them with creative tools, and challenging them to "read" visual and audio media as one might read a book. Examples of integration strategies specific to arts disciplines include:

Visual Thinking: Students develop creative, analytical, interpretative skills when responding to artwork of others, whether the artist is a peer or a master. The learning goal of this response process is not to seek "right" answers or reward students for their prior knowledge. The quality of this interaction is dependent upon detailed observation, precise language, and the ability to infer meaning based on evidence. Students develop a healthy curiosity by questioning and imagining possibilities. Skills embedded in this protocol are valuable in the development of critical literacy, connecting well with English Language Arts.

Role-Play: In role-play, students are invited to explore situations assuming different characters. Students respond as that person would think, feel, and speak expressing attitudes, and point of views in response to questions, situations, relationships, and problems to be solved. Role-play builds an understanding and empathy for people encompassing historians, scientists, math thinkers, and characters in literature (The Right Brain Initiative).

Tableaux: Individuals, pairs, small groups, or the full group creates an image or "human statue" using their bodies. The image crystallizes the dynamics of relationships, ideas, or feelings around an issue. Tableaux can communicate more than words alone as participants interpret subtle and complex ideas, making them concrete.

Expressive Movement: Expressive movement can be used to represent ideas, feelings, concepts and actions. The representation can be literal or abstract. Expressive movement may consist of body shapes, movements, sequences of shapes, sequences of movements, sequences of shapes

and movements, and freezes. For example, *ABA* is a simple compositional form that can be created individually, with a partner, or in small groups. It has an A movement phrase, a B movement phrase, and a return to the A movement phrase. *Move and Freeze* is an exploration of independent, spontaneous movement to represent concepts or ideas.

Expressive Percussion: Expressive sounds, sequenced into rhythm, can represent characters, moods, or actions. Students may generate sounds through body percussion, found objects, created instruments, or percussion instruments. By creating short phrases of sound and silence, a student demonstrates understanding of concepts.

Drawing: Students observe shapes, perspectives, and proportions closely in order to represent objects or settings through drawing. They may use a variety of art media to draw, such as pencils, pastels, or crayons and may draw through a variety of strategies and techniques. *Gesture Drawing* requires spontaneous, quick lines to represent shapes and actions. In *Contour Drawing*, the artist sketches the contour of a subject by drawing lines that result in a drawing that is essentially an outline. Alternatively, students might utilize *Shape Within a Shape* to recognize the basic geometric shapes that lie within figures and settings.

These key instructional practices are key for effective instruction for all students regardless of their proficiency or background. These practices provide a research based foundation for effective intensive-explicit instruction. While teachers are working in small groups with the different tiers they decide what learning intentions and success criteria will be used to measure academic achievement. This criteria will include results from school-wide interim assessments, such as MAP as well as individual classroom summative and formative assessments. The teacher is continually modeling, evaluating what is being learned through a variety of checks for understanding, and using formative assessment techniques to tie the material being learned together as it becomes appropriately mastered and demonstrated.

This method allows for teachers to gather immediate formative data on student mastery through frequent student responses. Information gathered from these student responses is used in AHA's Collaborative Teams for developing and planning interventions, next day instruction and differentiating instruction. These teams will additionally use the information to provide appropriate accommodations for students with specific written plans through a 504, Individualized Education Plan (IEP), or Gifted and Talented Education (GATE) plans.

Students will be instructed in small groups, allowing instruction to be strategic and specific as well as encourage higher level/critical thinking, through Socratic Seminars. These seminars will spur formal discussions based on open-ended questions by the teacher to stretch students to listen with the intent to understand others as well as think critically in order to articulate their own thought and responses to others.

Along with the above-mentioned instructional strategies it is a strong belief that teachers at AHA have a collection of strategies to intuitively modify and adjust instruction based on students understanding and responses "in the moment." Teachers will also use brain based compatible learning strategies which uses the research about how the brain learns. Teachers teach with the brain in mind and use strategies in a purposeful way based on the research of Eric Jensen (Teaching with the Brain in Mind, Teaching and Engaging with Poverty in Mind) and Marcia Tate ("Sit and Get" Won't Grow Dendrites, Formative Assessment in a Brain-Compatible Classroom and Preparing Children for Success in School and Life).

Professional development for teachers will be scaffolded and ongoing throughout the first two years. As teachers master and demonstrate understanding of these key instructional strategies additional professional learning will be added to cover brain-based learning and extending whole school arts integration strategies and multi-cultural place-based education. As walkthroughs, instructional rounds, lesson study and formal evaluations begin, professional learning will be modified, increased or changed to meet the needs from these data points. In addition, the importance of how teachers apply and the impact these instructional strategies have on student performance will continually be monitored and adjustments made to accommodate student learning needs.

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

Academic underperformance is first identified during the enrollment process when reviewing student's records and transcripts. The use of the initial universal screener assessments will assist in determining student knowledge gaps. AHA's Guidance and Safe School Professional work in tandem to distribute the findings of the intervention screener to teachers and paraprofessionals to provide any modifications or accommodations. The ESS and 504 team, including the administrator, may also choose to immediately refer students with significant concerns to the school-wide Student Study Team (SST) to ensure that more intensive actions are taken to address the student's needs.

Students that test below benchmark and/or receive a failing grade in one or more of their classes will be transitioned to the appropriate tier level of instruction in order to receive more intensive Tier II or Tier III interventions. If a student displays low grades and/or shows needs based on their intervention screening, the student will be assigned to a case manager for direct follow up. The case manager will work directly with AHA's Academic Advisor and Safe School Professional, and the student's parent/guardian to provide one-on-one interventions.

Students that do not qualify for an IEP or 504 will still have the opportunity to work with their teachers one on one each day through small group interventions. AHA has built in small instructional groups and one on one tutoring times available each day. Teachers will schedule interventions with students and parents/guardians to assist in mastering their learning objectives. AHA's collaborative team sessions will identify students and their areas of struggle. Each teacher, based on their expertise, will be assigned a group of students to monitor and schedule one on one or small group intervention.

A GATE student at AHA will be academically-enriched through the cluster-grouping model. This model will promote all students, including GATE students, to develop logical thinking, reasoning skills, problem-solving, and critical and creative thinking skills. Each classroom teacher and designated GATE teacher, will provide multiple opportunities for each GATE student to accelerate through their course and partake in extended learning opportunities.

If increased performance is not seen on course assignments, assessment scores, and progress scores classroom teachers may refer the student to the Student Study Team. The team will

prioritize further interventions and provide teachers research-based interventions found through academic studies.

All academic interventions will be measured by examining year-by-year assessment data. If improvement is not seen amongst students within the bottom 20%, then school-wide intervention practices will be revised.

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

AHA students will begin their enrollment process with a precise review of any previous academic transcripts and background information during the enrollment process with staff. This enrollment process will also incorporate an interest inventory and completing diagnostic and universal screening assessments. The student and parent/guardian will be involved in the full process as a learning compact will be developed that identifies the requirements for success at AHA. School staff and parents/guardians will discuss the needs or services their child may require (ELL, 504, Special Education, GATE, Specific Learning Styles) to be successful in AHA's whole school arts integration educational model.

As a result of the collaborative teams meeting and review of the diagnostic assessments, each student will be placed in appropriate Differentiated Instructional groups in each classroom. AHA's curriculum is designed to be accessible to students of all academic proficiency levels and will be purposely adapted to meet each students individual learning needs and the adopted school standards and through arts integration. Students are given additional assistance based on their placement in differentiated instructional groups and provided the flexible opportunity for gradual release to partial or full independent learning. Read 180 and Math 180 will be used to provide scaffolded intervention support for those students needing additional foundational support.

AHA will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources differentiated for all students. AHA will support the least restrictive environments, as appropriate, to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments and in Resource Room settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs. Accommodations for English Language Learners (ELL) and other special population students (at-risk, intellectually gifted, 504, etc.) will be provided in an inclusion setting by the general education teacher.

AHA's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org).

All students will be universally screened in the beginning of the school. Analyses of the universal screener will be completed by the Data Team; those students who are identified as academically at-risk, who are not already identified with an IEP, will be referred to the Response to Intervention (RtI) team. The RtI team notifies the parent that their child will be entering the RtI

program, which provides interventions in areas of deficit. The RtI team writes a goal for the student in the area of deficit, provides intensive interventions, and monitors progress and growth weekly. The RtI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction. After 12 to 16 weeks of intervention, the RtI team reviews the student's progress and either continues with RtI or refers the student to the school psychologist for an evaluation to receive special education services.

AHA will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education, this includes related services. The School will also ensure that no student otherwise eligible to enroll in their AHA will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs.

AHA's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Best practices that utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org). Progress monitoring will ensure that students are receiving the appropriate continuum of services and equitable access to the general education curriculum.

As cited in the Kennedy Center's 2012 report "The Intersection of Arts and Special Education: Exemplary Programs and Approaches," "for all students whether integrated into the curriculum or taught as a separate subject, can lead to increased academic, social and functional skill development and knowledge.[71] Furthermore, "for students with disabilities, knowledge and skill development gained through the arts can play a crucial role in their overall success."[72]

Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

A variety of research based programs will be utilized to maximize the learning time and increase retention of acquired knowledge.

In addition, all staff will be trained and implement Positive Behavior Intervention Supports (PBIS) to complement our Multi-Tiered Systems of Support (MTSS). These include preventative and responsive approaches for all students in the small group setting that showcases the dedicated support for students. PBIS strategies are implemented to decrease disruptions and increase instructional time while improving student social/emotional behavior and meeting academic expectations.

[71] Deasy, R. (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development.* Arts in Education Partnership. Retrieved from http://www.artsed411.org/files/critical%20links.pdf
[72] Crocket, J.B. and Malley, S.M. (2018). *The Handbook of Arts Education and Special Education Policy, Research & Practices.* Routledge: New York, NY.

As necessary, staff will complete and review an intervention screening form that will allow school staff to identify additional support or needs the student may have which may include referral to a student study team. The RTI Team will provide recommendations/interventions to teachers to implement to address any concerns. The SST team will use academic performance data, attendance information, previous school records, parent input and teacher input to determine the most appropriate interventions to address the presented concerns. All students that are referred to the SST team for academic concerns will be placed in the guided instructional group in order to receive the targeted support needed. The Pre-Referral Intervention Manual (PRIM) will be used to provide staff a variety of intervention strategies to use with students who are in need of additional support. The special education teacher and instructional support staff will provide the necessary accommodations needed by any student identified with special education needs in tandem with the entire teaching staff.

During daily collaborative team meetings, staff will review student performance data from all instructional tiers to determine next day steps of instruction. In addition, through peer observation and Lesson Study, teachers will learn alongside each other to observe what is working with the students in the different instructional tiers and what is not. A non-evaluative environment will be developed to allow teachers to share and reflect on instructional practices.

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

AHA will identify Gifted and Talented (GATE) students by conducting state-recommended testing. Students are referred for testing by teachers, parents, and administrators after reviewing a provided list of characteristics often seen amongst GATE learners. Referred students are provided the state-recommended assessment one-on-one or in a small group setting, that is appropriate for testing. AHA's GATE Coordinator will coordinate all testing and share results with each family to discuss eligibility for GATE services. Students that score at or above the 98th percentile are eligible for placement into a cluster group while on the premises. The GATE Coordinator, teachers, and the parents for eligible students will collaborate in developing an appropriate differentiated plan which will provide how services and instruction will be delivered according to the student's intellectual strengths.

Professional development opportunities will provide monthly professional learning to all teachers to continue to improve their ability to differentiate based on the needs of each and every student. Differentiation will occur in all identified students through compacting, extensions, independent learning, Thinking Maps, and learning compacts. Teachers along with the principal will oversee the progress of all GATE students through standards-based assessments to ensure that the methods used to differentiate are effective and are causing accelerated academic progress. Additionally, instruction will be monitored by the principal to ensure that the methods for enrichment are seen in use on a consistent basis to meet the needs of GATE learners.

For further information on differentiation for other student subgroups, please refer to **At-Risk and Special Student Populations.**

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

AHA students, who perform at or above grade level, will be provided additional instruction and enrichment on all subjects during the course of their time at AHA. Teachers will meet in their collaborative teams to determine the needs of each of their students and create an individualized instructional plan for all students on each individual teacher's roster. These individualized interventions, based on the MTSS framework, will serve the needs of all students who are performing at or above grade level. The types of interventions may include:

- Individualized daily learning plans
- Enrichment projects the require deeper understanding of the content
- Adjusted questioning techniques and Higher Order questions
- Independent study
- Tiered and targeted assignments
- Projects, Lessons, Activities in Quadrant D (Adaptation) of the Rigor and Relevance Framework (High Application & High Knowledge (Bloom's and Depth of Knowledge)

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

AHA is an open-enrollment school, therefore shall comply with all applicable state and federal laws pertaining to student retention and promotion.

AHA students will be promoted or graduate on the basis of academic achievement criteria based on mastery of the grade level subject matter. The academic team will review passing grades in Mathematics, English, Social Studies and Science (core classes), elective courses, as well as how the student demonstrates appropriate social/emotional maturity (growth mindset).

In determining promotion or retention decisions, AHA shall consider the recommendation of the student's teachers, academic advisor, the student's grade in each course, the student's score on required state assessments and any other pertinent academic information needed to make an appropriate educational decision that represents the student's mastery of the content.

AHA students, who do not meet the criteria described above, will be considered for promotion under the following circumstances:

1. Received supplemental support services such as special education services that do not recommend retention (IEP and/or 504)
2. The Retention/Promotion Committee (teachers, academic advisor, and administrators) will determine if the student has shown adequate progress and mastery of the Nevada Academic Content Standards. A student who does not meet these will be considered for retention by the committee. The students parent/guardian will be integrally involved in the process and any education decision made.

Students must maintain a minimum 60% mastery in Nevada Academic Content Standards for their grade level to be eligible for promotion. Upon failure to perform satisfactorily on the statewide assessment, a student shall be referred to the Retention/Promotion Committee consisting of the student's teacher(s), parents, and a school administrator. The team will determine if the student will receive remedial instruction or be retained.

All stakeholders will be informed of these standards through the AHA's website and through the student/parent-guardian handbook, which all students and guardians will sign at the beginning of each school year.

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.

(1) *Describe the system of course credits that the school will use.*
(2) *Describe how the school will monitor and verify the participation in and completion of courses by pupils.*
(3) *Describe how the school will ensure students participate in assessments and submit coursework.*
(4) *Describe how the school will conduct parent-teacher conferences.*
(5) *Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.*

These questions are not applicable as AHA will not provide programs of distance education.

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.

(1) *Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.*
(2) *Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.*
(3) *Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.*
(4) *Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.*

These questions are not applicable as AHA will not provide pre-kindergarten programs.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. 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.

(1) *Explain how the school will meet state 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.*

(2) *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).*

(3) *Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.*

These questions are not applicable as AHA is applying for grades Kindergarten-8th Grade.

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 replace, 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.

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

AHA has identified two overarching academic goals:

- Student success in English Language Arts/Literacy, Math, and Science
- Demonstration of at least one (1) year of growth in Reading and Math annually with the ultimate goal of meeting and exceeding proficiency in the core curriculum

These goals reflect the overall mission of Alakaʻi to place students on a path towards success at the college and career level. In order to measure the success of our program, we need to verify that academic gains are happening at the school and thus will be measured by a variety of assessments as detailed in the table below:

Goal	Measure	Metric	Target
Goal # 1 – Student Success in ELA/Literacy, Math, and Science	SBAC: • ELA/Lit • Math NVCRT: • Science	Baseline – SY 2020-2021 • Collect and assess data points for various cohorts Minimum expected student gains per year (based on complex targets): • 4% ELA/Literacy • 5% Math • 5% Science	At least eighty (80) percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math, reading, and science. In year 3 and beyond, the culture-based, arts integrated curriculum coupled with RtI strategies will support students to exceed the complex targets.
Goal # 2 – Academic growth of at least one (1) year in Reading and Math	Measures of Academic Progress (MAP) and /or DIBELS	Baseline collected followed by quarterly reports	Goal allows AHA to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for students and their families At least eighty (80) percent of students enrolled at the school for a three-year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is

			applicable to students who upon the third consecutive year of enrollment.
Goal # 3- Reduction of achievement gaps in targeted at-risk student subgroups	SBAC: • ELA/Lit • Math NVCRT: Science	Baseline – SY 2020-2021 • Collect and assess data points for various cohorts Minimum expected student gains per year (based on complex targets): Reduction in achievement gaps by 10% each school year for a total of 30%	If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population). This goal will be measured by SBAC and NVCRT Science assessments.

The mission of AHA is to increase academic achievement through a focus on our common culture and arts integration. This goal is aligned with the SPCSA Strategic Plan and serves as a common measuring stick for Alakaʻi Heritage and its neighboring schools. AHA will use the assessments used by the State of Nevada (SBAC) thus ensuring reliability and scoring consistency.
The goals set forth allows the school to demonstrate student growth on an individual and group basis, thus ensuring that Alakaʻi students strive for proficiency and beyond.

In order to invest parents and students in the assessment system, AHA will provide testing resources on the website and via in-home mailers. These resources will be provided in multiple languages for all AHA families and will include items such as: online resources (testing websites, State websites about the SBAC assessments), descriptions of end-of-year and interim benchmark assessments, as well as calendars and important dates.

Additionally, AHA will adjust goals as necessary pending updates and requirements from the Authority's new Growth Plan and Needs Assessment.

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

The baselines for all three goals were set by examining the performance of surrounding traditional Clark County School District (CCSD) elementary and middle schools. Nevada School Report Cards were used in the examination of state assessment results.

(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.*

AHA will measure and evaluate academic progress during the first three years of operation of all student groups including student groups consisting of subsets of each academic student cohort through the use of internal and external assessments. Internal assessments that will be utilized will include MAP and/or DIBELS. External assessments that will be utilized will include SBAC, and the Nevada CRT Science. Internal assessments will be used to monitor student progress throughout the course of the school year and possibly shift students from multiple tiers of instructional levels to another depending on the support that will be deemed necessary by the aggregate assessment score and teacher/parent intervention. External assessments will be utilized to provide end-of-year feedback on student learning, shape professional development for teacher intervention and differentiation learning targets.

Internal assessment data will be reviewed daily by collaborative teams and AHA's administration. Results from the internal and external assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction.

Goal	**Evaluation Tool and Frequency**	**Baseline**	**2020-21**	**2021-22**	**2022-23**
Student Success in English Language Arts/Literacy, Math, and Science	This goal will be measured through Nevada's chosen standardized assessment (SBAC) for ELA/Literacy and Math and the Nevada State	The measure will be quantified as follows: Baseline data will be collected in SY 2020-2021 That data will be compared to the Nevada	ELA/Lit: 62% Math: 58% Science: 68%	ELA/Lit: 66% Math: 63% Science: 74%	ELA/Lit: 70% Math: 68% Science: 80%

	Assessment in (CRT) in Science	Report Card surrounding school data since it is assumed that the majority of students will be from CCSD schools. Data points have already been identified for the complex through 2018. School data will be compared with the data points identified, thus allowing Alakaʻi the opportunity to do a temperature check in its first year of operation. Alakaʻi will utilize the following percentage increase to create targets for future years. Currently those percentage increases are: Minimum expected student gains per year (based on			

		complex targets): ELA/Literacy 4% Math 5% Science 5%			
Students will show growth of at least one (1) year in Reading and Mathematics annually. Alakaʻi students must strive to not only show growth, but also demonstrate or exceed proficiency in the core curriculum.	This goal will be measured through Nevada's chosen standardized assessment (SBAC) for ELA/Literacy and Math and the Nevada State Assessment in (CRT) in Science. Alakaʻi will use standardized assessment tools (MAP, and/or DIBELS and/or i-Ready and/or STAR) to assess students on a regular basis. MAP, i-Ready, STAR, and DIBELS are commercially available standardized tests that have validity and reliability.	Baseline information will be collected followed by quarterly reports. The date will be quantified using enrollment records for all students, with an initial focus on the first cohort of students (SY 2020-2021 and beyond). The baseline data will be collected at the beginning of each school year or when a student enrolls at any time during the school year.	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 10% annually.	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 10% annually.	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 10% annually.

	Measurements are based on the Nevada Performance Framework formula, ensuring reliability and consistency in administration, scoring, reporting, evaluating, and planning.				
Reduction of achievement gaps in targeted at-risk student subgroups	This goal will be measured through Nevada's chosen standardized assessment (SBAC) for ELA/Literacy and Math and the Nevada State Assessment (CRT) in Science. Alakaʻi will use standardized assessment tools (MAP, and/or DIBELS and/or i-Ready and/or STAR) to assess students on a regular basis.		In any given year, if achievement gaps exist, Goal 3 will be applicable and AHA will work to close the identified gap(s) by 10% annually	In any given year, if achievement gaps exist, Goal 3 will be applicable and AHA will work to close the identified gap(s) by 10% annually	In any given year, if achievement gaps exist, Goal 3 will be applicable and AHA will work to close the identified gap(s) by 10% annually

As the school continues on to years 4 and 5, AHA will establish goals that align with the Nevada Charter School Performance Framework in that students will make adequate progress, or higher, on the school's Median Student Growth Percentiles in reading and math.

(3) *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.*

At AHA, students develop a growth portfolio with evidence of content integrated arts processes and products, along with self-assessments, reflections, and future goals. Well-designed portfolios represent contextualized learning that requires complex thinking and expressive skills. Starting in kindergarten, teachers explicitly guide students in understanding the purpose of the portfolio and developing the skills for meeting explicit criteria to meet grade level expectations. Students will populate and review their portfolios quarterly, developing awareness of their learning process and deepening their understanding of core arts strategies. Portfolio artifacts will include students' artwork, video clips of dance and drama projects, audio, creative writing, and verbal and written responses to artwork. For example, a typical 4th grade student's arts integration may contain the following artifacts for the first quarter:

First Quarter Arts Integrations Portfolio: Table of Contents		
Artifacts	Description	Standards
1. Cover Page	A checklist of criteria for quality portfolio accompanied with, Q1 class goals & individual student goals	
2. Drawing: Close Up of a Leaf	Photograph of an oil pastel drawing, including scientific observations, labels and questions	NVACS.Science.4LS1-1 NVACS.Math.4.NF.B.3.d NCAS.VA:Cr2.3.4 NCAS.VA:Cr2.1.4 NCAS.VA:Cr3.1.4
3. Painting: *Mauka* & *Makai*	One photograph of a painting of the ocean juxtaposed with another painting of the mountain (including foreground, middle ground, and background) with contrasting use of arts media and elements.	NVACS.Science.4-ESS2-1 NCAS.VA:Cr2.3.4 NCAS.4. VA:Cr2.1.4 NCAS.4. VA:Cr3.1.4
4. Drama: *The Ahupua'a*	A photograph of a tableaux depicting roles and responsibilities of various groups in the *ahupua'a*, including writing-in-role: a day in the life in ancient Hawai'i.	NVACS. ELA-Literacy.W.4.2 NVACS.ELA-Literacy.W.4.3 NCAS.4. TH:Cr1.1.4 NCAS.4. TH:Cr2.1.4 NCAS.4TH:Cr3.1.4
5. Music: Oli & Mele	One audio clip of the class's oli and mele performed chorally, another audio clip with one phrase individually performed, accompanied with an explanation for how this phrase was selected.	NCAS.4. MU:Pr6.1.4 NCAS.4. MU:Pr4.1.4
6. Dance: Ka Makani	A video clip of student improvised creative movement of varying types of wind, with a poem integrating vocabulary of dance with descriptions of different winds	NVACS.Science.4-PS3-2 NVACS.ELA-Literacy.L.4.5 NCAS. DA:Pr4.1.4 NCAS.DA:Cr2.1.8
7. Reflection	A written self-reflection of Q1 arts integration experience with reference to artifacts.	NCAS. Anchor Standard #9: Apply criteria to evaluate artistic work.
8. Self-Assessment	A rubric with self-assessment of creative processes and products as well as the criteria of a quality portfolio, including goal setting for Q2.	

For the arts integration portfolio, teachers create developmentally appropriate performance rubrics with clear criteria for achievement as a grade level, articulated and aligned between grade levels. Teachers facilitate portfolio sharing among cohorts of students, who articulate strengths and areas for growth. Teachers also conference with individual students semi-annually before presenting portfolios to families during parent-teacher-student conferences. Finally, teachers meet in professional learning communities to engage in protocols to analyze the results of their portfolio assessments and engage in qualitative analyses of exemplars.

The School will participate in and comply with all federal and statewide assessments under the SBAC. In addition to the data collected from the statewide assessments, AHA will monitor the academic growth of the school, including individual students and subgroups utilizing the Nevada Report Card. Universal screening in reading and math, as well as teacher created assessments, with the framework of triangulation of data, C.O.P. (Conversations, Observations, Performance/Products) will inform teachers. School staff will collaboratively use the data to guide and enhance instruction to meet the needs of all students.

AHA uses MAP, and/or DIBELS and/or i-Ready and/or STAR and DRC to regularly monitor all students. These instruments have a record of validity and reliability. Additionally, the tests align with the NVAS. Students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer programs. AHA will track students over time: those who are performing above grade level are assessed monthly; those performing at grade level are assessed every two weeks, and those performing below grade level are assessed weekly.

AHA will monitor at-risk students closely, evaluate the effectiveness of instructional strategies, write individualized goals with the students and provide a system to report results to students, parents, teachers and administrators.

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

AHA teachers also support students with a variety of formative and summative assessments to determine student growth and ensure progress monitoring within their class. School-based assessments to be used in all courses may include: weekly teacher-generated quizzes; unit assessments and chapter tests; class projects and/or investigations based on thematic units of inquiry; class participation rubrics; and arts integration portfolios.

(b) *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.*

AHA will participate in all federal and state required assessment programs as directed by the Nevada Department of Education (NDE), follow all required policies and procedures with regard to administration of tests and standardized practices. In addition to the data collected from the statewide assessment program, AHA will monitor academic growth of individual students, cohorts of students, and the progress of the school as a whole.

AHA's administration will select commercially available assessments, such as the aforementioned options that best fit the needs of students such as MAP, and/or DIBELS and/or

i-Ready and/or STAR. These assessments are nationally benchmarked and are valid and reliable indicators of progress. These assessments align with AHA's curriculum and performance goals and are aligned to the NVACS and Common Core State Standards. Teachers will create pre-post assessments as a first step in implementing portfolio assessments to regularly monitor students.

(c) *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.*

All students will be evaluated with the universal screeners in the first two weeks of the school year. Ongoing assessment system may be designed as follow:

- Students who are performing above grade level will be subsequently assessed using the appropriate tools on a monthly basis.
- Students performing at grade level will be subsequently assessed every two weeks; and
- Students performing below grade level will be subsequently assessed weekly.

Reflection on Student Progress: Based on the data analysis, administrators, the Data Team, and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive decisions for continuous improvement of teaching and learning processes. Teachers will modify their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Grade Level/Department Meetings: Grade/Department Chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Departments will work collaboratively to plan and support differentiated instruction to work on student deficiencies.

Differentiated Support and Targeted Interventions: Each teacher will be trained and expected to use all data available to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students referred by teachers, and/or identified by the Data Team will be targeted for Early Bird/After School tutoring and/or daily pullout tutoring. Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

Using real-time data from frequent assessment results, AHA will provide the necessary individual, classroom and/or school-wide intervention programs. The Data Team and teacher referrals will determine which students may need additional targeted interventions. Interventions may include: requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool programs; supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). The Data Team will work with students and families to accommodate schedules. Additionally, the Data Team will identify students that may need to be part of the RtI (Response to Intervention) process.

The school will use data on an ongoing basis as a feedback system to guide teachers in lesson planning and individualizing instruction and to inform students of their current levels of performance. The school will also use data on an ongoing basis to inform instructional practices allowing for increased student-learning outcomes. These actions will enhance instructional

interventions by closely monitoring activities aligning results with effective instructional decision-making.

As well as the data collected from the commercially available standardized and assessments, teachers will provide a variety of formative and summative assessments to determine student growth and progress monitoring within their class. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes
- Unit assessments and chapter tests
- Class projects and/or investigations based on focus lessons
- Class participation rubrics
- Anecdotal records
- Videoed Student Performances or Project Explanations, and/or
- Student Portfolios

AHA's RtI/MTSS team will oversee and monitor the early warning system including:

- Collecting and analyzing data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator.
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.
- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention.

Implementation of Multi-Tier System of Supports (MTSS) Response to Intervention (RtI): Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the RtI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/ interventions.

- *Tier 1* is inclusive of all students. All students in Tier 1 will receive high quality, research-based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions. Core behavioral interventions include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include Mid-Year Assessments, benchmark assessments, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.
- *Tier 2* is inclusive of students not making progress in the core curriculum. The School will provide these students with increasingly intensive instruction matched to their needs including, but not limited to: Small group instruction, one-to-one re-teaching, pull-out intervention, individualized instruction, intensive interventions that address each student's needs; additional tutoring opportunities with a qualified interventionist.
- *Tier 3* interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Daily

pull-out tutoring, one-on-one instructions; behavior intervention plan, individualized counseling; intensive individualized academic plans following assessments such as Functional Assessment of Behavior (FAB) and Behavioral Intervention Plan (BIP).

Additionally, all students will have before, after, and summer tutoring available to them regardless of being identified as being "deficient" in reading or math. Programs that offer homework assistance and/or limited tutoring have not been found to have a statistically significant effect on overall student achievement. However, out-of-school tutoring that utilizes rigorous implementation of programs as rigorous resources for core subjects that were used in this setting were found to have overall positive effects on student achievement. Students will be utilizing rigorous programs, as set by the Principal, during extended school day tutoring led by a licensed teacher or a highly trained paraprofessional. Key findings from the National Center for Education Evaluation and Regional Assistance showed "one year of enhanced instruction produces positive and statistically significant impacts on student achievement."[73]

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

All Data will be disaggregated and used by teachers to inform and drive instruction on student knowledge and skills relative to the as follows:

Screening: Screening assessments such as the commercially available standardized assessment (MAP, STAR, DIBELS, i-Ready, etc.) will be used to identify students who need additional instruction. Students will be screened by teachers at the beginning of the school year. Once the School has data from state-wide assessments, AHA will utilize this data to inform instruction to improve student learning. Data reports on these and all state-mandated assessments will be disaggregated by: student, standard, teacher, and school to inform decisions about adjustments to the educational program. These reports will be made available to all teachers (and families, and students as appropriate) to identify areas of strength and those in need of improvement, with the purpose to inform instruction, and enhance curriculum delivery, teacher effectiveness, and student growth toward proficiency/mastery.

Data Collection and Analysis: The Data Team will be comprised of school administrators and teachers. The Data Team will compile progress-monitoring data on a weekly or bi-weekly basis, depending on the assessments, and will disaggregate the results for cohorts and school-wide growth. Monthly meetings (as scheduled in the Wednesday meeting rotation) will be held to:

- evaluate student achievement data on benchmark/interim assessments and correlate to instructional decisions;
- review progress-monitoring data at the grade level and classroom level to identify students and their academic levels;
- identify professional development to enhance student achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; and
- facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

[73] National Center for Education Evaluation and Regional Assistance Institute of Education Sciences. (2009). Response to Intervention (RtI). Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

With a clear focus on student success and accountability in an environment consistently working to improve upon current practice to increase student achievement, AHA intends to employ Doral Academy of Florida's structured program. This includes *JAM'N to the Next Level*, (*JNL)* to enhance teacher, administrator, and professional development in providing quality instruction, and to strengthen leadership training and development in the implementing of effective teaching practices that increase student achievement. This will also realize effective, dynamic recruitment, selection and retention of teachers and administrators. *JAM'N* begins with the "*Jubilation*" of established, systems, a data based recognition of "*Actions Needed",* the *"Movement"* to well thought out plans to achieve data driven actions, and "*Next Steps"* to accomplish rigorous, measurable outcomes.

The Data Team will develop an internal management system to manage and monitor students' progress. One example of an internal management system is a Data Wall. In an area without student access, a wall can be utilized to visually depict a grid chart that places students by classroom at their Reading and Math levels. During the progress monitoring meetings, student data will be reassessed and moved if progress is gained. This allows the teacher to have a visual of how their students are making progress. Each teacher will also receive their classes information via excel spreadsheet.

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

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
70% of the students attending AHA will meet or exceed MAP, DIBELS, and/or TenMarks growth expectations as measured by universal screening, benchmarking, and end of year post assessments by the end of the school year.	MAP, DIBELS, and/or i-Ready and/or STAR, and/or TenMarks	At least 50% of students will be meeting growth expectations as demonstrated by the MAP, DIBELS, and/or i-Ready and/or STAR, and/or TenMarks assessments	At least 60% of students will be meeting growth expectations as demonstrated by the MAP, DIBELS, and/or i-Ready and/or STAR, and/or TenMarks assessments.	At least 70% of students will be meeting growth expectations as demonstrated by the MAP, DIBELS, and/or i-Ready and/or STAR, and/or TenMarks assessments	At least 80% of students will be meeting growth expectations as demonstrated by the MAP, DIBELS, and/or i-Ready and/or STAR, and/or TenMarks assessments
60% of the students attending AHA that are identified as IEP, FRL, or ELL will	SBAC and NVCRT Science				At least 60% of students will be meeting growth expectations

meet or exceed SBAC growth expectations as measured by the SBAC assessment by the end of the school year.					as demonstrated by the SBAC end of year assessment.

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

AHA will collect, measure, and analyze student academic achievement data through the use of the following tools:

Tool		Purpose	Frequency
SIS	Electronic Student Information System	Manages student data including demographic info, course registration, grades, schedules, attendance, and other student-related data Identifies, tracks, and monitors student concerns to ensure that each student reaches his/her potential through the provision of appropriate supports	Ongoing
Measures of Academic Performance (MAP)	ELA and Math	Online assessment that measures student growth aligned to the Common Core State Standards	Annually
AIMSweb	AIMS online tool	Online universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction. AIMSweb uses brief, valid, and reliable measures of reading and math performance for grades K-12, which can be generalized to any curriculum	Three times a year universal screener
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	Procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade (universal screener)	Benchmark testing and progress monitoring (beginning of year and/or quarterly as indicated by

			student need)
STAR 360	Renaissance Learning's STAR Literary Assessment	Comprehensive K12 assessment solution, allowing educators to screen and group students for targeted instruction, measure student growth, predict performance on Smarter Balanced exams, and monitor achievement on Common Core State Standards (universal screener)	Benchmark testing and progress monitoring (beginning of year and quarterly or more often as indicated by student need)
School developed assessments	School developed formative and summative assessments, including anecdotal records and student generated work samples	Curriculum and need-based teacher designed assessments that provide baseline and ongoing data to drive instruction	Ongoing
i-Ready	ELA and Math Adaptive diagnostic assessment	Pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.	Three times a year
DRC	Partnership with Nevada Department of Education	Interim assessment for grades 3–8 that illuminates student learning needs and measures progress throughout the year.	Benchmark testing and progress monitoring (beginning of year and quarterly or more often as indicated by student need)

Assessing AHA's educational effectiveness is essential to ongoing growth in excellence for individual students as well as the development of a school-wide model that is truly responsive to students' needs. In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes.

(5) *Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.*

AHA will utilize the tools provided by the NDE to report data:

- Students and parents will receive timely reports of assessments conducted at the beginning of and throughout the school year as appropriate. In addition to the standard Nevada

Report Card reporting, parent/teacher/student conferences and paper copies of results as appropriate

- The school community will have access to Nevada Report Card reports generated
    - School Status and Improvement Report (SSIR)
    - School Quality Survey (SQS)

Alakaʻi Academy's Governing Board will monitor, measure, and evaluate academic performance of the school as a whole, student cohorts, and individual students throughout the school year. The Nevada Report Card reporting system measures provide a summative snapshot of the school's progress. These measures include: Student achievement (proficiency scores on SBAC and NV CRT Science), Growth (measuring individual student's growth in learning from year to year), Readiness (attendance & Gr. 8 ACT scores), and Achievement Gap (the achievement gap between "high needs and non-high needs" students). These measures will be reported to the Board annually. The Principal will be responsible for providing an academic data report to the Board for each meeting. The Board members will receive the academic data in their Board meeting support materials.

Alakaʻi will use data to monitor student achievement and drive instructional practice. The school data team comprised of administration and teachers will compile progress monitoring data on a quarterly basis and will disaggregate the results for cohorts and school-wide growth. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom assessment) will be used to measure effectiveness. Teachers will keep data portfolios of student assessment results and progress in their classrooms to provide additional data of student progress for state-wide and school based monitoring. Implementation of regular assessments will ensure that no student is overlooked and identified with ample time for remediation.

Teachers will differentiate instruction and intervention programs will be developed for these students to ensure appropriate remediation. Students identified at risk will have an intervention plan created by their teacher. This plan will follow Response to intervention, which has become a national best practice to improve pupil achievement and close achievement gaps of all groups of students. The data collected from commercially standardized assessment will be collected, analyzed, and presented to the Board at each Board meeting. The Principal and School Data team will monitor the data on a monthly basis for students that are at risk.

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. Beginning in the 2016-17 school year, the State of Nevada switched to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

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

AHA will follow the definition of "at-risk" as defined in NRS 388A.045[74]:

"A pupil is 'at risk' if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability."

AHA staff will review multiple sources to identify/determine students who are at-risk. A matrix will be created utilizing a priority system of points awarded for each area of concern. Developing a checklist to review each student and identify factors that contribute to being at-risk have been suggested may be associated with increased risk of academic failure and/or potential drop-out.

Contributing elements for consideration on the checklist are:

A. Social and economic risk factors:
    a. Free and reduced lunch
    b. Single parent family
    c. Student pregnancy or parenthood
    d. Parent educational attainment
    e. Foster care
    f. Homelessness
    g. Involved in the juvenile justice system
B. Diagnostic testing (students who do not meet current grade level mastery expectations)
C. Review of attendance records – if a student has a documented history of more than 10% absenteeism
D. Review of discipline records – if a student has documented history of 3 or more offenses in a school year
E. Documented input regarding academic performance provided by previous administration, teacher, school staff

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

[74] Obtained from *Nevada State Legislature,* https://www.leg.state.nv.us/NRS/NRS-388A.html#NRS388ASec045 ; last accessed January 2018

AHA will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources differentiated for all students. AHA will support the least restrictive environments, as appropriate, to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments and in Resource Room settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs. Accommodations for English Language Learners (ELL) and other special population students (at-risk, intellectually gifted, 504, etc.) will be provided in an inclusion setting by the general education teacher.

AHA's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org).

All students will be universally screened in the beginning of the school. Analyses of the universal screener will be completed by the Data Team; those students who are identified as academically at-risk, who are not already identified with an IEP, will be referred to the Response to Intervention (RtI) team. The RtI team notifies the parent that their child will be entering the RtI program which provides interventions in areas of deficit. The RtI team writes a goal for the student in the area of deficit, provides intensive interventions, and monitors progress and growth weekly. The RtI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction. After 12 to 16 weeks of intervention, the RtI team reviews the student's progress and either continues with RtI or refers the student to the school psychologist for an evaluation to receive special education services.

This model is the first step to successfully implementing a three tier RTI model. It is expected that one hundred (100) percent of students will encompass tier one. In this tier students fit in the normal academic range and all students are exposed to and have access to grade level material. Most students do not need additional support to succeed academically.

Tier two represents approximately fifteen (15) percent of the student population. These students would be part of the support group that receives targeted intervention and will use i-Ready instructional tools. Students in the support tier will be closely monitored for academic and behavioral concerns by the collaborative team's data monitoring. If students in this tier are considered to be further at risk they will be recommended to the Student Study Team for additional methods of delivery in order to improve academic aptitude. Parents and guardians will be noted routinely of student progress and if the Student Study Team deems necessary additional support.

Tier three represents approximately five (5) percent of AHA's student population and are students who need intensive one on one support. These students are part of AHA's guided group and additionally will use i-Ready instructional tools as well. Here students receive direct support from para-professionals and content remediation specialists on core academic areas. Many students in this tier are students that are below grade level in math and English. With the use of intervention curriculum such as Read and Math 180 students' content areas are bridged between what students know, need to know, and will know in the future in order to be academically successful.

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

The classroom teacher is the first level of intervention for students with behavioral concerns. The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors. Randall S. Sprick[75] states that behavior is learned and many behaviors serve a specific function. Hence, AHA teachers and staff will use the PBIS (Safe and Civil Schools) model to determine why the behavior is being exhibited. Positive support paths will be demonstrated by all AHA staff to efficiently and appropriately correct student behavior issues.

Arts integration practices, along with evidence-based practices and PBIS, create a strong instructional approach to develop the whole child. As referenced in AHA's Academic Philosophy, "the arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities."[76] The instructional strategies and behavioral management strategies (PBIS) include research-based strategies that have proven effective for students at all levels.

AHA teachers receive training in PBIS core features:

Foundations:
- Settings – the physical layout of the classroom designed to be effective (and support kinesthetic engagement)
- Routines – predictable classroom routines taught and rehearsed
- Expectations – 3-5 classroom rules clearly posted, defined and explicitly taught
- Values – shared values collaboratively developed with student input and self-reflection

Prevention:
- Supervision – reminders, prompts, and active interaction between teacher and students
- Opportunity– high rates and varied opportunities for all students to respond
- Acknowledgement – using specific praise and positive reinforcements to let students know they are meeting classroom expectations
- Prompts and Pre-corrections – reminders, before a behavior is expected, clearly describing appropriate interactions

Response:
- Error Correct – brief, contingent, and specific statements when misbehavior occurs
- Other Strategies – other ways to preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

Data Systems:
- Counting – how often or how many times a behavior occurs (frequency)
- Timing – how long a behavior lasts (duration)
- Sampling – estimation of how often a behavior occurs during and interval
- ABC Cards, Incident Reports, or Discipline Referrals – information about the events that occurred before, during, and after a behavior incident.

[75] Sprick, Randall S. The Administrator's Desk Reference of Behavior Management. Randy Sprick's Safe and Civil School Series. Eugene, Or.: Pacific Northwest Publishing, 1998.
[76] Ibid

- The results of data collected inform classroom interventions and supports.

At the school level, AHA provides a multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior. The school-wide framework is guided by school-wide discipline data and appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring. At the classroom level, systems for teaching expectations, providing acknowledgments, and managing rule violations are linked to the school-wide framework. Classroom management decisions are based on classroom behavioral data. AHA teacher implement effective instructional strategies to the greatest extent possible and curriculum is matched to both student need and supporting data (*Ideas that Work*, U.S. Office of Special Education Programs).

Students who are not affected by teacher and parent interventions will be recommended to the Student Study Team for further research based practices. These practices will be shared with the teacher and parent/guardian in order to garner positive support in and outside the classroom. Students who are not identified as ESS and the PBS model do not correct will be subject to school's discipline procedure. These students that may be suspended or expelled based on the policies of the AHA's handbook and code of conduct.

Students with severe behavior concerns also can benefit from combining inclusion with resource room. In addition, a mentor will be assigned to the student and daily progress monitoring sheets will ensure a secure and consistent line of communication between the school and home. Parents will be expected to take an active role in supporting their child's progress. Depending on students' needs, the mentor will check the student at least three times daily or more as needed. In addition, the school counselor will help the family with locating appropriate community support.

Special Education

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

Eren Martin-Beat is currently serving as a general education teacher in a school which had a push-in model of services and an approximate 10% Special Education population. All services are met within the classroom and Ms. Martin-Beat works with the Special Education department to grow proficiency. She has worked with a wide range of special education environments such as inclusion classrooms, resources services, and one-to-one needs.

Robert Bruno Espey brings extensive experience in special education (SpEd). His undergraduate degree is in Elementary Education and Special Education from Slippery Rock University in Pennsylvania. Mr. Espey did his special education practicum in a 9th -12th grade learning support setting. Students came to his class for English Language Arts and Science. The special education students he worked with were students who needed more scaffolding and support. Mr. Espey completed his student teaching in a SpEd resource classroom with students in grades 3-5. During that time, he differentiated instruction, worked with small groups interventions and 1-1 support, attended parent meetings and Individual Education Program (IEP) meetings, designed and implemented behavior plans, and worked with students using social stories to help them with proper behaviors and interactions. He began his teaching career as an emotional support teacher for grades 2-5 at the Fairland Center in Lancaster, PA.

In Mr. Espey's 17 year teaching career, he has continued his passionate work with students in need of additional support including:

- Provided school-wide professional development with team building, following directions, procedures, and transitions with students and staff
- Worked with students with a wide range of disabilities
- Learned basic sign language in order to work with students who are deaf and hard of hearing.
- Focused instruction on grade level material, as well as IEP goals.
- Differentiated instruction to meet the needs of all learners.
- Met with families, and communicated with them regularly.
- Provided programs of positive reinforcement and PBIS.
- Became skilled in deescalating situations and calming students down.
- Assessed students regularly, as well as for data needed for their IEPs and compliance.
- Collaborated with Teaching Assistants and other staff members.
- Worked with the 1-1s (Wrap around services) that work directly with students.
- Provided services to students' homes for additional support.
- Became certified in CPI, and had to restrain students when needed and completed the proper forms for legal purposes and compliance.
- Supported students at their extracurricular activities such as baseball.

The Special Education Teacher will be responsible for overseeing the special education program. Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, Safe School Professional or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The school may employ such personnel as necessary depending on student need determined from actual enrollment. If necessary, the school will contract service provider agencies that employ licensed personnel and/or AHA will to contract services from Academica Student Support Services as determined by agreement between Academica and AHA. If services are outsourced to Academica or through service providers, AHA's principal and special education teacher will oversee, manage, and determine that all students with special needs IEPs are being implemented appropriately.

(2) *Identification: How will the school identify students in need of additional supports or services?*
   (a) *(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?*
   (b) *(Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?*
   (c) *(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?*

AHA will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources differentiated for all students. AHA will support the least restrictive environments, as appropriate, to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments and in Resource Room settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) will be provided according to students' IEPs. Accommodations for English Language Learners (ELL) and other special population students (at-risk, intellectually gifted, 504, etc.) will be provided in an inclusion setting by the general education teacher.

AHA's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org).

All students will be universally screened in the beginning of the school. Analyses of the universal screener will be completed by the Data Team; those students who are identified as academically at-risk, who are not already identified with an IEP, will be referred to the Response to Intervention (RtI) team. The RtI team notifies the parent that their child will be entering the RtI program which provides interventions in areas of deficit. The RtI team writes a goal for the student in the area of deficit, provides intensive interventions, and monitors progress and growth weekly. The RtI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction. After 12 to 16 weeks of intervention, the RtI team reviews the student's progress and either continues with RtI or refers the student to the school psychologist for an evaluation to receive special education services.

AHA will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education, this includes related services. The School will also ensure that no student otherwise eligible to enroll in their AHA will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs.

Example of General Process for Special Education Identification and Support: Initial referral process for special education begins with a Prior Written Notice to the parent to meet, review RtI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate, so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and LEA. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate.

Upon review of accumulated data, observation and review of records, AHA may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent's request for assessment, AHA will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If AHA determines that assessment for special education eligibility is not warranted, prior written notice will be given to the parent/guardian

with a clear rationale for such refusal within 15 days of the request. If AHA concludes that there are suspected disabilities, AHA will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist.

Following an initial evaluation, an MDT/IEP team meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the school, and/or exit from special education.

A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers.

Compliance with Special Education Regulations: AHA will comply with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled in the AHA. Any child that has a "mental or physical impairment that substantially limits one or more of the person's major life activities, has a record of that impairment, and/or is regarded as having that impairment, may qualify for a 504 plan. A 504 plan will provide accommodations to provide access to the general education learning environment. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers.

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

Example of Support for Other Diverse Learners: All students upon enrollment are provided an A Home Language Survey (HLS) as part of the registration packet. Based on the answers provided to the questions in the HLS, students are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. Eligible students are provided services based upon their needs through differentiated instruction and other best practices. AHA will serve the needs of students who are gifted and talented defined as a person who demonstrates such outstanding academic skills or aptitudes that she/he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: general intelligence, academic aptitude in a specific area, creative thinking, productive thinking,

leadership, the visual arts, or the performing arts. A student who is gifted and talented is eligible for special services and programs of instruction if a team determines by the use of standardized assessments that the students is at the 98th percentile in cognitive or academic ability or in an area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

It is expected that after the first year, Special Education services will be funded by the DOE and additional Special Education staff may be hired through this funding. During the first year, the school will hire a Student Support Coordinator that is certified in Special Education. IDEA Part B funds and discretionary units will help supplement the program. Classroom teachers will be encouraged to gain certification in ESL/TESOL. Certified paraprofessionals will provide support.

Instructional Approach for Special Populations: AHA's general program of instruction for students of special populations shall be responsive to the required sequence of courses and related curricular activities provided for all students. Best practices that utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org). Progress monitoring will ensure that students are receiving the appropriate continuum of services and equitable access to the general education curriculum.

As cited in the Kennedy Center's 2012 report "The Intersection of Arts and Special Education: Exemplary Programs and Approaches," "for all students whether integrated into the curriculum or taught as a separate subject, can lead to increased academic, social and functional skill development and knowledge."[77] Furthermore, "for students with disabilities, knowledge and skill development gained through the arts can play a crucial role in their overall success."[78]

Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

IEP teams will meet annually to review and revise the student's IEP. Every three years as mandated by IDEA, a reevaluation will take place to reassess the student and determine continued eligibility under IDEA. Annual meetings will be held with the parent and teaching staff to update the IEP or 504 Plan.

ELL students will be progress monitored regularly as all of our students will be through the chosen standard to monitor their academic gains. ELL students will take the WIDA ACCESS each year for reclassification. The ACCESS assesses the pupil's proficiency to comprehend, speak, read and write English. The pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English. AHA will monitor any student reclassified as ELL who has not yet met exit criteria. Once a student meets language proficiency, AHA will continue to monitor these students for a minimum of two years.

[77] Ibid.
[78] Ibid.

The purpose of this monitoring is to ensure that the students' academic grades do not fall and that they are no longer in need of language acquisition assistance.

The IEP Program will include a continuum of services beginning with services provided in the Least Restrictive Environment (LRE) and ending with Resource Room services. LRE includes special education services with supplementary aides and services being provided in the general education environment. The special education teacher or an instructional aide under the special education teacher's guidance will provide small group and/or individualized instruction based on student's IEP goals and academic needs. Providing services in the LRE will provide the student access to core curriculum with typical peers and academic interventions within the general education setting. If a student continues to not progress academically, a combination of inclusion services and services in a resource setting will be provided. The teachers who teach in the resource setting would be a special education generalist and highly qualified teacher in the core subject. Caseload for Special Education teachers is set at 22 per teacher.

Response to Instruction (RTI) is designed to improve the quality of education, evaluation and eligibility through a decision making process for students with academic and behavioral deficits. RTI accomplishes this task by utilizing a set of procedures and a series of decision making protocols which help ensure special education eligibility teams systematically consider relevant evaluation data against all eligibility criteria required by federal and state law. RTI is based on several critical concepts that explain and define its unique approach to special education evaluation and determination of special education eligibility specifically for an eligibility of Specific Learning Disability (SLD). RTI is a systematic documentation and decision making process designed to enhance both evaluation and determination of eligibility. RTI utilizes a straightforward approach to the identification of SLD that is pragmatic and empirically sound. Specifically, RTI operationally defines SLD as "unexpected underachievement" and infers that students who may have a SLD when assessment of exclusionary factors fails to explain an otherwise normal student's significant underachievement. Essentially, when failure is surprising or "unexpected" and cannot be better explained by other factors, SLD can be inferred. RTI provides a consistent and coherent framework for evaluating the two required qualifying conditions of special education eligibility: (1) the identification of an IDEA disability, and (2) the determination that special education is required RTI "needed" in order for a student to receive a Free Appropriate Public Education (FAPE).

This thorough process ensures that prior to finding a student eligible for an SLD, a team identifies other potential root causes to the student's academic issues, utilizes a set of student-specific interventions to remedy these, and closely monitors progress. Accordingly, RTI is the mechanism teachers will provide appropriate instruction that utilizes scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Federal Register provides the following commentary regarding the provision of appropriate instruction (Elementary and Secondary Education Act, as Amended by the Every Student Succeeds Act[79]): Sections 300.306(b)(1)(i) and (ii), consistent with section 614(b)(5)(A) and (B) of the Act, specifically state that children should not be identified for special education if the achievement problem is due to lack of appropriate instruction in reading or mathematics. This issue is especially relevant to SLD because lack of appropriate instruction in these areas most commonly leads to

[79] Office of Elementary and Secondary Education, Department of Education. (2016). *Elementary and Secondary Education Act of 1965 as Amended by the Every Student Succeeds Act.* Last Accessed December 2017 from: https://www.federalregister.gov

identifying a child as having an SLD. All children should be provided with appropriate instruction provided by qualified personnel[80].

Watering down a focus on appropriate instruction for any children …would be counter to both the Act and the ESEA…The eligibility group should not identify a child as eligible for special education services if the child's low achievement is the result of lack of appropriate instruction in reading or math. Eligibility is contingent on the ability of the LEA [school district] to provide appropriate instruction. Determining the basis of low achievement when a child has been given appropriate instruction is the responsibility of the eligibility group [special education eligibility team]. Whether a child has received appropriate instruction is appropriately left to State and local officials to determine. Schools should have current, data-based evidence to indicate whether a child responds to appropriate instruction before determining that a child is a child with a disability. Children should not be identified as having a disability before concluding that their performance deficits are not the result of a lack of appropriate instruction[81].

Data-based documentation refers to an objective and systematic process of documenting a child's progress. This type of assessment is a feature of strong instruction in reading and math…and is consistent with the Act that children cannot be identified for special education if an achievement problem is due to lack of appropriate instruction in reading or math[82].

It is clear that appropriate instruction in general education settings is a prerequisite for special education eligibility as SLD. It is also clear that the special education eligibility team has a responsibility to formally determine whether specific aspects of appropriate instruction have been met by a school district. This section of the law (34 CFR 300.309) applies to all schools and school districts regardless of whether they use RTI, severe discrepancy, or an alternative approach to determine eligibility as SLD.

This means that all schools and school districts must ensure that student performance data was regularly collected and analyzed in general education settings. Such data collection is commonly referred to as progress monitoring, which is a method of repeatedly evaluating student performance for the purpose of guiding further instruction. Simply put, progress monitoring data must be collected and considered as part of every SLD evaluation in order to legally determine eligibility as SLD.

According to the Federal Register, progress monitoring is considered to be a "critical hallmark" of appropriate instruction[83]. To emphasize this point, the Federal Register provides the following commentary regarding the regular collection of student performance data in general education settings:

> *We believe that one of the most important aspects of good teaching is the ability to determine when a child is learning and then to tailor instruction to meet the child's individual needs. Effective teachers use data to make informed decisions about the effectiveness of a particular instructional strategy or program. A critical hallmark of appropriate instruction is that data documenting a child's progress are systematically collected and analyzed and that parents are*

[80] Office of Elementary and Secondary Education, Department of Education
[81] Office of Elementary and Secondary Education, Department of Education
[82] Ibid.
[83] Ibid.

kept informed of the child's progress. Assessments of a child's progress are not bureaucratic, but an essential component of good instruction[84].

Therefore, according to federal regulations, it is the responsibility of general education to provide appropriate instruction to students and it is the responsibility of the special education team to assess whether appropriate instruction has been provided as part of the LD eligibility process. If the eligibility team does not have clear and convincing evidence of appropriate instruction, then eligibility as SLD is prohibited by federal law.

Specifically, federal law (ESEA & IDEA) indicates that appropriate instruction in general education settings must clearly and convincingly demonstrate and document the following:

- Explicit and systematic teaching of essential skills in the core academic domains of reading and math and, by precedent, in written expression and oral language.
- Federal law specifically identifies five essential reading skills that must be explicitly and systematically taught.
    - For example, Essential Components of Reading Instruction—The term ''essential components of reading instruction'' means explicit and systematic instruction in:
      (A) Phonemic awareness;
      (B) Phonics;
      (C) Vocabulary development;
      (D) Reading fluency, including oral reading skills; and
      (E) Reading comprehension strategies[85]
- The explicit, systematic and repeated collection, documentation and analysis of student performance data used to guide further instruction and also used to keep parents informed of student progress.
- That instruction was provided by "qualified" teachers trained and licensed in the core academic subjects they are responsible for teaching.

To ensure compliance with federal SLD eligibility regulations at the school level, AHA's special education teacher, with direction from AHA's principal, must make certain that clear and convincing documentation of appropriate instruction is available for immediate review by the special education eligibility team. It is not the responsibility of this team to ensure that appropriate instruction was provided. This is the specific responsibility of the school district, and at the school level, the responsibility of AHA's principal.

RTI documentation is required because whenever a referral for evaluation is made, the special education eligibility team has the responsibility to formally determine whether a special education evaluation is warranted. This decision must be data-based and should include evidence of a student's response to appropriate instruction. If there is no documentation or credible evidence that appropriate instruction has been provided, then there is no reasonable basis for the team to initially suspect a LD over other more common causes of underachievement, including the possibility that appropriate instruction may not have been provided. In a situation where appropriate instruction is not documented or cannot be demonstrated an evaluation would not be warranted since there would be no reasonable basis to justify suspicion of disability.

Stated in procedural terms, the need to conduct an SLD evaluation rests on reasonable suspicion that the student may have an IDEA disability and need special education services to receive FAPE.

[84] Ibid.

[85] Office of Elementary and Secondary Education, Department of Education

Intervention practices, such as those facilitated through a school RTI team, are the preferred method for developing reasonable suspicion of SLD. Similar to evidentiary requirements for the determination of SLD eligibility, some evidence of the following elements should also be present to trigger reasonable suspicion of SLD and prompt formal evaluation: a) verification of appropriate instruction, b) delivery of targeted, scientific research based instructional interventions, c) an inadequate level of academic performance and an inadequate rate of learning that, d) cannot be immediately explained on the basis of exclusionary factors such as inappropriate instruction, another disability, or limited English proficiency.

Documentation of appropriate instruction is a natural by-product of RTI Assessment. Consistent utilization of RTI practices can greatly assist the Special Education Teacher with the responsibility of ensuring that appropriate instruction can be demonstrated and documented. Specifically, RTI will help ensure the documentation of:

- appropriate core instruction,
- targeted and/or intensive research-based instructional intervention,
- on-going progress monitoring.

Once a student is identified, the RTI team, which includes the student's parent or guardian, writes a goal for the student in the area of deficit, provides intensive interventions, and progress monitors growth weekly. The interventions and progress monitoring tool provided will be interventions and tools that have been validated through research[86] (see intensiveinterventions.org) and determined by the RTI team. The RTI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction when a student is not showing progress on the graphing. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions can be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

AHA's RTI process will include three tiers. Tiers include increasing levels of intensity of interventions.

Tier 1

Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 1 includes differentiated curriculum and instruction for all students. Primary instruction includes at-risk children who have been identified through the universal screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention—hence, the name RTI. Each student's progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. AHA's Tier 1's process includes the following components:

- Expectations = 80% or more of students successful with general education curriculum and instruction
- Assessments = Universal screenings for academics and social/emotional growth (behaviors)
- Interventions = Through differentiated instructional practices

[86] See *intensiveinterventions.org* for an example of the type of progress monitoring AHA's RTI team will utilize.

- Roles and responsibilities = primarily the general education teacher

Tier 2
Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions include interventions that are:

- From scientific-based education research
- Evidence-based Interventions
- From education research
- Experiential-based Interventions
- From best practice with like students

The length of time in Tier 2 is instructional time in addition to Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, the child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than seven weeks—but the overall process is much the same.

AHA's Tier 2 process include the following components:

- Expectation = 15% of students may be at risk and in need of targeted interventions
- Assessment = progress monitoring of student response to specific intervention
- Intervention = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- Roles and responsibilities = variety of personnel as determined at the local site

Tier 3
Tier 3 becomes an option for continued and yet more intensive intervention. Five percent of students may be at significant risk and in need of intense interventions. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. Tier 3 involves the use of a combination of different types of curriculum material including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention should continue; analyzation of every four data points takes place to determine whether or not the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction needs be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she needs to be referred for a full and individual evaluation under IDEA.

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

AHA's special education teacher, with direction from AHA's principal, will be primarily responsible for all tasks and duties related to AHA's special education program. The initial referral process for special education begins with a bridge meeting between the RTI team and the special education

team. The special education team will include the parent or guardian, general education teacher(s), designated specialists/interventionists, special education teacher, school nurse, school psychologist and school administrator. The special education teacher will oversee the process by making sure all timelines and paperwork is documented and collected according to federal and state standards. All components of an initial assessment will follow mandates as required by IDEA and state regulations.

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

AHA's administrative team will recruit highly qualified special education teachers through multiple means. The administration will use job-recruiting websites such as Teachers-Teachers. AHA administrators will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not license in Nevada will apply for teacher licensure here. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher will apply for an Option License. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure. All related service personnel, including speech and language therapists and school psychologists are licensed in the State of Nevada or they have to apply for a license before they are hired.

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

AHA will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All AHA personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings.

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

AHA will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. A school-wide positive behavioral system will be implemented by AHA in order to be proactive and prevention of school wide discipline problems. AHA's school wide behavioral program will include universal tier school wide expectations and teacher trainings on positive behavior support systems. Tier 2 check in and check out mentoring programs and after school interventions to provide academic support.

If suspensions occur for students with identified disabilities or suspected disabilities, the school team needs to address the behavioral issues. A manifestation determination team meeting within the 10 days of suspension or the decision to impose the disciplinary procedure, which will result in the student having been removed for more than 10 school days in a single year for a student with disabilities or a student that AHA knows may be eligible for services, a manifestation determination meeting will be held. A manifestation determination team within 10 days of the decision to impose

the disciplinary procedure. AHA will collect data pertaining to the number of special education students suspended or expelled. In the event that such a student is removed for more than 10 school days within a single school year, the student's IEP team must determine the appropriate interim alternative educational setting so that the student's services are continued.

Prior to determining the appropriate interim alternative educational setting, AHA will consult with Student Support Services to determine the available appropriate settings and locations. AHA will be responsible for all costs associated with alternative placements.

AHA's sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter application or charter contract, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the Sponsor determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending AHA initiates due process proceedings, both AHA and SPCSA will be named as respondents. Whenever possible, the Sponsor and AHA shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, AHA will be responsible for retaining its own representation and for the cost of any such representation. Regardless of whether AHA retains such legal representation, AHA will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (SPCSA), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings.

Because AHA will manage and is fiscally responsible for its students' special education instruction and services, AHA will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely AHA failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulations.

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the AHA's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys' fees and costs. If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Sponsor's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Sponsor will be responsible for payment of those attorneys' fees and costs.

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

AHA will adhere to the provisions of IDEA and ADA to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team.

AHA will also ensure that no student otherwise eligible to enroll in AHA will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in

AHA with more services than AHA can provide, the school administrator and special education staff will meet with the parents and the student. At the meeting, AHA's special education service delivery model will be discussed so the parent can make an informed decision. If needed' the IEP will be revised once the student attends AHA.

AHA is committed to all of its students, including its gifted and talented pupils, students with disabilities, English Language Learners (ELLs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with Academica Student Support Services, AHA plans on closely partnering with their contracted special education services provider on several fronts to ensure special education programs and services reach students appropriately.

AHA's Special Education Teacher, with direction from AHA's Principal, will provide on-site LEA services including supervision of the Special Education Program, 504 Program, Gifted and Talented (GATE) identification and related services. AHA's Special Education Teacher will be a member of the RTI school team, Multi-Disciplinary Team, and the Individualized Education Program (IEP) team. With direction from AHA's principal, the ELL Teacher/Coordinator will provide on-site LEA services for ELL identification and services as well as on-site programs for the Educationally Disadvantaged.

In order to provide a Free and Appropriate Public Education (FAPE), AHA will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, AHA will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in AHA. By adhering to the provisions of the IDEA and applicable State of Nevada Special Education Laws and Regulations, AHA will assure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. AHA will also ensure that no student otherwise eligible to enroll will be denied enrollment on the basis of their special education or disability status.

AHA will implement the program for special education set forth and referenced in this charter application. AHA shall be responsible for providing and subsidizing those specialized instructional and related services required pursuant to student IEPs, and the services, modifications and/or accommodations required by a student's Section 504 Plan. In this section, the charter application will discuss:

- AHA's process of identifying students who are not performing academically through a Response to Intervention model
- AHA's process of identifying students in need of an initial assessment for special education
- AHA's special education and 504 services
- AHA's staffing plans to comply with students with diverse needs which will include state certified personnel

- AHA's procedures to provide documentation, assessments, adaptations, and modifications
- AHA's plan to address other student populations with diverse needs including English as a Second Language (ELL), Gifted and Talented (GATE), and Educationally Disadvantaged

AHA will universally screen all students in the beginning of the school year. Analysis of the universal screener will be completed by AHA's RTI team; those students who are identified as academically at risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to AHA's RTI team. AHA's RTI team will be comprised of a staff member from every general education grade level and the Special Education Teacher or designee selected by the Teacher. The RTI team notifies the parent that their child will be entering the RTI program which will provide interventions in an area of deficit.

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

AHA parents of students attending will begin the year with understanding the services provided for students with disabilities at the Academy. In addition, they will be informed of and sign the learning compact designed to meet all established IEP's or other programs notated within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at the Academy, to attend the school-wide events provided throughout each academic year.

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress. Parents of students with disabilities will receive monthly calls from each Academy teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

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

AHA is not planning to provide programs of Distance Education; therefor, this question is not applicable.

English Language Learners

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

AHA will identify the primary language of students upon enrollment.

The process is as follows:

- All enrolled students are provided a Home Language Survey (HLS) as part of the enrollment and registration process.
- Based on the answers provided to the questions in the HLS, the school will identify students who need language proficiency screening.

- AHA will work with the English Language Learner data management system to obtain records of students who were testing in the previous school year with the WIDA screener or WIDA ACCESS assessments.
- Students who do not have previous records are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. The WIDA ACCESS screener for English proficiency will take place in the first 30 days of school.

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year.[87] Students enrolling after the start of the school year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d)
Once the initial assessment is complete and/or records have been transferred:

For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

1. Classify students who are eligible for ELL services as Non- English or Limited English proficient. The students eligible for ELL services.
2. Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.
3. Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

For Students Classified as Fully English Proficient coded as fully English Proficient, as a result of the initial assessment, the school will ensure that the following steps are taken within the mandated timelines:

1. Assign students who are not eligible for ELL services the appropriate code; and
2. Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

[87] Interpretation Services-AHA will seek to hire enough bilingual staff to meet the needs of its enrolled students and families. AHA will collaborate with Student Support Services to make appropriate accommodations for families needing translation services in languages other than Spanish.

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

Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees (ELL Teacher) will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through revaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

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

AHA will seek to hire a teacher with a Teaching English as a Second Language (TESOL) endorsement and offer this teacher an additional stipend. This teacher will coordinate Title III Programming and ELL services to ensure that student's language proficiency needs are being met. This teacher will also provide staff development to classroom teachers to ensure the implementation of an Evidence Based ELL Program and facilitate intensive instructional interventions like small group pull-outs.

Supporting the educational needs of English Language Learners is a key component of AHA leading all holdings to high academic expectations. AHA will seek to hire a teacher with a CLD endorsement or has completed their ELA requirements preferably ELA-E. This teacher will coordinate Title III Programming and ELL services to ensure that student's language proficiency needs are being met. This teacher will also provide Professional Development to classroom teachers to ensure the implementation of an Evidence Based ELL Program and facilitate intensive instructional interventions like small group pull-outs.

(4) 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?

Learning is inclusive of all. AHA's value for a collaborative culture includes all students. The arts integrated approach makes this inclusion tangible and accessible for every child. Arts integrated instructional strategies rely on both linguistic AND non-linguistic representations of learning. Students who are challenged with English and traditional methods of processing concepts and skills can use other modalities and intelligences to solve the creative learning tasks. Drama involves using their bodies, mind/imagination and their voices. Visual arts require spatial intelligences. Dance heavily relies on kinesthetic and musical intelligences. Music requires reading of different symbols, notation that all students are learning together. All of the art forms require using language to communicate when students collaborate, as well as reflect on the qualities of their products and performance. The content of other curricular subjects become the content for the arts processes. ALL children have more than one intelligence that they can use to build their understanding.

AHA's arts integration approach creates strong community in the classroom and in the school. When all students are able to contribute to a group's learning task meaningfully, true mutual respect and recognition for each other's strengths grow. Students have real purposes in these social tasks, developing their own self-worth as well as empathy, understanding, and appreciation for others.

AHA's arts integrated approach supports all learners of all levels; it "evens the playing field." Students, who struggle in traditional educational approaches that heavily rely on linear, paper and pencil methods of learning, thrive in arts integration. Active learning, using non-linguistic modalities challenges all students to think metaphorically and process ideas socially. The social and kinesthetic processing gives all students access into the learning. The most important tools that are required are the student's body, voice, and imagination/mind. The skills they develop to process all content areas are collaboration and concentration.

Students process information and construct understanding, using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of four of the nine "High Yielding Instructional Strategies" according to Marzano: non-linguistic representation, reinforcing effort and providing recognition, cooperative learning, and setting objectives and providing feedback. The arts integrated strategies engage the students, struggling and excelling, yet challenges all of them to attain high levels of competencies because of its emphasis on descriptive and specific criteria, goal setting, and feedback. Where traditional methods fail, arts integration engages.

The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes. Secondary ELL students have a limited time to become academically proficient in English. Therefore, ELL students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need ELL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESOL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content-Based model must be endorsed in the content areas and be encouraged to obtain their TESOL or bilingual endorsements.

(5) 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?

With the results of the screening from the WIDA-ACCESS, students are placed in their specialized language program. A student will be placed in Structured English Immersion if they receive all 4's and 5's in Speaking, Listening, Reading, and Writing. If a student scores a 3 in the Listening, they will be placed in Sheltered Content Instruction. A student will receive Pull-Out ESL instruction if the CST (student study team) determines that is the appropriate intervention for them. In addition,

the English Language Learner Program is a teacher-recommended program, where students were selected based on their academic success with each teacher.

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

AHA parents of students attending will begin the year with understanding the ELL services provided at the Academy. In addition, they will be informed of and sign the learning compact (translated to accommodate all individual language learners). Parents of ELLs will be invited to attend school-wide events.

Additionally, parents of students identified as ELL will receive weekly progress reports regarding the growth that their child is demonstrating. The ELL Teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress. Parents ELL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by the school to ensure that this necessary communication takes place.

(7) 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.

AHA is not planning to provide programs of Distance Education; therefor, this question is not applicable.

Homeless/Migrant Services

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

AHA staff review multiple sources to identify/determine students who meet the criteria for homelessness under the Title 1 Hope / McKinney-Vento Act.
Identification:

- At Enrollment - enrollment packet includes proof of residency. If parent/guardian is unable to provide proof of permanent residency, gather information about housing using a questionnaire developed in accordance Title 1 Hope or Nevada state recommendations.
- During enrollment – teachers and staff are provided training on how to identify students that previously were not but may now be classified as homeless. Teachers and staff will refer these students to the academic advisor to gather additional information utilizing the above mentioned to determine whether they meet the homeless eligibility under McKinney-Vento.

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

The AHA academic advisor will serve as the case manager and advocate for students meeting the eligibility requirement under McKinney-Vento. They will work with administration, Safe School Professional, parents, community resource providers and other stakeholders to ensure students

educational needs are met. Staff will utilize the same process to flag IEP/504 students to flag McKinney-Vento students within the student information system and Infinite Campus.

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

AHA is not planning to provide programs of Distance Education; therefore, this question is not applicable.

SCHOOL STRUCTURE: CULTURE

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

AHA derives the school culture and climate from the mission, vision, and core values.

Mission:

Through arts integration, leadership cultivation, and multicultural education, Alakaʻi Heritage Academy ensures all students are on a path for success at the college and career level.

Vision:

The vision of Alakaʻi Heritage Academy is to develop scholars and community leaders who are connected to their native culture and prepared to embark on their journey for college and career success.

The core of AHA is founded on arts integration: "Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject areas and meets evolving objectives in both."[88] Students attending AHA will feel safe to take educational risks to develop into youngsters who are ready for lifelong challenges in college, career, and community through the arts. Arts integration methods will permeate AHA's daily activities and school culture and provide the vehicle for differentiated, place-based, project-based, cooperative, and inquiry learning.

Alakaʻi Academy of Nevada will embrace the unique values of the surrounding community in addition to the unique cultures of its student populations. For example, if the majority of AHA's student population is Hispanic/Latino, AHA will adapt its multi-cultural model to meet the needs of their culture with culturally responsive curriculum and place-based learning.

Na Hopena Aʻo (or HĀ) are six outcomes as described below, aimed to strengthen every student over the courses of his/her K-8 learning journey. When taken together, these outcomes become the core BREATH that every student can draw on for strength and stability throughout school and beyond. Underlying these outcomes is the belief that student need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

[88] Silverstein, L.B. & Layne, S. (2010). *Defining Arts Integration.* Retrieved June, 2018 from: http://www.kennedy-center.org/education/partners/defining_arts_integration.pdf

Strengthened Sense of Belonging
Every student stands firm in his/her space with a strong foundation of relationships. A sense of *Belonging* is demonstrated through an understanding of lineage and place and a connection to past, present, and future. S/he is able to interact respectfully for the betterment of self and others:

1. Knows who s/he is and where s/he is from
2. Knows about the place s/he lives and goes to school
3. Builds relationships with many diverse people
4. Cares about these relationships to others
5. Is open to new ideas and different ways of doing things
6. Communicates with clarity and confidence
7. Understands how actions affect others
8. Actively participates in school and communities

Strengthened Sense of Responsibility
Every student willingly carries his or her responsibility for self, family, community and the larger society. A sense of *Responsibility* is demonstrated by a commitment and concern for others. S/he is mindful of the values, needs and welfare of others:

1. Comes to school regularly, on-time and ready to learn
2. Sees self and others as active participants in the learning process
3. Questions ideas and listens generously
4. Asks for help and feedback when appropriate
5. Makes good decisions with moral courage and integrity in every action
6. Sets goals and completes tasks fully
7. Reflects on the quality and relevancy of the learning
8. Honors and makes family, school and community proud

Strengthened Sense of Excellence
Every student believes s/he can succeed in school and life and is inspired to care about the quality of his/her work. A sense of *Excellence* is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach his or her potential. S/he is able to take intellectual risks and strive beyond what is expected:

1. Defines success in a meaningful way
2. Knows and applies unique gifts and abilities to a purpose
3. Prioritizes and manages time and energy well
4. Takes initiative without being asked
5. Explores many areas of interests and initiates new ideas
6. Utilizes creativity and imagination to problem-solve and innovate
7. Sees failure as an opportunity to learn well
8. Assesses and makes improvements to produce quality work

Strengthened Sense of Aloha
Every student shows care and respect for his/her self, families, and communities. A sense of *Aloha* is demonstrated through empathy and appreciation for the symbiotic relationship between all. S/he is able to build trust and lead for the good of the whole:

1. Gives generously of time and knowledge
2. Appreciates the gifts and abilities of others
3. Makes others feel comfortable and welcome
4. Communicates effectively to diverse audiences
5. Responds mindfully to what is needed
6. Gives joyfully without expectation of reward

7. Shares the responsibility for collective work
8. Spreads happiness

Strengthened Sense of Total Well-being
Every student learns about and practices a healthy lifestyle. A sense of *Total Well-being* is demonstrated by making choices that improve the mind, body, heart and spirit. S/he is able to meet the demands of school and life while contributing to the well-being of family, '*aina*, community and world.

1. Feels safe physically and emotionally
2. Develops self-discipline to make good choices
3. Manages stress and frustration levels appropriately
4. Has goals and plans that support healthy habits, fitness and behaviors
5. Utilizes the resources available for wellness in everything and everywhere
6. Has enough energy to get things done daily
7. Engages in positive social interactions and has supportive relationships
8. Promotes wellness in others

Strengthened Sense of Community
Every student is enriched by the uniqueness of this prized place. A *Sense of Community* is demonstrated thorough an appreciation for our rich history, diversity, languages, and culture. S/he is able to navigate effectively across cultures and communities and be a steward of the environment.

1. Pronounces and understands Hawaiian everyday conversations words
2. Learns the names, stories, special characteristics and the importance of place in community
3. Shares the histories, stories, cultures and languages of many cultures
4. Compares and contrasts different points of views, cultures and their contributions
5. Treats the community with pride and respect

Teachers will explicitly teach these learning outcomes through **school wide essential questions.** For example, during the first month of the school year, the school-wide question asks: *How does connecting with others create community?* Teachers facilitate arts integrated activities especially through music and drama, to help students develop explicit skills that help them use each other's names, appreciate each other's assets, compromise, make and accept offers, and play different roles to support common goals. Teachers conduct instructional conversations to help students reflect on these skills as well as ask and answer questions related to the essential question.

Moreover, **arts integrated units** include a focus on one or more HĀ principles so students continually develop metacognitive awareness, growing and self-assessment as they are learning and producing. Arts integration is an elegant fit for the HĀ principles: the arts require collaboration, risk-taking, physical and emotional engagement, and self-directed habits for attaining quality. The arts level the "playing field" for all learners, requiring trust, working with others, and caring about the task. When each individual contributes meaningfully to a group that achieves, together, a collaborative culture of learning thrives.

HĀ principles also become a part of the fabric of the school through **professional development for teachers**. HĀ principles are embedded in all workshops and meetings, with content and processes strategically combined. All teachers are school leaders, each valuing their role of communicating and sharing of instructional practices weekly through PLCs. As teachers learn arts integration strategies together by working (and playing) together, they learn how to nurture a

culture of excellence. Arts learning for teachers inspires possibilities and renewed commitment to school vision. Joyful teachers create joyful classrooms. More so, a teacher who is challenged to tap her own creativity will construct an engaging classroom environment filled with inquiring students who investigate, try out new ideas, enjoy learning, and have the stamina for purposeful work together.

AHA hosts **celebrations of learning**, or recognition events and opportunities (in the halls, on the walls, in assemblies, website, newsletters, and more). These opportunities deliberately include descriptive examples of all stakeholders' actions that embody AHA's school vision and values. Practices of caring for each other, our school, and our community (land and people) are strategically accomplished throughout the school year, nurturing each individual with a responsibility beyond the self. Community celebrations, with a purposeful focus to recognize and educate about AHA's shared mission and values, are held quarterly, highlighting achievements and explaining creative processes. These celebrations mark key transitions with honor and gratitude for our friends, families, and larger community.

Finally, AHA teachers conduct **quarterly assessments** of HĀ, engaging students in discussions to help them identify their assets and set goals. Teachers will review behaviors that exemplify each of the HĀ principles and ask students to do the same. This assessment takes the form of a short anecdotal report, with achievement marked on a continuum from "Developing" to "Accomplished" for each of the HĀ principles. It is provided to families to bridge the home and school cultures and so parents and guardians continue working on each child's individualized goals at home.

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

AHA's culture of collaboration and commitment to academic achievement through arts integration guide all endeavors of our school. Students, teachers, parents and administrators take active roles in the development of values through arts integration in many different ways. It is the *kuleana* (privilege and responsibility) of all to keep the positive culture of the school authentic and alive. To do so, AHA will practice:

- Incremental school wide essential questions explicitly based on the HĀ principles;
- Arts integrated learning incorporating the HĀ principles;
- Arts integrated professional development for teachers in to internalize HA principles;
- Celebrations of learning to extend the community beyond the borders of classrooms;
- Quarterly assessments of the HĀ principles.

In addition, a safe learning environment is established and maintained through Positive Behavioral Instructional Support (PBIS). "Core behavioral supports can go a long way in preventing misbehavior and promoting desired classroom engagement."[89] PBIS is validated to improve the learning environment for all students as well as help self-efficacy)[90]. AHA teachers receive training in PBIS core features:

Foundations:

- Settings – the physical layout of the classroom designed to be effective (and support kinesthetic engagement)

[89] Ibid.
[90] Ibid.

- Routines – predictable classroom routines taught and rehearsed
- Expectations – 3-5 classroom rules clearly posted, defined and explicitly taught
- Values – shared values collaboratively developed with student input and self-reflection

Prevention:
- Supervision – reminders, prompts, and active interaction between teacher and students
- Opportunity– high rates and varied opportunities for all students to respond
- Acknowledgement – using specific praise and positive reinforcements to let students know they are meeting classroom expectations
- Prompts and Pre-corrections – reminders, before a behavior is expected, clearly describing appropriate interactions

Response:
- Error Correct – brief, contingent, and specific statements when misbehavior occurs
- Other Strategies – other ways to preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

Data Systems:
- Counting – how often or how many times a behavior occurs (frequency)
- Timing – how long a behavior lasts (duration)
- Sampling – estimation of how often a behavior occurs during and interval
- ABC Cards, Incident Reports, or Discipline Referrals – information about the events that occurred before, during, and after a behavior incident.
- The results of data collected inform classroom interventions and supports.

At the school level, AHA provides a multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior. The school-wide framework is guided by school-wide discipline data and appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring. At the classroom level, system for teaching expectations, providing acknowledgments, and managing rule violations are linked to the school-wide framework. Classroom management decisions are based on classroom behavioral data. AHA teacher implement effective instructional strategies to the greatest extent possible and curriculum is matched to both student need and supporting data (*Ideas that Work*, U.S. Office of Special Education Programs).

Parent and community input is highly encouraged at AHA. Stakeholders will have a present voice on AHA's website, social media, and committee forums. All suggestions that are aligned with the academy's vision and mission will be implemented when feasible.

In order to promote cultural solidarity AHA will hold initial votes for the school mascot at the start of the initial term. All stakeholders will share their voice for AHA s school mascot. In addition, AHA will hold frequent semester open houses where parents/guardians will have the opportunity to speak with AHA staff in regards to any academic or cultural facets. Each student and parent/guardian will also be held responsible for contributing to the community and to their academic success by signing a learning compact requiring them to embrace each role in their education. One facet of this is to provide support to the student at home with the coursework

required. As an active participant in their child's learning this will reinforce the importance of family and community.

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

AHA's professional culture will be one of caring and collaboration that fosters empathy among all its members. All staff (administration, teachers, and support staff) understand that whole child learning means educating to develop a child's intellectual, emotional and social skills. Teachers and administrators actively engage in a variety of collaborative learning tasks to develop, learn, and implement arts integration strategies within the curriculum. The arts level the "playing field" for all learners. Teachers will be encouraged to take initiative in the development of the implementation of AHA's academic plan. Teachers will take on leadership roles within the school participating in different committees (Data Team, RtI, and others).

All staff will be involved in school level decision-making, problem-solving, and in developing new initiatives. The Principal will take the initiative to create and maintain this environment through modeling, team-building, highlighting - strengths, and encouraging all to participate. It is especially important for a charter school to have this type of environment; an environment that empowers all staff members will lead to a successful school.

Shared Vision and Culture. AHA will articulate and practice a shared vision of education encompassing AHA's foundational vision that sets high standards of achievement in a culturally responsive school environment, realized through arts integration. In AHA's first years of service to the community, AHA will weave that vision into the fabric of our school. AHA plans to implement a series of professional development activities to articulate and practice AHA's vision within the daily life of the school. Using the HĀ framework to guide faculty and students, AHA will deeply explore each principle through the arts to further articulate shared values and what those values look like in action. In addition, AHA will practice Hawai'ian protocol (traditional Hawai'ian ways of formally entering special places, such as song and chant, storytelling, and dance. By learning through the arts, teachers will begin to share common language and wisdom in order to share these things with their students.

The enculturation of parents, students, and teachers begins during the enrollment and hiring process. All advertising and marketing will highlight the academy's mission, vision, and core values. Staff enculturation begins in the interview and hiring process. During interviews, instructional and support staff are asked to outline their personal educational philosophies and their viewpoints on equitable curriculum and pedagogical practices. Only applicants that share similar complimentary beliefs to AHA will be considered for employment.

Staff enculturation continues through collaborative team time and other professional development implementations. During the daily collaborative teams, student data breakdown sessions will continue to enforce the school's culture by providing and developing interventions for all learners. In addition, during professional development weeks at the start of the semester the implementation of the academy's culture will be discussed in detail.

Students are specifically enculturated during the first week of each semester. During this week students participate in team building exercises and communication development to initialize student learning in an online environment. In addition, students are enculturated through their

semester long volunteering project. Parents are enculturated through the enrollment process, completing the student parent handbook, ensuring accurate volunteer hours, and direct weekly communication with school staff including teachers.

The overarching use of the PBIS model will serve to promote strategies designed to improve behavioral successes that are non-punitive and proactive in nature. Even though PBS primarily focuses on behavioral interventions, it will serve great support for enculturation to provide systematic techniques that focus on culturally appropriate application.

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

With the use of daily interventions and the multi-tiered learning layout, students will be given ample encouragement and safety nets to continue to be successful in their educational environment. Students will be recognized for their successes and will be noted during quarterly award ceremonies.

Student academics, attendance, and discipline will be recorded in the student information system as well as infinite campus allowing for parents/guardians to reinforce positive behaviors and provide corrective feedback to their student, thus assisting students in remaining on track.
A community committee will be compiled of teachers, leaders, parents, and students. This committee will review PBIS procedures and interventions and make suggestions to the governing board of notable behavior policies that may positively affect the academy.

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

AHA subscribes to a progressive discipline policy which will adhere to the Nevada Administrative Code (NAC), Misconduct Discipline. This progressive discipline policy addresses and corrects inappropriate behavior by providing clear and constructive feedback through a series of increasingly formal steps. The school's discipline policy aims to establish that culture which enables students to improve their academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in ever student's self-efficacy.

Upon the establishment of the School, the principal and teachers, and parents will further refine the progressive discipline policy and create a Code of Conduct compact. The School's policies will continue to be developed and reviewed by the Board of Directors annually with the goal of providing a learning environment that is safe and conducive to learning. Upon enrollment in AHA, students, parents, and teachers will be given a copy of the progressive discipline policy in their registration packets. It is expected that parents and students will review and acknowledge by signature the progressive discipline policy.

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

School culture is measured through observation from leadership and all stakeholder feedback including staff and parents/guardians. AHA will collect data from two yearly surveys. These surveys will ask questions related to school culture and also the attitude towards said culture. The

qualitative data will be shared and aggregated with all of leadership and the results will be disseminated to all staff and parents/ guardians. The results of this survey will be used to shape alternative methods and development on school culture and the implementation of school values. In addition, the course player will provide students and parents/guardians the opportunity to provide feedback on the curriculum their student is actively using.

The School Culture Goal will be measured by the following:

a. Pre-, and post- assessment to measure teacher content knowledge as it relates to Alakaʻi's vision and values of sense of purpose and place, arts integration, and multi-cultural educational experiences during professional development activities (Quantitative)
b. Satisfaction survey administered to participants after each activity to measure Professional Development effectiveness as it relates to Alakaʻi's vision and values of Hawaiʻian sense of purpose and place (Quantitative/Qualitative)
c. End of year focus groups with students, families, faculty, and administration
d. Student attendance rates
e. Student office referral rates

The Student Social and Emotional Learning Goals will be measured by the following:

a. Data from the CASEL framework for SEL will be monitored to measure student social and emotional control, skills, and mindsets, as a result of the arts integration professional development (Quantitative)
b. Instructional faculty will intensify SEL learning through arts integrated instruction, as evidenced by strategy frequency self-reports.
c. SEL assessment scores will improve by 5% as a result of the arts integration approach.

(7) *Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?*

AHA will use the Social-Emotional Assets and Resilience Scale (SEARS) to create student social and emotional profiles. The Social-Emotional Assets and Resilience Scale (SEARS) for K-12 includes a screener, as well as 52- to 54-item Teacher (SEARS-T), Parent (SEARS-P), Child (SEARS-C), and Adolescent (SEARS-A) versions, and examines responsibility, social competence, empathy, and self-regulation. SEARS is a component of the SEL, social and emotional learning model, that provides intervention and remediation strategies for students, as well as parents and teachers. SEARS is a model that can be found in the lexicon of PAR products a psychological assessment corporation that has been providing assessment techniques for forty years.

In order to serve all students' social and emotional needs the Positive Behavior Support model will continue to support the findings of the SEARS diagnostic and give staff members the necessary training to work with all social and emotional levels of students.

The profiles created by the SEARS model will provide yearly measures of intervention success within the student and parent/guardian clientele. These assessments will detail the need of intervention and support to the school staff. AHA's teachers and administrative teams will use this

data to detail and outline remediation and assistance in progress monitoring to parents/guardians and provide levels of tiered support to classroom instructors.

AHA will create a bridge between school, home, and community for its students -- all through the arts. For AHA, the key to both equity and excellence lies in establishing strong school culture and values within the first five years of the school's life. AHA will co-construct the values and culture of the school based on *Nā Hopena A'o* and interpret them through arts integration processes**.** *Nā Hopena A'o* (or HĀ) are six outcomes to be strengthened in every student over the courses of their K-8 learning journey. *Nā Hopena A'o* literally translates to "goals for teaching and learning" and the acronym HĀ translates to "breath." When taken together, these outcomes become the core breath that every student can draw on for strength and stability throughout school and beyond.

Underlying these outcomes is the belief that students need both social and emotional earning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. They are:

- **Strengthened Sense of Belonging:** Every student stands firm in his/her space with a strong foundation of relationships.
- **Strengthened Sense of Responsibility:** Every student willingly carries his or her responsibility for self, family, community and the larger society.
- **Strengthened Sense of Excellence:** Every student believes s/he can succeed in school and life and is inspired to care about the quality of his/her work.
- **Strengthened Sense of Aloha:** Every student shows care and respect for his/her self, families, and communities.
- **Strengthened Sense of Total Well-being:** Every student learns about and practices a healthy lifestyle by making choices that improve the mind, body, heart and spirit.
- **Strengthened Sense of Community:** Every student is enriched by the uniqueness of different cultures and the community, appreciates its rich history, diversity, languages and culture.

Taken together, arts integration and HĀ give AHA a sense of purpose and a sense of place not only for *kanaka mauli* (native born) but also *keiki of ka 'aina* (all the children of this earth).

Social and Emotional Learning. A growing body of evidence points to the social and emotional benefits of art education, including development of imagination, risk-taking, motivation, belonging, engagement, self-confidence, self-expression, and empathy.[91] Hetland and Winner (2001) contend that increased motivation, confidence, and effort inherent in arts integrated curriculum may provide powerful entry points to academic learning, especially with students who may not be academically inclined.[92] Through analysis of longitudinal data, Catterall (2009) suggest students with low social economic status demonstrate stronger pro-social behaviors when provided an arts-rich education.[93] Although studies such as these often demonstrate correlation rather than causality, similar research supports the hypothesis that students with arts-rich backgrounds have significantly experience more success in both academic and civic behaviors than their counterparts.[94]

[91] ibid
[92] ibid
[93] ibid
[94] ibid

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

Positive Behavior Instructional Support (PBIS) provides the foundation for the student behavioral philosophy at AHA. AHA has chosen PBIS because it is a collaborative, assessment-based approach to developing effective preventions and interventions for problem behavior. The "use of PBIS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change."[95] Positive behavioral support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement."[96] This is especially important for students who are at-risk. PBIS emphasizes the proactive, educative, and reinforcement- based strategies to achieve meaningful and long-lasting positive behaviors. When PBIS strategies are implemented school-wide, it builds environments that are conducive to learning for all students. Research has shown that "schools that implement system-wide (PBIS) interventions also report increased time on engaged in academic activities and improved academic performance."[97] In the implementation of a PBIS, it is important to collaborate with parents, staff, and faculty. As a part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners.

Due process will be afforded to all students. No suspension greater than ten days, disciplinary transfer or dismissal will take place without review and approval from the Board of Directors and all other Due Process Requirements as set forth in Nevada Statute. The School will adhere to additional due process measures under IDEA.

Under IDEA, students in special education can have 10 days of suspension before a Manifestation Determination IEP meeting is required. At the Manifestation Determination IEP meeting, a disciplinary change of placement occurs. Before making a disciplinary change of placement, the school must determine whether the student's behavior is a manifestation of the student's disability. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

If the conduct is not a manifestation of the student's disability: 1. the school may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration; 2. services must be provided on the 11th and any subsequent day of removal during the school year; the school conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided to enable the student to continue to participate in the general education curriculum, and to progress toward meeting the goals in the student's IEP. If appropriate, the student must receive a Functional Behavior Analysis (FBA) FBA and Behavior Intervention Plan (BIP) services designed to address the behavior so it does not recur.

[95] ibid
[96] ibid
[97] ibid

AHA's progressive discipline policy addresses and corrects inappropriate behavior by providing clear and constructive feedback through a series of increasingly formal steps. The school's discipline policy aims to establish that culture which enables students to improve their academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in ever student's self-efficacy.

Upon the establishment of the School, the principal and teachers, and parents will further refine the progressive discipline policy and create a Code of Conduct compact. The School's policies will continue to be developed and reviewed by the Board of Directors annually with the goal of providing a learning environment that is safe and conducive to learning. Upon enrollment in AHA, students, parents, and teachers will be given a copy of the progressive discipline policy in their registration packets. It is expected that parents and students will review and acknowledge by signature the progressive discipline policy.

AHA students will be required to abide by the Nevada's **Code of Student Conduct**. Proper and appropriate student conduct will be recognized, whereas behaviors which need to be addressed shall warrant consequences based on a system of progressive discipline according to the level of the offense listed in the Code of Student Conduct. Whenever necessary and appropriate, a child study team may be convened to create a plan of action for addressing a learner's behavioral challenges as a means for intervention and assistance, rather than mere punishment for repetitive negative behaviors.

The School expects each parent to take an active role in supporting this plan. It is in the student's best interest that parents and staff work together to ensure that students are provided with a safe, engaging learning environment that prepares them to be successful.

In addition to abiding by the Nevada Code of Student Conduct, AHA will use a discipline method to hold students accountable within the classroom. Teachers at AHA will create an environment where students feel empowered to address their classmates who are not contributing positively to the learning environment or following classroom rules. It is understood that the team's (class') success is at stake if not all teammates (classmates) are on board. This requires the teacher to take time teaching students the correct way to address their classmates. Students will connect team accountability to the classroom. It does not always have to be the teacher that serves as the motivator or the disciplinarian. Students will be challenged to hold their classmates accountable the same way they would a teammate.

AHA students will be compliant with the Nevada state bullying law (NRS 388) so that all can continue to have a free and safe learning opportunity.

All teachers and staff will document discipline in the student information system and alert parents and school administration as needed. The staff member issuing the warning to a student will be responsible for contact the parents. For more severe offenses, the discipline may vary depending on the severity of the offense but may include in or out of school suspension and/or expulsion.

Teachers are expected to retain the primary responsibility for disciplining students up until the student is recommended for suspension or expulsion. Students will be acknowledged for consistent positive behavior and academic progress through a variety of events and certificates that recognizes the student's self-management and ownership of expected behaviors as learned through the Positive Behavior Support program. School events recognizing positive behavior and academic achievements will be implemented and those meeting no behavioral issues, 90% attendance or a

grade of 85% or better will be invited to attend one of these events. These events may include a field trip, special class privilege, ice cream/pizza party, etc.

Students will also be awarded certificates of achievement for perfect attendance and/or straight A's on a quarterly basis. These awards will be posted in the monthly newsletter for that quarter. At the end of the year, an overall accomplishments ceremony will take place to allow students and parents to be recognized for their outstanding achievements and partnerships for academic success with the Academy.

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

When a student is recommended for expulsion a hearing officer designated by the Governing Board will hold an expulsion hearing. The parents and student will be given written notice of the hearing time and date and requested to attend. The hearing officer will review all statements of facts and hear the evidence both for and against the student and make an expulsion determination. Parents and students are also informed of the full policy and procedures each year when receiving the Parent/Student Handbook.

If the parents of the child do not agree with the hearing officers' determination, they may appeal to the Governing Board. Again, meeting notice will be given in writing and in advance. The Governing Board will conduct the meeting in executive session unless the parent's request for the meeting to be public. After hearing and reviewing all evidence, the Board will vote to either accept or reject the hearing officer's recommendation for expulsion. If the Board rejects the recommendation for expulsion, they will levy an alternative course of action.

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

The school Principal is responsible for implementing the school's discipline policy. Teachers are responsible for any disciplinary action that does not warrant a suspension or expulsion. Instructional staff will be trained in how to record behavioral events in the SIS and student information system. Copies of offenses will be held in the student's physical records stored on the SIS for the length of time the student is enrolled at AHA and the Nevada's records retention rules.

Disciplinary data reports will be generated by the school's Principal who will provide these to the SPCSA as necessary. The Principal will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. These will be shared with all staff to look for trends and develop proactive procedures to ensure a risk-free, respectful environment is established and all are treated with dignity. The Principal will develop an action plan to improve school culture based on the trends in the data and feedback from staff. These plans will be submitted to the board, as needed for approval before they are implemented.

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

AHA believes in holding all students to a high standard and believes that all students can achieve a high standard. Through the use of Safe and Civil Schools Positive Behavior Supports expectations will be clearly communicated and understood in a proactive stance to prevent any disproportionate penalization of students. School administration will have latitude to flex the school's discipline policy to accommodate specific student's needs on a case by case basis.

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

The core principles that drive the proposed parent grievance policy are:

- Parents are the foundational element of their child's education along with the school in a joint partnership of responsibility.
- Every grievance will be treated fairly and equitably. All parental concerns must be treated with the utmost care and dignity. They will be treated as a valid concern.
- Our students are our purpose. We are in the field of serving people. Schools exist to educate students and to help them develop into contributing members of the community. School administration has the responsibility to hear complaints in an unbiased manner for the benefit of all those involved in each grievance.
- AHA will seek first to understand and exhibit ethical behaviors. When a grievance is presented, understanding the parent's point of view will be the first step in the process. As is the mark of a collaborative environment and healthy school culture, if the school is at fault, they will admit their fault and make the necessary amends/adjustments to ensure all feel safe and are able to learn.
- AHA will work with the parent and the student to find a resolution as the parent as a deeper insight into what will motivate their child. All feedback provided by the parent and/or student will be documented to create a resolution plan to solve any concerns in a mutually agreeable fashion, where possible.
- After meeting with a concerned parent, reminders will be created by the Principal to follow up with the parent at agreed upon intervals to ensure that the parent's concern has been fully addressed. Additional follow-up meetings may be required, depending on the situation

At AHA parent presence is a vital component to our success. This presence not only creates community but provides them with the supports needed for their child's academic success. We must be models of good character and treat all with respect, responsibly and with dignity. Through effective communication, the learning compact and community nights the staff at AHA become a true partner in every stakeholder of the school.

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

In 2014, 49% of the United States public schools required uniforms or a formal dress code policy. The primary reason for the adoption of school uniforms is intended to reduce discipline problems, improve school climate and curb any social pressures. Uniforms lessen social pressures, help to increase student self-esteem and improve academic achievement.[98]

AHA will implement a conservative dress code policy. All students will be required to wear green or yellow polos with the school's logo on the left side. Additionally, pants shall be khaki, navy blue, or black. Hair, jewelry, accessories, makeup, perfumes, and other elements of personal attire must meet school board approved guidelines. All students will dress modestly and avoid bare midriffs,

[98] Brunsma, David L. (2006). School Uniform Policies in Public Schools. Principal, 85(3), 50-53.

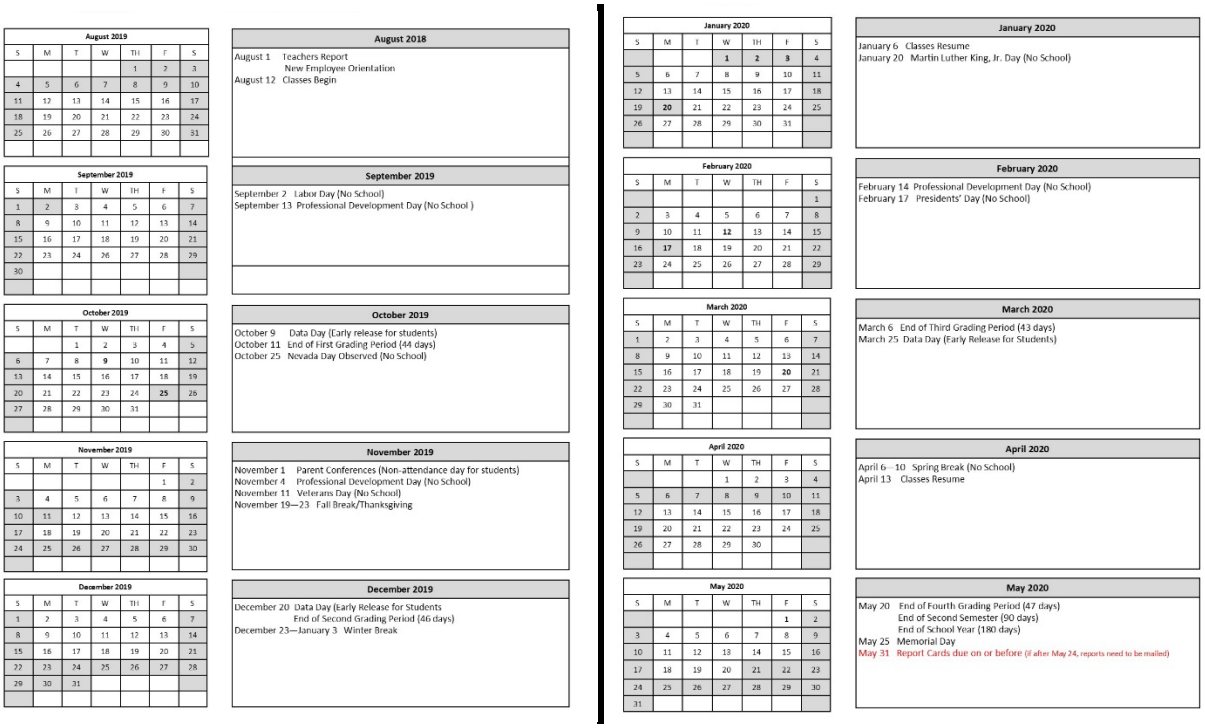
low-cut blouses, and bottoms that do not reach knee-length. Exceptions for religious apparel, jewelry, or hairstyles will be made.

By enforcing a strict dress code, AHA will create a professional environment that is conducive to and focused on learning. Uniform clothing helps eliminate socio-economic differences, minimizes distractions, and focus on learning. Each Friday, students will be permitted to dress down by wearing conservative jeans and a school approved t-shirt. This helps students display their personality and school pride in a controlled setting while also emphasizing higher education. The same expectations will be implemented for all staff as they are role models for each member of the school community. This will also provide an environment where learning is the focus of our success.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

The student parent handbook upon enrollment at AHA will include the academy's calendar. This ensures that students focus on three academic courses at a time which will allow for specific interventions regarding content remediation, scaffolding and differentiation needs. The elementary students will attend from 8:00 am to 3:00 pm on regular days. The middle school students will attend from 7:50 am to 3:10 pm. This extended time will allow for more academic time, and will relieve the crowd control issues that may occur if all students were released at the same time. During early release days, elementary students will attend from 8:00 am to 12:20 pm, and the middle school students will attend from 7:50 am to 12:30 pm.



(2) *Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social*

studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The following schedule demonstrates a sample daily schedule for elementary school classrooms. The Principal and Faculty of the school will further refine this schedule to meet the needs of various grade levels and future school growth.

Kindergarten- 5th Grade Sample Schedule	
8:00 -8:30 am	Opening and Warm Up-Mathematics and Reading
8:30-9:30 am	Mathematics/STEAM
9:30- 9:45 am	Recess
9:45-10:30 am	Reading/Humanities and Art
10:30-11:15 am	Writing Workshop/Humanities and Art
11:15-11:45 am	Lunch
11:45-12:00 pm	Recess
12:00-12:50 pm	Specials (PE, Music, Art, Spanish, Etc.)**
12:50-1:35	ELA/Inquiry ELA/ Project Based Arts Integration Time
1:35-2:35 pm	Social Studies/ Science/STEAM/Humanities/Art
2:35-3:00 pm	Literature/Humanities and Art
This schedule will change on a daily basis. Specials will be held at different times to accommodate for Common Preparation Periods so that Grade Levels can have common planning time. *(6 hours of instructional time)*	

Kindergarten- 5th Grade Early Release Sample Schedule	
8:00 -8:30 am	Opening and Warm Up-Mathematics and Reading
8:30-9:30 am	Mathematics/STEAM
9:30- 9:45 am	Recess
9:45-10:30 am	Reading/ Humanities and Art
10:30-11:15 am	Writing Workshop/ Humanities and Art
11:15-11:45 am	Lunch
11:45-12:20 pm	ELA/Inquiry ELA/ Project Based Time/ Integrated Social Studies and Science/STEAM

(3 hours and 35 minutes of instructional time)

AHA may plan to implement modified block scheduling for the middle school. Students in middle school are transitioning from an elementary self-contained classroom setting to a high school subject-based classroom setting. According to the National Education Association website,[99] advantages of block schedules include:

- Teachers see fewer students during the day, giving them more time for individualized instruction.
- With the increased span of teaching time, longer cooperative learning activities can be completed in one class period.
- Students have more time for reflection and less information to process over the course of a school day.
- Teachers have extended time for planning.

To facilitatethis transition, the school proposes a schedule with non-block days on Monday, Wednesday, and Friday, and block schedules on Tuesday and Thursday. This schedule allows students and teachers to maintain frequent contact throughout the week and encourages students to complete the day's homework on the day it is assigned. The block schedule will allow teachers an extended period of time to complete larger, more complex projects, such as science experiments, extended research projects, and in-depth novel studies. The more frequent non-block days will allow teachers to maintain contact with students, provide frequent reminders about homework and classwork, and maintain continuity in learning activities. Scheduling Fridays as a non-block day means that teachers can provide a wrap-up to the week's lessons, assess learning through formal and informal assessments, and collect the week's homework.

The proposed schedule for the week is shown below:

<table>
<tr><th colspan="5">Middle School (6th – 8th) Modified Block Schedule</th></tr>
<tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>1
7:50 – 8:25</td><td>1
7:50 – 8:15</td><td>2
7:50 – 8:30</td><td>1
7:50 – 8:15</td><td>1
7:50 – 8:25</td></tr>
<tr><td>2
8:25 – 9:25</td><td rowspan="2">2
8:15 – 10:15
Break
10:15-10:25</td><td>3
8:30 – 9:10</td><td rowspan="2">5
8:15 – 10:15
Break
10:15-10:25</td><td>2
8:25 – 9:25</td></tr>
<tr><td>3
9:25 – 10:25</td><td>4
9:10 – 9:50</td><td>3
9:25 – 10:25</td></tr>
<tr><td>4
10:25 – 11:25</td><td rowspan="2">3
10:25 – 12:25</td><td>5
9:50 – 10:30</td><td rowspan="2">6
10:25 – 12:25</td><td>4
10:25 – 11:25</td></tr>
<tr><td>5
11:25 – 12:25</td><td>6
10:30 – 11:10</td><td>5
11:25 – 12:25</td></tr>
<tr><td>Lunch
12:25 – 1:10</td><td>Lunch
12:25 – 1:10</td><td>Lunch
11:10 – 11:50</td><td>Lunch
12:25 – 1:10</td><td>Lunch
12:25 – 1:10</td></tr>
</table>

[99] http://www.nea.org/tools/16816.htm

6 1:10 – 2:10	4 1:10 – 3:10	7 11:50 – 12:30	7 1:10 – 3:10	6 1:10 – 2:10
7 2:10 – 3:10		* early release		7 2:10 – 3:10
6 hours 35 minutes instructional time	*6 hours 25 minutes instructional time*	*4 hours instructional time*	*6 hours 25 minutes instructional time*	*6 hours 35 minutes instructional time*

The school envisions a team environment where subject matter experts collaborate to develop lessons and activities that maximize learning, and to facilitate the AHA educational philosophy and educational strategies. As found in the Elementary schedule, common planning time will be a key element in supporting the development of a successful AHA Curriculum Model. The Principal and Faculty of AHA will further refine the middle school schedule and determine the days that there will be Block and Non-Block Scheduling and to provide for appropriate common planning time.

The basic learning environment at AHA will support the school's mission in that the educational program is designed to serve all students and accommodate diverse needs and learning styles. Teachers will begin the school year with a thorough review of their students' previous year data which includes pervious course grades and SBAC (grades 3-8). The school will also administer a pre-test assessment for Reading and Mathematics using diagnostic assessments at the beginning of each school year. This will allow the School to gather the most current data in order to determine areas of students' strengths and weakness, to make accurate placement decisions and to provide differentiated instruction and appropriate interventions/support services. The educational program will be structured in accordance with required minutes of instruction per class and grade level with fidelity to course content and course descriptions. Also, we believe that students learn best in a personalized small school setting.

Elementary Program Design

Subject	Grade	Program Design	Interventions for Struggling Students/ELL/SWD
ELA Reading	K-5	90 minutes consecutive, uninterrupted, daily instruction	Additional 30 minutes minimum for Tier 2. For Tier 3: Interventions may be modified in art, music and social science. * ELL and SWD have the same instructional time.
Writing	K-5	150 minutes weekly (minimum 30 minute instructional blocks)	
Math	K-5	60 minutes consecutive, uninterrupted, daily instruction	Interventions provided within the instructional time allotted for math. SWD have the same instructional time
Science	K-1	60 minutes per week	SWD have the same instructional time
	2-5	150 minutes per week including science labs minimum once a week	SWD have the same instructional time

Social Science	K-1	60 minutes per week	Individual intervention for Tier 3 students may be may be modified in Social Science
	2-5	150 minutes per week	SWD have the same instructional time
Art	K-5	60 minutes per week	Individual intervention for Tier 3 students may be may be modified in Art including students with disabilities. A minimum of 30 minutes of instruction per week in Art must be provided.
Music	K-5	60 minutes per week	Individual intervention for Tier 3 students may be may be modified in Music including students with disabilities. A minimum of 30 minutes of music instruction must be provided.
Physical Education	K-5	150 minutes per week	Time requirements may be modified for students requiring intervention in Tiers 2 and 3 with a minimum of 60 minutes of PE required per week.
Recess	K-5	30 minutes daily	
World Languages	K-5	150 minutes per week (Spanish)	HLA: (Spanish- S) constitutes an alternative Language Arts program and may represent the comparable time required for intervention for ELLs. ELL Committee decides appropriate interventions for ELLs. The IEP Team can consider the provision of CCHL for ELL students with disabilities.
Home Language Arts for ELL	K-5	(Spanish-S) - 150 minutes per week for all ELLs.	
Intensive Acceleration Course	3-5*	90 minutes of daily intervention incorporating Science and Social Science and opportunities to master Grade 3-5 NVAC Standards in other core subject areas.	* intended for retained 3rd grader who scored in the lowest 20% on the SBAC and for 3rd, 4th, and 5th graders who were promoted due to Good Cause #6.

Middle School Program Design

Subject	Student	6th Grade	7th Grade	8th Grade
ELA	Regular	M/J Language Arts 1	M/J Language Arts 2	M/J Language Arts 3

	ELL	M/J Language Arts 1 through ESOL	M/J Language Arts 2 through ESOL	M/J Language Arts 3 through ESOL
	Advanced	M/J Language Arts 1 (Advanced)	M/J Language Arts 2 (Advanced)	M/J Language Arts 3 (Advanced)
Mathematics	Regular	M/J Grade 6 Mathematics	M/J Grade 7 Mathematics	M/J Grade 8 Pre-Algebra
	ELL	M/J Grade 6 Mathematics	M/J Grade 7 Mathematics	M/J Grade 8 Pre-Algebra
	Advanced	M/J Grade 6 Mathematics (Advanced)	Algebra I Honors	Geometry Honors
Science	Regular	M/J Comp Science 1	M/J Comp Science 2	M/J Comp Science 3
	Advanced	M/J Comp Science 1 Advanced	M/J Comp Science 2 Advanced Physical Science Honors or Biology Honors (HS credit)	M/J Comp Science 3 Advanced Physical Science Honors or Biology Honors (HS credit)
Social Science	Regular	M/J World History	M/J Civics	M/J US History
	Advanced	M/J World History Advanced	M/J Civics Advanced	M/J US History Advanced
Physical Education	All	P.E.	P.E.	P.E.
Electives	All	Elective	Elective	Elective
Intensive Courses (in lieu of Electives)	ELA SBAC (Level 1-2)	M/J Intensive Reading	M/J Intensive Reading	M/J Intensive Reading
	ELLs: SBAC (Level 1-2)	M/J Dev Language Through ESOL	M/J Dev Language Through ESOL	M/J Dev Language Through ESOL
	Math SBAC (Level 1-2)	M/J Intensive Mathematics 6	M/J Intensive Mathematics 7	M/J Intensive Mathematics8

NOTE* - The School will address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when

Professional Development Days

The school plans to schedule nine days of professional development, non-contact days, before and throughout the school year. In order to train staff and establish expectations for collaboration and competency, most of these days will be scheduled prior to the beginning of each school year. For the summer before the first school year, the teachers will participate in an additional week of Alaka'i educational philosophy and program instruction training. The remaining professional development days before school starts will be spent in building teams, setting behavior expectations for academics and classroom management, establishing the school culture and setting policies and

procedures. Teacher input will be a vital part of this process as the Principal and Leader Teacher identify areas that need support.

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

AHA's goal for student attendance is to maintain an average daily attendance rate of 95% or greater.

Attendance will be collected daily through the SIS by the classroom teacher. Teachers will track and take attendance of students. School personnel will closely monitor attendance rates and students that are excessively absent will be referred to administration for review and remediation efforts. The student information system will provide data to teachers and administrators on chronically absent students. Parents/guardians will be informed of student attendance daily. In order to reduce truancy and chronic absenteeism a staff member of AHA will solely be responsible of providing details of chronic absenteeism and truancy to leadership and notifying parents/ guardians.

A DAY IN THE LIFE & SCENARIOS

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

Elementary

After my Dad drops me off in the morning, I prepare for my shift on the 'Ohana Team, one of our 5th grade clubs. I take my post next to Mr. A at the curb, greeting families as they arrive. I look out for the younger kids and help them out of their cars with their backpacks. Our morning bell signals everyone to meet in the center courtyard. At 8:00 am, teachers begin strumming their ukulele and we sing our morning mele, standing side by side with our classmates. The fourth graders follow up with an oli, a chant their teacher helped them create. As I walk with my class to our 5th grade classroom, I am thinking about how much I love school.

Our classroom has a lot of open-space, with community tables on the sides, a big rug area for our active learning work, and several choices for different kinds of chairs like a comfy armchair, floor pillows, a rocking chair and a yoga ball. I think I learn best at a table with about two other classmates, so that is a choice my teacher encourages me to make. My classmates and I do our morning kuleana, our classroom jobs to open up our day. Some are checking in homework assignments, turning on computers, straightening up learning centers, checking in lunch counts, cleaning desks, etc. Mrs. L plays gentle music (this morning it is Jeff Peterson playing slack key guitar) and we transition to the rug. Mrs. L review's our day's schedule. Georgie asks a question about our STEAM project, and *Kaikou* tells a riddle that nobody can solve. Then we play a theatre improv game called "Yes…and…" where we add details onto a story that our whole class is telling, one sentence at a time. We reflect about how saying the "Yes… and…" routine helps us strengthen our sense of belonging (from the HA principles) by helping us be open to each other's ideas and ways of doing things. In theatre they call this, "accepting offers."

We jump into our **Arts and Humanities** project. Mrs. L projects our inquiry question on our active board: *Why did Americans of European descent feel so compelled to expand the country westward?* Mrs. L gives each group a text card, short readings on the important events that led to the Westward Expansion. Ms. L does a mini-lesson on main idea by showing us examples and non-examples. My small group reads the text and decides on the main idea of our passage. We create a

tableau to show it and compose our narration to explain it. As audience members we share appreciations for each other's work, and then ask "What if?" questions about each tableau. I asked one group, "What if no gold had been found in the West?" We finish off the project by writing (we get to choose to write either independently or with a partner). We do writing in-role, from the perspective of either a Native American or settler from the 19th century. Tomorrow we'll pick music to match the mood of the writing for when we share. I do a search on my tablet for a few details so I can get the life to sound really authentic.

At lunch time, the 5th graders eat with our 2nd grade buddies today. It's our job to help out 2nd graders learn manners and have appropriate conversations. They seem to really look up to us. In the afternoon, our **STEAM** work is broken up into stations so that we get more time to talk and work together. One station is about calculating the provisions that settlers would take out West, using an actual provisions list from that time. We have to consider time, distance and space to pack for our move to the West. In another station, we figure out how the disappearance of the buffalo influenced the environment – from the plants to the people. In the last station we work on perspective drawings of the ideal landscape for settlers moving west, including at least three things that are interdependent. We do visual thinking (observe, describe, and interpret) of a famous painting of Western lands, which really inspires me to do my best work. When the bell rings, I can't believe the day is already over. We clean up, organize, pack and do our gratitude reflections. We each share our ideas and experiences: "How did I do accepting offers today? How did accepting offers help us strengthen our sense of belonging?"

My friends and I walk to school in the morning and we head up to our homeroom class where we meet with Mr. Y and we sing our morning mele and an oli that we wrote together at the beginning of the year to get us ready to learn for the day. I look over at my friends as we perform our motivational chant and I feel appreciation for how my teacher and my friends pushes and pushes each one of us to reach our goals and to never fall behind on our goals. We go over our homework and talk about our projects we are working on in our extended block schedule day and get ready to head out to my ELA/drama class.

Middle School
When I get to Mrs. P's **Arts and Humanities** class, I see a question on the board *How does the wind shape and reflect the culture of Hawai'i*? We have been learning a traditional chant that helps us remember the types of the various winds in Hawai'i, and in doing so, construct meaning behind the *kaona*, or the multiple meanings that lie within the expressive language in poetry we have been reading and studying. Today we are going to continue to create our own metaphors, similes, and personifications of the wind with my group. We are going to use our traditional drums to create our own songs to perform our poetry and use the different type of winds to decide on the tempo of our songs. When I look around at my peers I notice that they are being kind of silly and imperfect when they work in our rehearsals. My teacher doesn't criticize my mistakes or make fun of us. I learn to laugh when we make mistakes and just continue to work. I feel more and more confident and I am not really afraid to make mistakes in class and this is just so much more fun than my other middle school where my teacher didn't even know my name and we never got the chance to talk and work with our friends.

Last week we read *Calabash of the Winds*, the story of how Maui, ambitious to fly his kite high and fast, let loose the winds from *Ipu Nui* and destroyed the village. We will work in groups of 5 to create a tableau (frozen, dramatic physical group images) to portray the interdependence of the all those within the village given their varying responsibilities. We role-play within a town meeting to determine the how to create rules, establish order and develop consequences so that this type of

destruction is not repeated. Next week we will be performing our tableaux and we will create a slide show to upload onto our school website to show our friends and families what we have been learning about and how we can make a change in our own towns.

At lunch time, we 8th graders eat with our Kinder buddies today. Once a week it is our 'Ohana Team to sit with a Kinder buddy and eat lunch and read stories. Sometimes I read stories and sometimes by buddy will read to me. Today, I share the story of Maui because my Kinder buddy just loves a cartoon she watches after school about Maui. I am thinking about how much I love getting to read to my buddy and eat lunch because I kind of get to pretend I am a teacher and that's just cool.
in After lunch, we head to our **STEAM** class, we have been exploring the question: *How does energy transform?* We have been learning how to measure wind speed with an anemometer, represent and interpret our data we gather. I always felt like math was really hard for me and in my old school we were always competing with each other to see who had the best math scores and I was never ever at the top. At Alakaʻi, I don't ever feel awkward or like I have to be better than anyone else and it makes learning data and math a lot easier. I usually don't like singing or acting or anything like that, but when I have my group with me, I just feel like I don't stand out and my group is there with me and I don't have to worry about if I sound good or bad.

We get to use our recycled trash that we found around our houses and that our teacher brought in for us to engineer our wind turbine. Last week, we interviewed engineers at a wind farm and recorded notes in our science notebooks. We get to use that information to create our very own wind turbines. As a part of our test, we also get to work with our drama groups to improvise creative movement to represent energy, and create a dance choreography to demonstrate the transformation of wind energy. This is so much fun who ever would have thought a test could be so exciting. I never get super bored or zone out because we are always talking and doing stuff. We get up from our desks and we laugh and it is so much fun. Sometimes I would put on different accents, I guess, and joke around and be silly when I was younger and I guess that kind of influences me know when we get to create our own dances and choreography.

At the end of our class we write an argument persuasive piece of writing about the use of wind for energy in Nevada and we will present our ideas and performances through a *ho'ike* to community members. Our teacher has students and professors from UoH and UNLV that are going to Skype with us and listen to our presentations. We will even write to our senators online and I really hope I hear back from them after I share my ideas how to use more wind energy and conserve our environment.

It feels good because there are different things that go on in school instead of just regular subjects like math, reading, and all those. Since there's art, there's more things to do and its more fun because you can go to different classes and learn different things.

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

I love coming to school. I pull in around 6:45 AM, while the morning is still fresh and the school is quiet. My Social Studies text cards are ready, our informational reading for today. I review the text-card tableaux steps one more time. I have the provisions list ready from the Oregon Trail site, so students can calculate ratio in their math scenario. My math problem of the day is downloaded from the SBAC Digital Library. And lastly, the drawing paper is cut and rulers handy for perspective drawing. Mr. A smiles, "Good morning," as he heads out to the curb and I head to the office, ukulele in hand, to check in. Teachers are zipping around squeezing in "one more thing" before our day starts with our morning mele. As the pū sounds three times, everyone gathers for our morning

assembly. I glance at Kupuna Kai as she signals teacher and student musicians to play. We sing and move into our day.

My students do their morning procedures and jobs efficiently now that we have started the second quarter. I circulate and check in with the flow of my class, then invite my small group to sit with me. They share their planners and write on post-its, one personal challenge and one celebration to share. One child asks for 1-on-1 time, which we schedule at recess. Collaborative learning time follows. Our inquiry question for today: "Why/How did the colonists decide to move out West"? My facilitation steps are written on a chart to help me. Today's task prepares them for tomorrow's challenge. Armed with content and specific roles to play, students will need to take a position to move out West or stay put, and they'll need to convince me with their opinions based on textual evidence. We move into small group literacy centers right after our collaborative work. I meet with another group of students in literature circles, while others are either meeting independently following their reading response task or sitting at computers working on their essays.

At recess I meet with a student to hear a personal story, one thankfully that has a productive ending. I check in with Mr. G next door to be sure his class is ready for project Math with me, while my students will work on Math skill building with him. He's excited to tell me that his class has more questions regarding important events or westward migration after the morning text cards and we exchange student reflections.

Today's Math caused some discomfort from students who are wanting the "right answer" but most enjoy the challenge of applying Math to their scenarios. I assess which students are having difficulty with computation and follow up with a quick review of calculating fractions and ratios. It's my turn for lunch duty today. I stand at one end while the second grade teacher stands at the other. Our job is to supervise lunch and help our students make appropriate social choices. It's amazing how second graders are learning from the examples set by their fifth grade buddies. We see a few students ignoring suggestions from a fifth grader and step in to ask questions, making the problem solving visible for both ages.

Our afternoons are usually filled with skill building in visual arts or music, as well as PE and Health. My art lesson in perspective drawing calms most students, as they explore after direct instruction. We end our day in physical fitness teams with the other fifth grade class and then close with verbal reflections to the prompt, "What was strong in my learning today?"

I meet with my fifth grade team and we work on our formative assessments for today's Math lesson. A review of student work helps us decide which concept needs to be retaught and which show levels of mastery. I offer to create a story problem for the assessment, which takes me through the end of the afternoon. I leave school exhausted, with a smile, appreciating the collaboration of both my peers and students.

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

Upon receipt of Ruby's application and IEP, AHA's special education teacher would initiate a thorough review of the IEP. Additional resources and personnel may be acquired based on the

needs of the student. The Special Education teacher would reach out to all the teachers to note Ruby's modifications and accommodations dictated by her IEP. If additional resources are needed the special education teacher will coordinate with the Principal to ensure Ruby's needs are met. The Special Education teacher will make sure that all needed venues of support are provided by discussing the IEP with the student's parents/guardians. AHA will follow all facets of Ruby's IEP. After the completion of a 45 day-screening the special education teacher will monitor the results of the screening to recommend revisions or modifications of the student's IEP. A revised IEP will be enacted based off the findings of the screening and parent/guardian communication.

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

AHA is dedicated to serving the needs of our ELL population. Alejandra's assessment scores show that Alejandra would benefit from assistance in writing and reading. Alejandra will receive Tier 1 services in listening and speaking. Tier 2 services will be provided to target remediation in writing and reading. The RTI block including Read and Math 180 sessions will be dedicated to Alejandra's remediation time. Her classroom teacher will have a TESOL endorsement and the support of an ELL instructor/staff member with ELL experience and she will be placed alongside other RTI supports and interventions to provide dedicated support to Alejandra.

If Alejandra is not successful with the above system of support she will be escalated to Tier 3 services in which her teacher and/or interventionist will provide one on one tutoring throughout the school day to improve Alejandra's English language proficiency.

AHA will hire at least one bilingual teacher and one bilingual support front office staff to assist in translation services for Alejandra and other ELL parents/guardians. A home language survey will be given to determine the appropriate communication home needs.

(5) *You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).*
   (a) *Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.*

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv

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

The first concerning question is that enrollment has been decreasing roughly 17% each school year. What factors are causing a decline in enrollment, especially a decline in the amount of students testing with disabilities? What is the socio-economic climate of the school and can this be the reason for the transient population?

Equally alarming in the portion of the data is the decrease from 26% of students with disabilities being proficient and higher in 2012 math to 0% in the year 2013. The same occurs for reading from 2012 to 2013. If there was a curriculum change and or state assessment change one would note a decrease in math scores from 2012 to 2013 of students without disabilities. However, this did not occur. So the initial question that AHA would ask is "Has a curriculum change been made within the past year and is the change viable and accessible to all student clientele?" Furthermore, the SWD population has increased scores from 2013 to 2014. What techniques and or strategies were implemented during this year to warrant this increase?

To diagnose this problem a committee of teachers and administrators will collect additional data on SWD performance through the 2012 to 2013 academic years. This committee in conjunction with the daily collaborative teams will aggregate and analyze components of academic performance to pinpoint or view trends of poor retention and or understanding of curriculum learning targets in the past three school years.

Pedagogical practices will be reviewed along with teacher individual assessment performance to analyze effectiveness of classroom structure and delivery. In addition, administrators will identify the support systems outlined in all student IEP's and 504's and collect sample data to verify if the needs of all students with disabilities are being met.

5. Operations Plan

BOARD GOVERNANCE

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

The governing board of Alakaʻi Heritage Academy supports a governance philosophy in which the Board provides the long-term Vision and the Mission for the school and establishes broad policies regarding all aspects of the academic, organizational, and financial success of the Academy. Thus, it is the responsibility of the Board to create, implement, and maintain systems to monitor, maintain, and continuously improve all aspects of the school's operation without micro-managing the school's staff. We strive to have each board member bring value to the school through active participation and to sustain cooperation between school staff and the board. The board will acquire the skills and knowledge that make for board excellence; support each other's learning; and assess the board's growth and progress through annual evaluations, compilation of board activity throughout the year, and other measures. The board will actively seek input from various sources including parents, students, faculty and other community members.
The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board.

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

The members of the board will be comprised of between 5 and 9 directors. The standard term is five years, and directors are eligible to serve two consecutive terms. A quorum at all meetings of the board will consist of a majority of the number of board members then in office. Alakaʻi's bylaws seek to ensure that there is parental, educator and community involvement in the governance and operation of the school by requiring that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in areas that will assist the board in effectively governing the school. As such, the bylaws state that the board will endeavor to maintain a membership which includes one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

- Accounting;
- Financial services;
- Law; or
- Human resources.

By mandating that these community interests are represented on the board, Alakaʻi can ensure a governing board with the knowledge, experience, and community involvement necessary for the success of the school. In addition, the school will work closely with the Parent Teacher Organization

and the School Accountability Committee to ensure that all members of the community have an active voice in the school's governance and operations.

The founding committee to form the school will become the first governing board. Terms of the founding directors will be staggered so that no more than half of the board will be up for election in any one year, unless a vacancy needs to be filled. To initially stagger the terms, two directors will serve three-year terms, two directors will serve four-year terms, and the remaining three directors will serve the standard five-year term. The terms will be determined by lottery at the first official board meeting after receipt of the charter contract.

Any board member of the school may be removed by two-thirds of the members then in office, excluding the member at issue, whenever such removal would serve the best interests of the school. Any member may resign at any time and their resignation will be effective upon receipt by the Chair of a written communication.

When the term of a board member has expired or when a board member resigns, it is the responsibility of existing directors to identify new persons to serve on the governing board. To assist in identifying the best-qualified candidates, the board will advertise a vacancy on the school's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. It is incumbent upon the board to fill any vacancies as soon as practicable.
The officers of the governing board will include a chair, vice chair, secretary, treasurer, and such other officers as the board will deem necessary to elect. The board will elect and appoint all officers at the annual meeting of the board. Officers will serve a one-year term and may serve consecutive terms in any office. The officer responsibilities are as follows:

Board Chair – The chair will preside at all meetings of the board. The chair will possess the power to sign all certificates, contracts, or other instruments of the school that are approved by the board.
Vice Chair – In the absence of the chair, or in the event of the chair's disability, inability, or refusal to act, the vice chair will perform all the duties of the chair and will have all the powers of the chair. The vice chair will have such other powers and perform such other duties as may be prescribed from time to time by the board or by the chair.
Secretary – The secretary will keep the minutes of the board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the board meetings and the proceedings thereof. The secretary will give notice of all the meetings of the board required by law.
Treasurer – The treasurer will have oversight responsibility and adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account will at all times be open to inspection by any board member. The treasurer will be charged with safeguarding the assets of the school and he or she will sign financial documents on behalf of the school in accordance with the established policies of the school. He or she will have such other powers and perform such other duties as may be prescribed by the board from time to time.
The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the attached bylaws. A brief overview of those powers and duties are as follows:

- Ratify the school's mission statements, and any modification thereof
- Establish and approve all major educational and operational policies
- Develop and approve the annual budget and financial plan, which shall be monitored and adjusted as necessary throughout the year

- Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose
- Select the school's legal counsel and to uphold and enforce all laws related to charter school operations;
- Exercise continual oversight of the charter school's operations and ensure ongoing evaluation of the school and provide public accountability;
- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school
- Lease, purchase, or otherwise acquire real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the school's purpose and mission
- Cause an annual inspection or audit of the accounts of the school
- Strive for a diverse student population, reflective of the community

In order to evaluate the success of the school, each year starting after the first school year, the board will participate in a board retreat. The retreat will be a time to analyze SBAC and other assessment data from the prior year; set a board calendar and training schedule for the upcoming year; completing board self-evaluation; and setting measurable performance goals for the principal based upon his/her last year's performance review, student achievement and growth, school system health, and leadership. The Principal will be evaluated annually by the Board through a process that includes progress toward achieving school goals based on Alakaʻi's mission and vision, feedback from stakeholders, as well as a review of school data and performance to determine the Principal's success.

During the start-up phase and throughout the first few years of the school being open, the board plans to meet at least 11 times throughout the calendar year. This will ensure that the board will be able to keep a pulse on how the school is doing, how the Principal is performing, and how the management provider's services are assisting the school. As the school becomes more established, the board may decide to meet once every 6 weeks.

(3) 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 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 7). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

The Alakaʻi journey began in 2017 when families in Las Vegas started reaching out to Kamalani Academy located in Hawaii. Las Vegas has the biggest population of Hawaiians outside Hawaii, and the city is sometimes called the ninth island because of this. Families were familiar with Kamalani Academy's arts-integrated school model that has a focus on Hawaiian culture and wanted to replicate the model. Kamalani Academy's board chair Ku'uipo, reached out to Academica Nevada, who was providing business services to the school, and talked about how all these families were expressing an interest in bringing the school's model to the Las Vegas area. Academica suggested that she host an interest meeting to see how large the interest really was. After a few meetings, it was apparent there was large interest. Around 200 families filled out a form expressing interest to enroll in a school with Kamalani's arts-integrated, multi-cultural model. Kamalani's board chair decided to form a local board to establish a school in the Las Vegas area. Eren Nalani Martin-Beat had attended one of the informational meetings and reached out to Ku'uipo with great enthusiasm

in wanting to be involved. Eren quickly took on the lead role of establishing the school and recruited other people to create the Committee to Form. The Committee has evolved over the past two years and the current Committee to Form decided to establish a school independent from Kamalani Academy, which is how Alakaʻi Heritage Academy came to be.

Alakaʻi's founding board consists of a diverse group of people that meets the experience and skills necessary to successfully oversee the school.

Name of Board Member	Qualifications and Experience
Eren Nalani Martin-Beat, Chair	Teaching experience, non-profit experience Eren is an educator who has taught in elementary and middle schools within charter school and CCSD. Currently, she teaches a Title 1 school in the subjects of General Science, Marine Biology, and Forensic Science, and also serves on the school's Leadership Team. Eren is heavily involved in arts-integration, multicultural education, and leadership cultivation. She actively engages in arts-integration professional development with the Smith's Center and JFK Center for the Performing Arts. She was a former Equity and Diversity Liaison with CCSD with the responsibility of engaging school staff with equitable teaching, cultural competency, and diversity inclusiveness within the classroom. Additionally, Eren has founded a non-profit organization that served children and youth to restore humanity through compassion, creativity and conscious living. Eren has three degrees: BA in Marine Biology, Masters in Metaphysical Sciences, and a Masters in Education – Curriculum & Instruction. She lives in Las Vegas with her husband and 2 children and is an active member of Halau Na Lei O Kahikilani, which focuses on maintaining and perpetuating the teachings, philosophies, practices and traditions of Native Hawaiian culture.
Gary Haleamau, Treasurer	Finance/budgeting, operations management, employee management, contract negotiation Gary is the Director of Exhibits, Facilities, and Capital Projects of the Discovery Children's Museum. He has expertise in multi-million operating and capital projects. Additionally, he was instrumental in the start-up and construction phase of the new museum located in Las Vegas in addition to organizing conventions and events. He has a heart for education and sharing the "Aloha Spirit."
Tiffanie Zuttermeister, Secretary	Teaching experience, accounting, bookkeeping, finance Tiffanie has experience in education as a teacher in the state of Hawaii and as the assistant to the Head of Schools of Adelson Education Group. She also has extensive experience in volunteering and community outreach. She has danced hula for over 20 years and currently dances with Halau Ka Lihilihilehua O Hopoe Kuikanani, and has extensive knowledge of the Hawaiian culture and history.
Robert "Bruno" Espey	School Administrator experience, teaching experience

Name of Board Member	Qualifications and Experience
	Bruno has a bachelor's degree in elementary education and special education from Slippery Rock University of Pennsylvania. He moved to Las Vegas in 2001 to complete his student teaching and loved it so much he decided to call it home. He has served as an elementary classroom teacher, an emotional support teacher for students with special needs, and as an instructional coach for CCSD in his 17 years as an educator. He opened Pinecrest –Cadence, a 5-star charter school. In 2007, he graduated with a Masters in Educational Leadership and earned an additional graduate degree in Curriculum and Instruction with an emphasis in literacy and technology integration in 2013. Bruno loves to work with his students through tutoring, school-wide incentives for reading challenges, fundraisers and festivals; and he also loves to encourage his students to be involved in the community.
Tiffanie Zuttermeister	Teaching experience, accounting, bookkeeping, finance Tiffanie has experience in education as a teacher in the state of Hawaii and as the assistant to the Head of Schools of Adelson Education Group. She also has extensive experience in volunteering and community outreach. She has danced hula for over 20 years and currently dances with Halau Ka Lihilihilehua O Hopoe Kuikanani, and has extensive knowledge of the Hawaiian culture and history.
Mahina Isaacs	Parent member, bookkeeping experience Kay has a daughter that will attend Alakaʻi. She currently works for Clark County SafeKey, which is a before and after school program. In the past, she has worked as a Bookkeeper Assistant for a construction company in Hawaii and as an Accounting Clerk for a company in Las Vegas.
Michelle O'Brien	Retired educator with 28 years of licensed teaching experience During Michelle's teaching career, she held many leadership roles. She mentored new teachers, was a master teacher, was the grade level chair for 2nd-4th grades, was a data facilitator/presenter, and a curriculum coach. Outside of teaching, Michelle coached volleyball, track ad cheerleading, was the head of school fundraising, and a member of the PTA. She currently resides in Las Vegas where she volunteers to mentor adults through life changing experiences.
Hiro Kajiyama	Governing board experience, non-profit operations experience Hiro has been a carpenter for over 30 years. His current position as lead carpenter for Mandalay Bay Resorts & Casino has earned him MGM's "Volunteer of the Year" and "Simply the Best" awards for his commitment to excellence and community partnerships. He has extensive networking and community partnership experience and skills. He is the Executive Director for a non-profit called Special Spaces that creates dream rooms for children with life-threatening illnesses. Additionally, he has

Name of Board Member	Qualifications and Experience
	contributed with many organizations such as Safe Nest, Books for Puerto Rico, Project IMUA, tool-drive for victims of Joplin, MO, Working Mother, EuAbb, Lions Pride, among others. As a board member of the Carpenter's Union of Las Vegas, he brings years of board experience.
Renee Kanani Cadaoas	Business operations Renee is the owner of Nani Ola Hawaiian Dance Company, a local Hawaiian dance group in Las Vegas. She has worked within the local Las Vegas law enforcement agency for the past 20 years, holding an executive position. She gives back to the community through serving on the Las Vegas Hawaiian Civic Club board and volunteers with the Clark County Library System. Cadaoas spends her spare time with her husband and their 2 children.

(4) Provide, as Attachment 8, 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.

Please see Attachment 8.

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

The current application team includes the full founding board.

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

Alakaʻi's governing board recognizes that integrity and honesty are imperative in the operation of the school. The bylaws govern the governing board and include all rules, regulations, and ethics to which the board is expected to abide. In addition, the Conflict of Interest Policy and Code of Ethics defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest. Any director, principal officer, or member of a committee with governing board delegated powers who has an actual or possible conflict of interest must disclose the existence of the financial interest and be given the opportunity to disclose all facts to the Board. Any director will recuse him/herself from involvement in any decision in which the director believes s/he may have a conflict of interest. The remaining Board members shall decide if a conflict of interest exists. The Board will use the following procedures to address any conflicts of interest:

- An interested person may make a presentation at the Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

- The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the Board shall determine whether AHA can obtain with reasonable efforts a more advantageous us transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors, whether the transaction or arrangement is in AHA'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.

Please see Attachment 9 for the Board's Bylaws, Conflict of Interest Policy and Code of Ethics.

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

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

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

Alakaʻi Heritage Academy views training and professional development (PD) crucial to our board. The board has completed the following trainings and professional development:

- SPCA Training for New Charters - Las Vegas, April 2018 and April 2019
- "Starting a School: Charter 101 Orientation Seminar" with Aarti Sharma - Las Vegas, April 2019
- "Finance 101 for Public Charter Schools" with Financial Primer - Las Vegas, April 2019
- New Charter Applicant Meeting AB462 Review - Las Vegas, May 2019
- "Confabulation" with Smith's Center and CCSD - Las Vegas, June 2019
- National Charter School Conference - Las Vegas, June - July 2019
- School Nutrition Program - Las Vegas, July 2019

To increase the capacity of board members, each member will participate in a minimum of four (4) hours of professional development every year, two (2) of which must be specific to their office within the Board, as applicable. Board members will avail themselves to charter school conferences that offer workshops on governance, financial oversight, budget, academic accountability, among others.

All Board members will also attend an annual Board retreat to foster effective board leadership. A self-evaluation will be conducted each year where the performance of the board during the past year will be critiqued. The results of this critique and board goals will be used to determine trainings to increase capacity. Board members will also be encouraged to attend at least two Parent, Teacher, Student Organization (PTSO) meetings a year to show support and encouragement for that vital aspect of the school.

(9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Orientation for new board members will be provided by the current governing board. During this orientation, the new board member will receive a copy of the approved charter application, the board's bylaws, the current year's budget, the strategic plan, and information on open meeting laws. The following are future trainings and professional development the board of Alakaʻi Heritage Academy will pursue:

- Trainings about governance with Bryan Carpenter (charter board consultant and author of *Charter School Board University)*
- Board Annual Retreats (2-day, weekend in January and seminars) (two ½-day trainings in Quarter 2 and Quarter 3)
- UNLV non-profit management courses
- Confabulation - *Las Vegas, 2020*
- National Charter School Conference - *Orlando, June-July 2020*
- Arts Integration workshops and PD with Smith's Center - *Las Vegas, 2019-2020*
- John F. Kennedy Center for the Performing Arts - *Washington D.C., 2019-2020*

(10) 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.

The school principal, hired by the board, will be responsible for all aspects of the day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions, as adopted and approved by the governing board. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the school's mission. The principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls. Faculty and staff will be responsible for carrying out these procedures in their duties, activities, and interactions with students, teachers, and parents of the school.

The principal is expected to attend all board meetings and will provide a Principal's report to the board at each meeting, which will include updates on academic performance. A representative of Academica Nevada, the educational management company, shall also be expected to attend all Board Meetings and will submit financial reports to the governing board at each board meeting. The role of Academica Nevada is to serve at the will and guidance of the governing board. Academica's services are designed to allow the Principal and the Governing Board to focus on day-to-day school operations. Academica Nevada will carry out the defined responsibilities found in the EMO contract (Attachment 23).

(11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of

parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The bylaws state that the Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees. The board will create these committees by resolution adopted by a majority of the board. Each committee will consist of at least one board member and will exercise such authority in the management of the school as provided in the resolution or in the bylaws, however, no committee will have the power to contract or have budget making authority. Reports from the Board Committees will assist the Board of Directors in making well-informed decisions based upon input from key stakeholders in the school community.
Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.
Board committees will comply with Open Meeting law. Notice of all board meetings will be posted at the entrance of the school and on the school's website at least 24 hours in advance of the meeting along with the meeting agenda. Meetings will be hosted at the school, which is accessible to the public, and time for public comment will be given at the beginning and end of each board meeting. The board will audio record each board meeting and make an accurate accounting of the meeting in the minutes.

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

The school's administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

- Addressing the situation directly with the other person(s) involved;
- Enlisting the assistance of an administrator to assist in facilitating a resolution;
- Preparing a written grievance for the Principal, who then reviews and acts upon that grievance as appropriate; and
- Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the Board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process

for resolving the issue. This process is designed to avoid Board micromanagement and the creation of factions within the school.

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

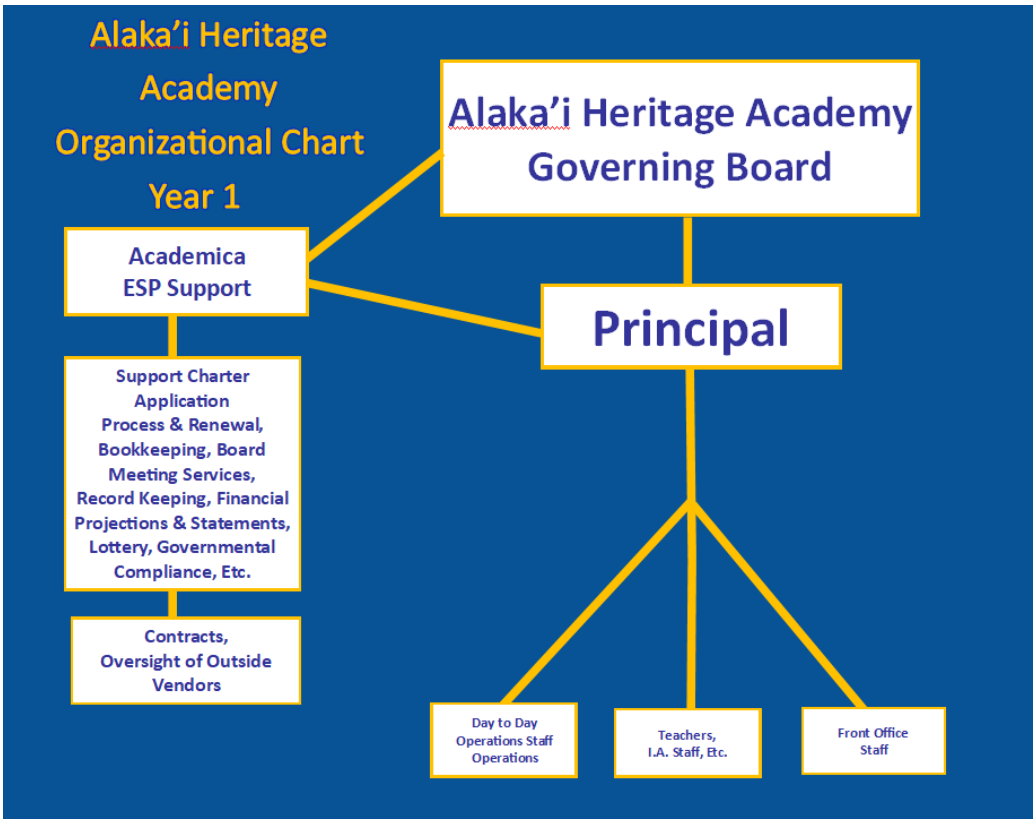
Goal	Purpose	Outcome Measure
Understand the approved curriculum and be in agreement with the educational philosophy, discipline policy and administrative structure of Kamalani	Support AHA's Mission and Vision	None
Attend at least two PTSO meetings or events per year	Show support and encouragement for Parents and Community	It will be the Board Secretary's responsibility to track this with support from the Principal
Fulfill Board and Committee responsibilities to their fullest capability	Support AHA's Mission and Vision	None
Be a public relations representative of AHA	Support the growth of AHA	None
Participate in a minimum of four (4) hours of professional development every year, two (2) of which must be specific to their office within the Board	Foster effective board leadership	These hours shall be recorded by the Board Secretary
Attend a yearly Board retreat	Foster effective board leadership	This attendance shall be recorded by the Board Secretary
Conduct a Board Visit Day at least once every academic year	Become familiar with current school concerns	This will be recorded by the Board Secretary
Know and abide by the Nevada Open Meetings Law, NRS Chapter 241	Compliance with the law	None

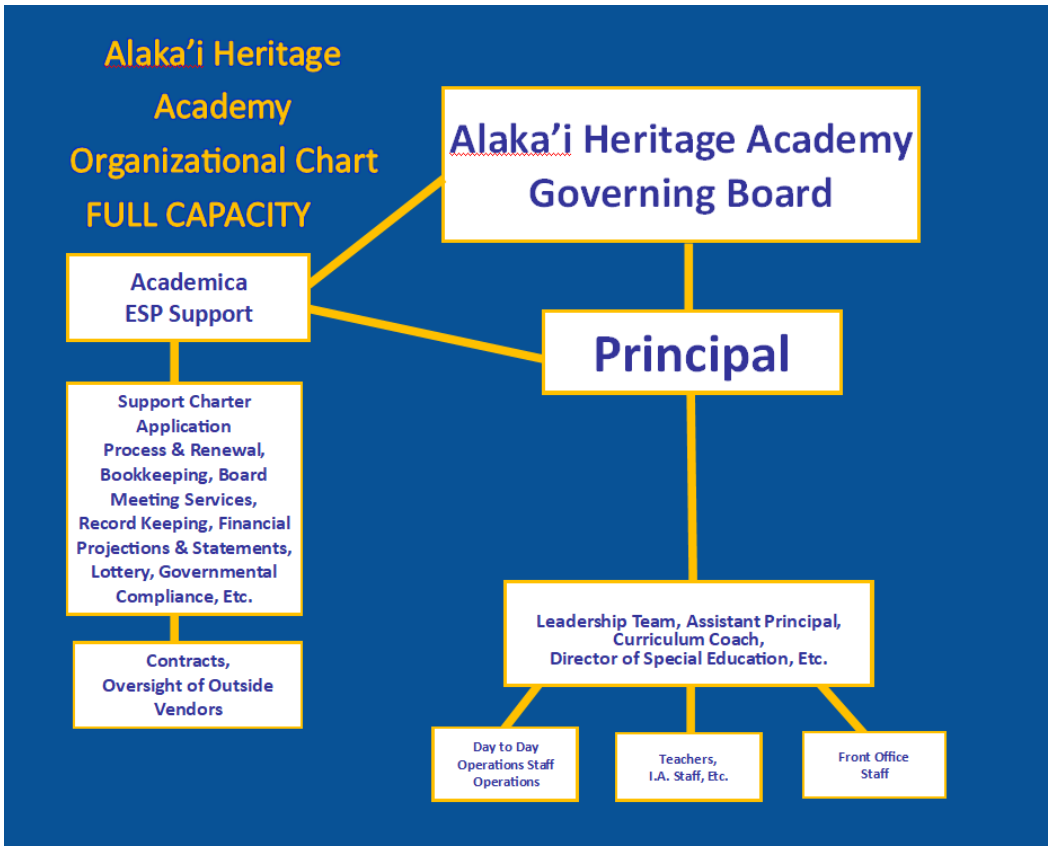
Any Director may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the Director at issue, whenever in their judgment such removal would serve the best interests of School.

LEADERSHIP TEAM

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

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


Alaka'i Heritage Academy Organizational Chart Year 1
Alaka'i Heritage Academy Governing Board
Academica ESP Support
Principal
Support Charter Application Process & Renewal, Bookkeeping, Board Meeting Services, Record Keeping, Financial Projections & Statements, Lottery, Governmental Compliance, Etc.
Contracts, Oversight of Outside Vendors
Day to Day Operations Staff Operations
Teachers, I.A. Staff, Etc.
Front Office Staff


Alaka'i Heritage Academy Organizational Chart FULL CAPACITY
Alaka'i Heritage Academy Governing Board
Academica ESP Support
Principal
Support Charter Application Process & Renewal, Bookkeeping, Board Meeting Services, Record Keeping, Financial Projections & Statements, Lottery, Governmental Compliance, Etc.
Contracts, Oversight of Outside Vendors
Leadership Team, Assistant Principal, Curriculum Coach, Director of Special Education, Etc.
Day to Day Operations Staff Operations
Teachers, I.A. Staff, Etc.
Front Office Staff

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

Please see Attachment 2.

(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2020-21 school year.

The potential list of principals that have applied to Alakaʻi Heritage Academy is four individuals from our online Employment Interest Form, located on our website, and a pool of 35 Doral Leadership Candidates. In respect of privacy matters, the names of these individuals are kept confidential in this application, but can be discussed in the Capacity Interview.

Additionally, AHA's CTF has created a rubric with which to field applicants and find the strongest potential candidate for the school. This rubric examines several categories such as Philosophy, Experience, People Skills, and Self Awareness, to name a few. For more information on this Principal Interview Rubric, please see Attachment 4.

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

Not applicable since the individual has not yet been identified.

(2) 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.

Alakaʻi will hire a principal with these experiences and qualifications and a demonstrated record of accomplishment in previously held school administrative positions. Alakaʻi's application committee is a collective group of individuals with experience in all of the areas referenced above. For further detail, please refer to Attachments 7 and 8. The board will rely on the principal to bring the school leadership necessary to implement the school design.

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

The board of Alakaʻi Heritage Academy expects the principal to be strong in the three pillars of our mission statement: arts integration, leadership cultivation, and multicultural education. Please see **Incubation Year Development** Question 2 for the plans for leadership training and development of the selected school leader.

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

Alakaʻi will leverage the resources of an EMO to fulfill the successful recruitment, retention, hiring and development of highly effective staff. The EMO will assist in Human Resources, marketing, advertising, and recruitment of staff. All Nevada licensure, background checks and employment statues will be followed to ensure all staff have met the highest standard. The Principal along with the EMO will attend recruitment events to actively seek and interview potential teacher candidates. The Principal will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision and their skills for the respective positon. Each teacher will be required to demonstrate teaching proficiency by providing a teaching sample (lesson plan or video of a lesson) and successful completion of a face-to-face interview.

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

The Principal is responsible for communicating school culture to all employees. This process begins during the interview for employment. Candidates for employment at Alakaʻi will be screened for personal mission, vision, and pedagogical beliefs. Candidates that have beliefs that closely align to the school's mission and vision and have the necessary pedagogical skill set will be offered employment. The administration will ensure effective instruction of programs by maintaining a consistent coaching cycle with each teacher. Teachers will be observed frequently and provided with immediate coaching and feedback. In addition, every classroom will display AHA's mission and vision. The buildings atmosphere and décor will show the ethos of the school through inspirational quotes, the mission, and vision being posted. These will showcase the importance they play in the school's culture.

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

To ensure redundancy in leadership, all administrative personnel are cross-trained on one-another's roles. To develop and build leadership capacity, subject-level lead teachers are selected and provided with leadership opportunities. Lead teachers meet with administration weekly to establish goals and provide feedback. This collaboration with lead teachers will ensure teachers are able to give feedback and directives in collaborative teams with their colleagues. Collaborative teams held daily will ensure that all systems are consistently enforced and evaluated for effectiveness.

LEADERSHIP FOR EXPANSION

(1) Describe the school and the 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.

(2) 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 19). 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 19) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader (Regional Director, Executive Director, etc.) in the application or by the*

time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2020-21 school year and to add additional criteria to the pre-opening requirements for such schools.

This section is not applicable. Alakaʻi does not plan to expand and create a network at this time.

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	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
Procurement Director, Facility Manager	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	**9**	**9**	**9**	**9**	**9**	**9**
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	0	1	1	1	2	2
Curriculum Coach	0	0	1	1	1	1
Counselor	0	0	0	1	1	1
Classroom Teachers (Core Subjects)	13	20	27	32	34	36
Classroom Teachers (Specials)	0	3	4	5	6	7
Special Education Teachers	1.5	2	3	4	4.5	4.5
Office Manager	1	1	1	1	1	1
Registrar	0	0	1	1	1	1
School Nurse	0	0	0	1	1	1
Teacher Aides and Assistants	1	4	6	8	9	10
School Operations Support Staff	2	2	4	4	4	4
Total FTEs at School	**19.5**	**34**	**49**	**60**	**65.50**	**69.50**

Network – Not applicable to Alakaʻi

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of elementary schools	1	1	1	1	1	1
Number of middle schools	1	1	1	1	1	1
Number of high schools	0	0	0	0	0	0
Total schools	**1**	**1**	**1**	**1**	**1**	**1**

Student enrollment	330	515	700	840	900	960
Management Organization Positions						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
Procurement Director, Facility Manager	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	**9**	**9**	**9**	**9**	**9**	**9**
Elementary School Staff						
Principals	.75	.75	.5	.5	.5	.5
Assistant Principals	0	.5	.5	.5	1	1
Curriculum Coach	0	0	.5	.5	.5	.5
Counselor	0	0	0	.5	.5	.5
Classroom Teachers (Core Subjects)	12	17	22	24	24	24
Classroom Teachers (Specials)	0	2	2	2	2	2
Special Education Teachers	1	1	2	2	2.5	2.5
Office Manager	.5	.5	.5	.5	.5	.5
Registrar	0	0	.5	.5	.5	.5
School Nurse	0	0	0	.5	.5	.5
Teacher Aides and Assistants	1	2	3	4	4	4
School Operations Support Staff	1	1	2	2	2	2
Total FTEs at Elementary Schools	**16.25**	**24.75**	**33.50**	**37.50**	**38.50**	**38.50**
Middle School Staff						
Principals	.25	.25	.5	.5	.5	.5
Assistant Principals	0	.5	.5	.5	1	1
Curriculum Coach	0	0	.5	.5	.5	.5
Counselor	0	0	0	.5	.5	.5
Classroom Teachers (Core Subjects)	1	3	5	8	10	12
Classroom Teachers (Specials)	0	1	2	3	4	5
Special Education Teachers	.5	1	1	2	2	2
Office Manager	.5	.5	.5	.5	.5	.5
Registrar	0	0	.5	.5	.5	.5
School Nurse	0	0	0	.5	.5	.5
Teacher Aides and Assistants	0	2	3	4	5	6
School Operations Support Staff	1	1	2	2	2	2
Total FTEs at Middle Schools	**3.25**	**9.25**	**15.50**	**22.50**	**27**	**31**
High School Staff						
Principals						
Assistant Principals						
Curriculum Coach						
Counselor						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						

Special Education Teachers						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at High Schools						
Total Network FTEs	**19.5**	**34**	**49**	**60**	**65.50**	**69.50**

Network

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of elementary schools						
Number of middle schools						
Number of high schools						
Total schools						
Student enrollment						
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total Back-Office FTEs						
Elementary School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Elementary Schools						
Middle School Staff						
Principals						

Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [e.g., Social Worker]						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Middle Schools						
High School Staff						
Principals						
Assistant Principals						
Deans						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at High Schools						
Total Network FTEs						

HUMAN RESOURCES

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

Alakaʻi understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. The school will develop and review specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Principal's specific personnel service goals are as follows:

1. Recruit, select, employ, train, and retain the best-qualified personnel available to staff the school. Alakaʻi will seek to recruit staff that have an interest and/or appreciation in the arts, or have a background in visual and/or performing arts.
2. Provide equal employment opportunities for all candidates for positions in accordance with the Board's Non-Discrimination Policy. Develop high-quality human relationships conducive to high levels of staff performance and satisfaction.
3. Interview committees may consist of members of the personnel committee, Principal, other staff members, and others appointed by the Principal.
4. Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees.
5. Manage the development and updating of job descriptions by appropriate administrators.
6. Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
7. Effectively administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.

Alakaʻi is committed implementation of Arts Integration Instructional Strategies and Methods. To achieve this goal, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. Alakaʻi will develop a recruiting plan that identifies and secures the most effective teachers possible who have an interest in the arts, and then provide the professional development and compensation plans that will ensure the highest percentage retention possible. The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; Nevada Certification for the required position; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission ; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation.

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

Administrative		
Title	Minimum	Maximum
Principal	$75,000	$120, 000

Instructional		
Title	Minimum	Maximum
Teacher	$39,000	$81,000

Special Education Teacher		
Title	Minimum	Maximum

Special Education Teacher	$41,000	$82,000

Guidance Counselor		
Title	Minimum	Maximum
Guidance Counselor	$45,000	$70,000

Support Staff		
Title	Minimum	Maximum
Administrative Assistant	$38,000	$48,000
Paraprofessional	$25,000	$31,000

Retention Strategy for High Performing Teachers:

- Market analysis will be completed annually
- HPT's may be able to earn higher salary based upon consistent high performance
- Cultivate Collaboration
- Reward and recognition strategy
- Consistent one on one meetings with teachers with Principal
- Conduct stay interviews
- Career ladders

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

Senior administration and school staff will work side-by-side and develop a collaborative decision-making process for the day to day operations of the school. Senior staff (principal) will be on site as the school's administrator with support from the receptionist and counselor. When the principal is out of office, staff will have support from the receptionist and counselor as well as maintain communication with the principal via email, text and phone. In addition, the principal will be integrally involved in learning alongside staff as a participant or trainer. This will develop a culture of competence, integrity and community.

Alaka'i will maintain a 25:1 student to teacher ratio. When adding the additional teaching staff and administrative staff, the student to adult ratio is at 16:1.

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

<u>Hiring Procedure</u>

1. Principal to determine staffing need and salary constraints for each open position.
2. Principal or designee to notify Human Resources with proper job description and post on job search site (i.e. Teachers-Teachers.com)
3. Principal or designee to collect candidate resumes for consideration.
4. Principal or designee to schedule and conduct interview.
5. Principal or designee to verify references and follow up on letters of recommendation.

6. When the decision has been made, the principal or designee will extend the offer to the candidate.
7. In a timely manner, principal or designee will provide follow up communication with each applicant.
8. Begin on-boarding process.

Background Check/Fingerprint Procedures

Principal will be responsible for ensuring all instructional staff requiring fingerprinting clearance remain current. Renewal process should start six months prior to expiration date as it can take up to three months to receive results.

- Once it is determined an employee's fingerprinting clearance is expiring, Principal or designee will inform the affected staff and provide the process to renew their clearance.
- If there is an issue, the NV Department of Safety will then send an approved clearance to Academica or a rejection notice directly to employee.
- Identified school staff will review fingerprinting results to determine level of clearance.
- Academica staff will notify designated staff (i.e. office manager) of clearance.
- Fingerprinting results will be maintained at Academica.
    - HR Fingerprint Master Excel spreadsheet.
    - Master Fingerprint files at Academica.
- If the employee's fingerprint background investigation exposes an offense as described in NRS 391.033 employee will be immediately terminated.
- If the employee's fingerprint background investigation exposes an offense that is not subject to review as prescribed by the State Board of Education, the school's designated staff will review the findings along with the Academica legal team to determine if employee remains eligible for continued employment.

FINGERPRINT CLEARANCE CHECK PROCESS (INSTRUCTIONAL STAFF)

PROCEDURE:

During the initial phone interview with the candidate, recruiter must:

1. Confirm candidate has a valid Fingerprint Clearance Card (FCC) by obtaining candidates Social Security #, FCC #, issue date and verifying the validity of the card through NV Department of Public Safety.
2. Obtain actual FCC (**photocopy of card not acceptable**) from candidate and photocopy it for company records.

Once the FCC is verified, Recruiter will commence with the reminder of the recruitment process.

CANDIDATES WITHOUT AN FCC OR WITH AN EXPIRED FCC MUST OBTAIN A VALID FCC TO BE CONSIDERED FOR EMPLOYMENT.

FCC Renewals of current staff:

- Principal will be responsible for ensuring all Instructional staff requiring FCC's remain current. Renewal process should start **six months** prior to expiration date as it can take up to three months to receive results.
- Once it is determined an employee's FCC is expiring, Principal will inform the affected staff and provide the process to renew their FCC card.
- If there is an issue, the NV Department of Safety will then send an FPCC or a rejection notice directly to employee.
- Employee will then bring FPCC to Principal to make copies to update:
    - HR Fingerprint binder.
    - Superintendent/COO Fingerprint binder.
    - Fingerprint Excel spreadsheet.

    - Master Fingerprint binder at headquarters.
- If the employee's fingerprint background investigation exposes an offense as described in NRS 391.033 employee will be immediately terminated.
- If the employee's fingerprint background investigation exposes an offense that is not subject to review as prescribed by the State Board of Education, HR Director will review the findings and, based upon Company policy, will determine if employee remains eligible for continued employment and will then bring adverse action information to the attention of Superintendent for final approval for continued employment.

Dismissal Procedure

1. Principal or designee to review performance deficiencies of staff, provide course of action necessary for improvement, and document determination.
2. Principal will follow Nevada Educator Performance Framework.
3. Principal will monitor progress while employee is on Performance Improvement Plan.
4. If progress in not made, principal or designee to coordinate discussions of separation of employment with employee and Academica legal team.
5. Obtain a signed Personnel Action Request Form.
6. Obtain resignation letter or final incident to cause separation.
7. Notify IT by submitting an IT ticket.
8. Collect resources – keys, job related materials, etc.
9. Deactivate Infinite Campus account (or other SIS system), alarm code, etc.
10. Process final payroll and terminate.
11. Term benefits effective last day of month in which employee terminates.
12. Provide COBRA notification (no later than 14 days after benefits term).

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

An evaluation framework such as the *Charlotte Danielson Framework for Teaching* will serve as the basis for the evaluation of teachers. The framework will be used as a measure when determining salary increases, retaining, and recruiting teachers. Teachers will be involved in a collaborative evaluation process between the evaluator and themselves. The evaluation process will include:

- Walkthroughs (unscheduled)
- Observations (scheduled)
- Pre-Conferences (scheduled)
- Post-Conferences (scheduled)
- Formative Evaluation (scheduled) – Progress Review of Student Learning Goals
- Summative Evaluation (scheduled) – Educational Practice (80%) & Student Performance Domain Score (20%)

All evaluation components will be managed through a platform that will promote growth and reflection. The platform will allow for compiling the required evaluation data that is transparent and defensible along with documenting teachers professional learning and student performance score. Thus, linking professional learning with effective teaching and student academic progress through one system. See Attachment 5.

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

The Principal will be evaluated by the Board of Directors at least once each year. The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. The formal evaluation will consist of documentation giving evidence of the Principal's progress toward meeting school and professional goals and setting new goals. The evaluation process should also provide opportunities to recognize exemplary performance or correct concerning behavior. Please see Attachment 6 for leadership evaluation tool.

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

The expectation of Administration is to hire, train and retain top performers to support Instructional staff and drive the mission, vision and values of the school. Administration will:

- Staff school according to developed staffing levels to ensure student success.
- Interview and hire qualified staff in non-instructional roles.
- Communicate role and responsibilities to all staff.
- Create and consistently drive an environment of collaboration and student success.
- Coach and mentor staff, providing a positive work environment for staff to succeed.
- Provide operational guidelines to ensure the needs of the students, parents and school are met.
- Provide consistent and frequent performance feedback to staff.
- Train staff on policies, procedures, regulations and operational guidelines including accountability measures.
- Train Administration on corrective action and Performance Improvement plan procedures including but not limited to documentation requirements and communication.
- Conduct a bi-annual employee engagement survey.
- Administration to consistently communicate with Human Resources regarding staffing needs and review staffing levels. Administration follow the Personnel Request procedure. Address staffing needs from a proactive, planning perspective.
- Administration to remain up to date on state and SPCSA laws and regulations. Administration to communicate changes in laws and regulations to staff and make the appropriate updates to school operational process.

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

Successful succession plans focus on grooming talent for the future. Alakaʻi will develop a plan that forecasts future leadership needs, supports current leaders who are already in place, and plans for future leadership succession in the school. School administration will focus on identifying qualified candidates which leadership potential, including candidates with the following characteristics:

- Acts with integrity
- Seeks and uses feedback
- Seeks opportunities to continue to grow professionally

- Has the courage to take risks
- Is committed to making a difference

Alakaʻi will provide leadership opportunities for potential school leaders which include participating on Leadership Teams, assisting in writing School Performance Plans, and provide leadership within their grade level or department. Mentor training will also be included where potential leaders are connected with experienced administrators. Future leaders will be encouraged to participate in the Doral Leadership Institute to create a pipeline of candidates trained in leading a charter school in Nevada.

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

Employee performance is identified through several means. Performance is measured through individual goals and metrics and through student success and following policy, procedure and laws. Unsatisfactory performance in any area may result in corrective action.

Corrective Action may include non-disciplinary actions such as verbal direction, verbal warning, a written letter of direction or an improvement plan. Corrective Action may also involve disciplinary action, including but not necessarily limited to a written warning, written reprimand and/or suspension with or without pay.

In general, an employee will be provided with notice and an opportunity to respond to performance concerns regarding the employee or charges being made against the employee. The school may conduct further investigation as warranted before making a final determination regarding the appropriate remedial, corrective or other action to be taken. Notwithstanding any corrective action taken, the school may always exercise its right to terminate the employment relationship in accordance with applicable laws, employee contracts (if any) and school policies.

<u>Turnover</u>
The cost of turnover impacts productivity, lost engagement, student success and overall cultural impact. The school will implement retention strategies to reduce overall turnover of staff. Turnover is calculated including the number of days the position is open, hiring (recruiting) costs, interview cost, post interview cost, training cost, administrative processing, payroll cost, opportunity cost, culture cost and lost knowledge. The cost of turnover is high to any school, and appropriate reward and retention strategies will help reduce turnover cost.

(10) Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

No, it does not.

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

Alakaʻi will utilize the back-office services contained within the Academica Nevada contract. The school may seek out specialized payroll services to assist with the nuance and complexity of ACA

reporting as well as experts in Nevada PERS. These costs will be minor and have been budgeted as a "payroll" line item to ensure funds are reserved.

SCALE STRATEGY

(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 EMO and the new schools.

This question is not applicable. Alakaʻi does not have plans to open additional school.

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

Alakaʻi does not have schools in other states.

(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.

Not applicable.

(4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

(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 EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 23. 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. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

Alakaʻi is not part of a network. Please see Attachment 23.

(6) Identify any school positions which will be employed by the EMO or may be employed by the 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?

Academica Nevada does not employ school staff. All school employees, including teachers, administrators, and support staff, will be directly hired by the principal and/or administration team. The Board will be responsible for hiring the principal.

(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.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Academica Nevada does not set school-based Performance Goals	The Board will set annual goals to address student performance and organizational management	The School leader will set quarterly student performance goals. The Administration will be responsible for monitoring student assessment throughout the school year to assess student and teacher performance.
Curriculum	Academica does not select curriculum.	The Board will delegate the identification of curriculum to the School's leader. The Board will verify that most curriculum purchased by the School is aligned with required state/federal testing.	Based upon teacher and student feedback and student performance data the School Leader will align curriculum to ensure success.
Professional Development	Academica will assist in identifying opportunities for board member, teacher, and administrator professional development.	The Board will participate in a minimum of (4) hours of professional development annually.	A member of the administrative team will oversee, coordinate, assist and monitor the staff development process.
Data Management and Interim Assessments	Academica will help identify possible data management systems and interim assessments for the School.	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will provide resources to the	The Administrators will determine the best possible interim assessment systems to use for the progression of their students. The

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
		Administration to procure highly effective assessment tools for the School.	Administration and teachers will be responsible for interpreting the data.
Promotion Criteria	Academica will assist if requested in making suggestions to the Board in creating promotion criteria that is used in successful charter school systems throughout the country.	The Board will adopt a Pay for Performance model that includes input from the teachers and administration.	Administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff.
Culture	At the direction of the Board, Academica will create a school culture survey and disaggregate the data to be presented to the Board and principal at least annually.	The Board will create/adopt policies and procedures to help create a culture that fosters the Mission and Vision of the school.	The School Leadership will lead in a way to promote a healthy and enjoyable environment for their teachers, students and parents.
Budgeting, Finance, and Accounting	Academica will be responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica will be responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica will conduct and assist the Board's chosen accounting firm in the school's annual audit.	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer specifically will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Principal will oversee portions of the budget such as expenses related to office supplies, travel, copier, etc. The Principal will review his/her budget with Academica on a bi-monthly basis.
Student Recruitment	Academica will assist the Board and the Administration to develop and implement a	The Board will develop a budget in their start-up year for marketing and	The School Leader will be responsible for attending open house meetings to help recruit students. The

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	recruitment plan, including but not limited to: websites, social media, flyers, mailers, advertisements, open houses, etc.	student recruitment. If the School is unable to attain the full enrollment, funds will be allocated for student recruitment.	School Leader will be instrumental and a focal point in recruiting students during start-up and operational years of the school.
School Staff Recruitment and Hiring	Academica will assist the Board if requested to help identify candidates for the Principal position by conducting a national recruiting campaign.	The Board will develop and review specific personnel polices to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the Principal.	The Principal and other Administrators will interview and hire all teachers and support staff. School Leadership will attend teacher recruitment fairs if needed.
HR Services (payroll, benefits, etc.)	Academica, at the Board's request, will identify and recommend a 3rd Party payroll company. Academica will be a resource for questions or issues related to payroll and benefits. Academica will help the Board and School Leadership with HR Services to make sure that all proper steps and procedures are taken when dealing with staff, students and parents.	The Board will choose a 3rd Party payroll company to contract with for the processing of payroll. The Board will work to implement benefits and incentives for the School employees.	The School Leadership will serve as a HR resource to their teachers and staff. The School Leadership will work with Academica to make sure that HR policies and procedures are followed correctly.
Development/ Fundraising	Under the Direction of the Board, Academica will use their resources to find development/ financial groups to work with the School. Academica will be a resource to the Board in the development phase as they have opened more than 100 schools across the country.	With the assistance of the Administration and Academica, the Board will fundraise through its relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	The Principal will assist the Board in its development and fundraising efforts.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Community Relations	Academica will assist the Board and School Leadership with public relations and planning events within the community.	The Committee to Form and the Board will build relationships with groups and organizations in the community that support the school's vision and mission	The Principal will also network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica, at the request of the Board, will identify a 3rd party IT service provider.	The Board will choose a 3rd party IT company to contract with for IT services.	The Principal will be responsible for reviewing the service provided by the IT company.
Facilities Management	With input and approval from the school Administrators and Board, Academica will manage third party contractors for the maintenance and repair of the facility.	In compliance with all public bidding laws, the Board will select vendors.	The Principal will have her staff notify her of any facility concerns. The Principal will contact Academica with any issues regarding the facility for repair if Academica is requested to manage the vendor.
Vendor Management / Procurement	Under the direction of the Board, Academica will issue requests for proposals from vendors, review contracts and offer recommendation. Academica will be responsible for procurement of the School's furniture, fixtures and equipment.	In compliance with all public bidding laws, the Board will select vendors.	The School Leadership will give feedback to the Board and Academica regarding the quality of service provided by vender. School Leadership will contact Academica for any changes or corrective action that needs to take place with the vendor.
Student Support Services	If requested, Academic Nevada will help identify 3rd Party Student Support Organizations.	The Board will allocate resources to the School Leader for student support services.	The Principal will develop programs within the school to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students.
Other operational services, if applicable			

(8) Provide, as Attachment 20B, 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 EMO's role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

This is not applicable. Alakaʻi is not part of a network.

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.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools 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.

Alakaʻi will use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be "at risk" of academic failure. Specific recruitment and marketing activities will consist of but are not limited to:

<u>Public Awareness</u>

Alakaʻi will market the opening of the school via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that "harder-to-reach" families (e.g. single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: a school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a "door to door" approach. The School will post flyers in local public facilities such as the post office, community centers, libraries and other locations of public access, and will also use banner advertisement on the proposed location and hold tables at local malls, sporting and community events, and religious organizations to reach all demographic populations.

The goal is to reach parents by using various means of information delivery. Direct mailers will be sent to households within a two-mile radius of the school site that will inform families when the school will be accepting applications for enrollment, how to apply, and the process for enrollment.

Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to Alakaʻi regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). Promotional materials and announcements will be made available in multiple languages other than English (as needed) in order to accommodate English Second Language (ESL) families. The school will have a website following the similar layout of the school information built with language translation options, enrollment and opening timelines, curriculum examples, as well as location and registration procedures. Digital and social media advertising are used in order to reach out to a broad audience through ads which direct parents to click on the school's website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, sponsored ads on Instagram, or Google Ads.

In addition, the Alakaʻi committee to form will continue to build relationships with community groups and organizations. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to successful recruitment of students. It is expected that many of the organizations committed to partnering with the school will help with public awareness and student recruitment.

Alakaʻi Heritage Academy has been actively out in the community at events, including the following:

- Parent Interest Meetings 04/2018, 05/2018
- Leadership Meeting 04/2018
- 91.5 Jazz & More Radio Station 05/2019
- Kamaaina Magazine Advetisement 01/2019
- Informational Booths
    - Heart of Polynesia 10th annual Luau 10/2018
    - Pure Aloha Festival 10/2018. 04/2019
    - 28th Annual Pacific Island Ho'olaulea Festival 09/2018
    - O'Bon Festival
    - Cinnamon's Restaurant 07/2018
    - 9th Island Cultural Mother's Day Event 05/2018

Events that we will attend in the future include, but not limited to:

- Pure Aloha Festival 10/2019
- Radio Interview- Pending date confirmation
- Kumukahi Hula Festival 08/2019
- Island Family Picnic 07/2019
- Kamaaina Magazine Advertisement 2019

AHA will continue to host informational meetings near or at the school's proposed location. These events are promoted in the same manner as listed above. During the informational meetings, we highlight the school's program and how it will serve all students.

<u>Enrollment</u>

The school will implement an open admissions policy wherein the school will be open to any student who is eligible for attendance in public schools in the state, unless the number of applicants exceeds the capacity of the school's facility. In such a case, all applicants shall have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls

short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Admissions Process

Admission will be determined in the following manner:

1. Students continuing enrollment at Alakaʻi will be automatically granted enrollment the following year with placement determined on promotion, retention, and/or acceleration policies. Students will be requested to complete an Intent to Continue Enrollment form prior to January 10 of each year.
2. Siblings of currently enrolled students will be automatically enrolled into available openings at the appropriate grade level.
3. Additionally, up to twenty percent (20%) of students may be enrolled based on the following preferences:
    - Children of Alakaʻi founding families
    - Children of Board members, teachers, and staff of Alakaʻi
    - After above enrollment slots are filled as described in the order listed, all remaining applicants will have an equal chance of being admitted through a random lottery selection.

(a) 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.

Alakaʻi plans to begin operations in the 2020-2021 school year. Open enrollment shall commence on January 1, 2020 beginning at 12:01 a.m. and continue through February 15, 2020 until 11:59 p.m, and will occur during a similar time frame in subsequent years in compliance with NRS 388A.453. A lottery will be held after the Open Enrollment period if the school receives more applications that are seats available. If the limit is not reached during the Open Enrollment period, the enrollment window will remain open until the limit is reached. Once student enrollment is capped, names will be placed on a first-come-first-served waiting list, and students will be offered enrollment as seats become available. Families will be notified via email or phone of their child's acceptance into the Academy through the computerized lottery program.

(b) 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.

Please see the tables below for enrollment targets. The governing body and the school's principal, once hired, will be responsible for monitoring progress. The target re-enrollment rate is 95%. Academica was consulted to determine a re-enrollment rate of a successful school that is realistic.

(c) 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?

Alakaʻi is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age,

disability or any other protected status in accordance with all applicable federal, state and local laws that prohibit discrimination. In addition to having in-house education meetings to discuss the rules, Alakaʻi will use any state-sponsored education summits for professional development. Daily and weekly monitoring of enrollment calls and meetings will take place to ensure compliance.

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

Once the school has opened, we will assess the community need and the marketing tactics that reached the most families and will make adjustments. Through consultation with Academica, Alakaʻi understands that word of mouth and social media (Facebook) is the most successful way to inform families about the school. In addition, postcards will be sent to residents within a two-mile radius of the school when enrollment is increasing by 10%. The school will welcome school tours during the school year to show families what the school is like in action and will also host parent information meetings. The school will take advantage of any charter school fairs hosted by the Charter School Association of Nevada. The principal will be responsible in ensuring enrollment targets are met. The school will use its waiting list to fill any vacancies that may occur by grade level.

(3) Complete the following tables for the proposed school to open in 2019-20. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2019.

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

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	95	95	95	95	95	95
1	48	95	95	95	95	95
2	48	95	95	95	95	95
3	48	48	95	95	95	95
4	24	48	95	95	95	95
5	24	24	48	95	95	95
6	29	57	57	114	114	114
7	-	29	57	57	114	114
8	-	-	29	57	57	114
9						
10						
11						
12						
Total:	**316**	**491**	**666**	**798**	**855**	**912**

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

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	100	100	100	100	100	100
1	50	100	100	100	100	100
2	50	100	100	100	100	100
3	50	50	100	100	100	100
4	25	50	100	100	100	100
5	25	25	50	100	100	100
6	30	60	60	120	120	120
7	-	30	60	60	120	120
8	-	-	30	60	60	120
9						
10						
11						
12						
Total:	**330**	**515**	**700**	**840**	**900**	**960**

(c) 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					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	105	105	105	105	105	105
1	53	105	105	105	105	105
2	53	105	105	105	105	105
3	53	53	105	105	105	105
4	26	53	105	105	105	105
5	26	26	53	105	105	105
6	32	63	63	126	126	126
7	-	32	63	63	126	126
8	-	-	32	63	63	126
9						
10						
11						
12						
Total:	**348**	**542**	**736**	**882**	**945**	**1,008**

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

The enrollment target for the first year is 330 students. The governing body and the school's principal, once hired, will be responsible for monitoring progress. The minimum, planned, and maximum targets outlined in the tables below were determined by consulting with Academica who has extensive experience and knowledge about how many students are needed to maintain a healthy school budget.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in fall 2019. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

See Attachment 10.

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

The board of Alakaʻi Heritage Academy expects the principal to be strong in the three pillars of our mission statement: arts integration, leadership cultivation, and multicultural education. The following trainings and Professional Development will be offered for the new principal at Alakaʻi Heritage Academy based on experience or needs of the individual:

Arts Integration	Leadership Cultivation	Multicultural Education
Smith's Center for the Performing Arts - *Las Vegas, NV, monthly for 3 hours* • All arts integration workshops offered	National Charter School Conference - *annual, site varies, 3-day* • Leadership or various break-out sessions of interest	Equity and Diversity - *Las Vegas, quarterly, varies* • All culturally responsive teaching (CRT) and trainings offered through Pathlore CCSD
John F. Kennedy Center for the Performing Arts - *Washington, D.C. or on-site, seasonal, back-to-school and summers* • Various arts integration workshops and PD of staff needs or interest	Fellowship training - *Las Vegas, NV or Chicago, IL., 2-years* • Doral Leadership • Ryan Fellowship **AND/OR** Higher education through an accredited university for Educational Specialist or Doctorate (Ph.D. or D.D.) - *Las Vegas or on-line, 2-years* • Waldorf University (partner) • UNLV • Southeastern NOVA University	People of Color and Indigenous Cohort - *through The Management Center in Oakland, CA or Washington D.C., 2- or 3-day* • Management tools and best practices of race, identity, and power dynamics

Focus 5 - Arts Integration Consultation - *Washington D.C. or on-site, seasonal, back-to-school, or summers* • Various arts integration workshops and PD of staff needs or interest	Managing to Change the World for School Leadership: Effective Delegation for Management - *through The Management Center in Los Angeles, CA or New York City, NY* **OR** other various trainings for management skills and leadership competency with The Management Center - *Washington D.C. or online*	Indigenous Culturally Responsive *Canada, full day to several days, summer or various times* • Indigenous Awareness Training and Certification, • Indigenous Cultural Competency Training, and • Indigenous Cultural Perspectives Training
Confabulation - *Las Vegas, NV, summer, 2-days* • Various break-out sessions of interest	Academica Trainings for principal and administration teams - *Las Vegas, NV, full days, various*	TESOL certification or endorsement - *Las Vegas, NV or online* • Dr. Laura Lyke through CSN • WGU • UNLV

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

Depending on submission and award of the CSP grant, the school principal identified by the Board will be working on a part-time basis to help with the development of the proposed campus. The school principal will be responsible for recruiting staff, recruiting students, and identifying curriculum/furniture/fixtures/equipment. If Alakaʻi is not awarded through CSP funds, the board will negotiate compensation for that person on an individual basis. Academica Nevada representatives will be responsible for supporting the school principal in the startup period of the school.

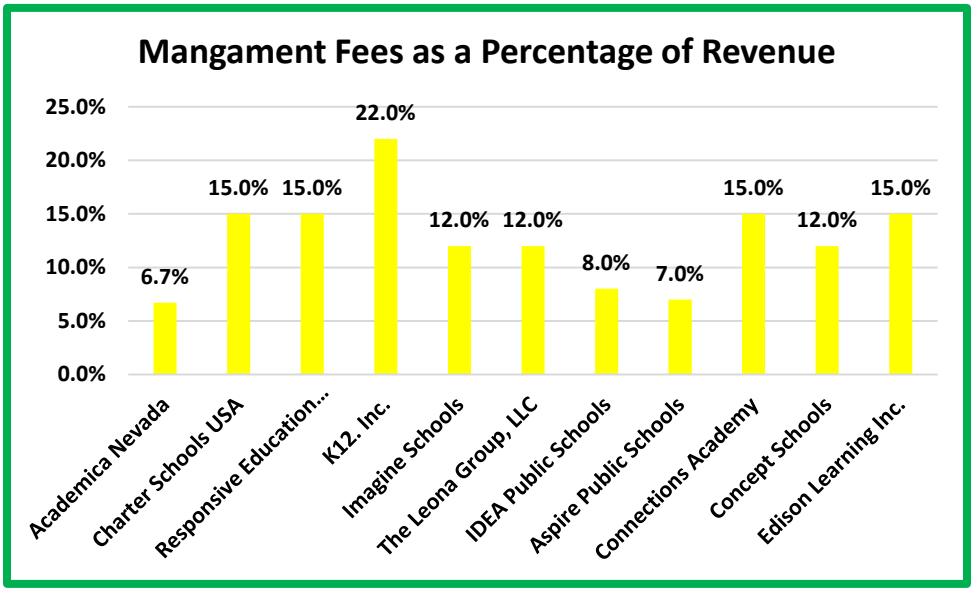
SCHOOL MANAGEMENT CONTRACTS

(1) How and why was the EMO selected?

The Committee to Form believes that it is in the best interest of the Committee to hire an experienced and successful management company to assist in the planning and establishment of the new charter school. The Alakaʻi journey began in 2017 when families in Las Vegas started reaching out to Kamalani Academy located in Hawaii. Las Vegas has the biggest population of Hawaiians outside Hawaii, and the city is sometimes called the ninth island because of this. Families were familiar with Kamalani Academy's arts-integrated school model that has a focus on Hawaiian culture and wanted to replicate the model. Kamalani Academy's board chair, Ku'uipo, reached out to Academica Nevada, who was providing business services to the school, and talked about how all these families were expressing an interest in bringing the school's model to the Las Vegas area.

Academica suggested that she host an interest meeting to see how large the interest really was. After a few meetings, it was apparent there was large interest. Around 200 families filled out a form expressing interest to enroll in a school with Kamalani's arts-integrated, multi-cultural model. Kamalani's board chair decided to form a local board to establish a school in the Las Vegas area. Eren Nalani Martin-Beat had attended one of the informational meetings and reached out to Ku'uipo with great enthusiasm in wanting to be involved. Eren quickly took on the lead role of establishing the school and recruited other people to create the Committee to Form. The Committee has evolved over the past two years and the current Committee to Form decided to establish a school independent from Kamalani Academy, which is how Alakaʻi Heritage Academy came to be. Academica has been very supportive in helping the Committee navigate through the process of establishing a new school, and we anticipate entering into a contract with them to provide business services once the school is approved. Contracting with an EMO will ensure that the business operations are maintained, that the governing board is supported, and that the school staff and administration can focus on implementing the school's mission and vision and on student achievement. The Committee chose Academica Nevada because they have successfully helped to open and support multiple quality charter schools in the Las Vegas Valley. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff.

Moreover, we feel Academica Nevada's fee is reasonable. Other management companies charter between 7-22% of revenue, as can be seen in the chart below. The rates were compiled by analyzing the contracts after numerous public record requests to the sponsoring agencies. Academica Nevada charges a flat annual fee per student enrolled ($450), rather than a percentage like most other management organizations. This is an attractive fee structure because the fee won't increase if the legislature increases the amount allocated per pupil by the state. This annual fee ends up being around 6.7%.



(2) Describe the relationship between the school governing board and the service provider, 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 Alakaʻi governing board will be independent of Academica Nevada. Our board will be autonomous and self-governing, and Academica Nevada will be hired by the governing board to perform specific duties at the discretion of the board. Academica Nevada will be expected to carry out the defined responsibilities found in their contract in a manner that is consistent and assists the board to meet its vision and mission. Academica Nevada's services will include, but are not limited to, the following:

- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Assist with school programs (i.e. National School Lunch Program);
- Assist with systems development;
- Assist with procurement of furniture, curriculum, and technology;
- Monitor and ensure Compliance with all state reports;
- Assist the Board in identifying and retaining an employee leasing company;
- Assist with student and teacher recruitment (advertising, job fairs);
- Provide human resources related services such as dispute resolution and contract preparation and review; and,
- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between Alakaʻi and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by COHEANV to benefit or subsidize schools located outside of Nevada; and,
- Permit the school's lease and management contract to be conditioned one upon the other.

The Governing Board and the school administration will annually evaluate Academica Nevada to determine continuation and renewal of services based on their performance. The Service Evaluation includes a rubric for each department/service within the Academica organization (Attachment 23(a)).

As can be seen in Sections 19 and 20 of the EMO contract (Attachment 23), during the term of the management contract, the Board has the power to terminate the agreement for cause at any time if Academica Nevada fails to immediately remedy any breach of the terms of the agreement, and the Board has the option of terminating the contract without cause at the end of the Charter Contract.

(3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider 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 service provider 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.

There are no existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

(4) Please provide the following in Attachment 23:

- *(a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;*
- *(b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);*
- *(c) 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.*
- *(d) 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.

(5) Provide, as Attachment 22, a copy of the education management organization's three most recent audits and other historical financial documents for the 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 22.

(6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 18.

See Attachment 18.

(7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 18.

See Attachment 18.

(8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 17.

See Attachment 17.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

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

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

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

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

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

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

(14) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

This section is not applicable, as Alakaʻi Heritage does not intend to participate in a dual-credit partnership at this time.

SERVICES

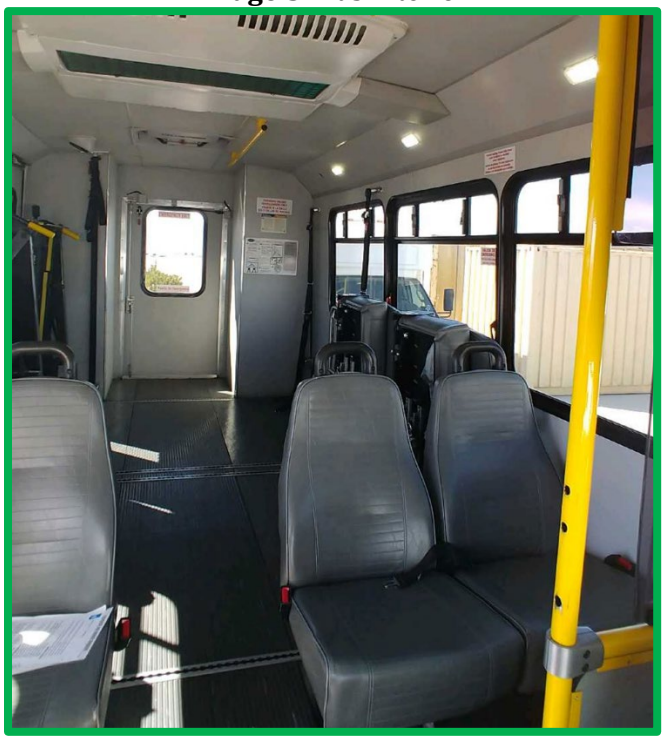
(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed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

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

The governing board does not anticipate providing transportation services for all its students in the first few years of operation due to the high cost. However, we have been researching options to provide transportation to students that otherwise would not be able to get to the school. AHA has secured an opportunity to purchase a 2012 Ford Glaval passenger van. Asking price, $10,000 or best offer, current odometer reading is 186K miles. This bus comes equipped with a 12 seat capacity and includes wheelchair seating for 2.

Image 4: Bus Exterior

Image 5: Bus Interior



Transportation funding**:** Aside from local sponsorships and large business support, there are several federal grant programs available that can help support and fund our Transportation service.[1]

- 21st Century Community Learning Centers: LEAs, community-based organizations, and other public or private entities are eligible to apply for funds that can be used to cover the cost of transportation to and from the enrichment activities.
- Special Education: Grants to States: Charter schools must partner with their SEA to access these funds, which help states provide free, appropriate public education for all children with disabilities. Funds can be used to provide transportation to special education students.
- Title 1 Grants to Local Education Agencies: LEAs and SEAs are eligible to apply for these funds, which help LEAs and schools improve the teaching and learning of children who are failing, or who are at risk of failing, state academic standards. Grants are targeted to LEAs and schools with high concentration of children from low income families. Charter schools can use these funds to cover "choice-related" transportation cost.
- Title 1 Supplemental Education Services: LEAs and SEAs are eligible to apply for these funds, which support supplemental education services (SES) for eligible children in failing schools. Charter schools can use these funds to cover transportation costs for students participating in SES programs at the school.

(b) 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.

AHA anticipates that it will participate in the National School Lunch Program. In doing so, the school will follow all guidelines set forth by the Nevada Department of Agriculture. AHA will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

Additionally, as a contingency, AHA's CTF has researched and obtained a price quote from local vendor, Generations Kitchen. For more information on this, please refer to Attachment 25.

(c) Facilities maintenance (including janitorial and landscape maintenance)

AHA has a multi-leveled plan for maintaining the facility:

- On-Site, AHA will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- AHA will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.
- AHA's EMO, Academica Nevada, will assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

[1] To learn more about these and other federal programs that can fund transportation services for charter schools students, please visit the NRC's federal funding Catalog available online at http://www.charterresource.org/index.cfm?page=5

(d) School health and nursing services

AHA will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA and/or nursing staff as follows:
Kindergarten: Vision (near, far, stereo butterfly, color) and hearing
4th Grade: Vision (far) and hearing
7th Grade: Vision (far), hearing, and scoliosis

Pursuant to NRS 392.420(5)(9), the school will notify parents or guardian of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, FASA and/or nursing staff will also report these findings to the Chief Medical Officer, in the format prescribed by the Chief Medical Officer.

(e) Purchasing processes

The purchasing agent will be appointed by the governing body (traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase, with the exception of a petty cash purchase, will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed ($10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers. Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement

provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, 388A.420)

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

The school will employ a Campus Monitor as onsite security who works in conjunction with the Principal to implement the Emergency Management Plan. The school's administration and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan. Academica Nevada has hired a Director of School Safety, Tony York, who will work with the governing board and school principal in developing a safety and security plan specific to the school site once a facility is finalized. The plan will classify threats of all kinds into categories that require responses like sheltering students, evacuating students, or other school-wide responses. The threats may result from fire, biological contaminants, explosives, weather, unknown or hazardous materials, utilities malfunction, intruders in the building, police or criminal activity occurring nearby the school, violence from a student or parent, and weapons on campus. Other unusual events will require more individualized planning. Those events would include field trip incidents, medical emergencies, missing students, reports of known or suspected child abuse, reports of self-harm, incidents involving drugs or suspected drugs, etc.

A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. AHA will also create a system whereby all non-school personnel must check in with the front office when arriving on campus.

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

AHA plans to contract with a third party educational technology support company. This service will include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. The contract with the company will ensure that data will be protected and that proper mechanisms are in place to limit access to student and staff data.

Internet will be provided through a secure and reliable Internet Service Provider protected by an enterprise router. Local area networking will be provided by managed switches and wireless access points throughout the building. Each teacher and office staff member will be provided with a computer to utilize. In addition, at least one computer lab and one laptop cart will be available for student use. AHA will develop an Acceptable Use Policy for all students and staff that will cover acceptable use of school devices and how to best protect the device and information stored on the device.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the 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.

The school plans to hire office staff to fulfill all registrar duties to work in conjunction with Academica Nevada. Academica staff is well versed in managing student information systems using the statewide Infinite Campus system. Academica will provide registrar trainings including one specifically on Infinite Campus. Additionally, the school's registrar and Academica staff will attend any training hosted by the SPCSA.

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

The governing board will delegate authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 385A.800-8.30, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. If the charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

In accordance to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, AHA will comply with NRS 388.291 to ensure that any and all school service providers provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security. Strict compliance with this statute will be enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the Principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

(5) In addition to the narrative above, provide as Attachment 12, 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.

Please see Attachment 12.

FACILITIES

(1) 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;

Alakaʻi Heritage Academy (AHA) proposed school facility will be located in the southeast quadrant of the Las Vegas Valley. As a public charter school, AHA is open to all students within the state of Nevada. However, in its proposed location, AHA will serve as an educational option for the students and families of the Paradise, Whitney, and the Green Valley/Henderson neighborhoods as demonstrated in the image, below.

(b) The number of general education classrooms required each year;

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26

13	20	27	24	32	34

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

The board is seeking a facility that will accommodate a room for pull-outs for Special Education as well as enough classrooms for electives, such as music classes, drama, visual art classes, and foreign language classes.

(d) Space requirements for administrative functions, food services and physical education

The board is seeking a facility that will accommodate a front office with room for administrative offices, a resource room/teacher's lounge (for printers, laminating machines, etc.), a Multi-purpose room (cafeteria, gym), a computer lab, and space for a library.
Additional criteria for an acceptable location include:

- Open area and playground space.
- Meets requirements for parking spaces.
- Adequate space for traffic flow for drop-off and pick-up.
- Meets all necessary building codes to received Certificate of Occupancy.

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

The Board will work with an organization similar to the Turner Agassi Charter School Facilities Fund to identify and secure a facility for the new proposed campus. AHA will have their own independent broker give an opinion on the value of sites. The Board, before making a final decision, will have its legal counsel and the SPCSA review the lease to ensure that the terms and conditions within the lease are appropriate for a public school.

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

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

AHA has yet to identify a site for the opening of their proposed campus. However, AHA plans on leasing a facility of approximately 55,000 sq. ft. The budgeted amount for the anticipated lease payments is based off of 15% of DSA revenue each year; since a site has yet to be identified (based on the amount of revenue spent on rent as per multiple charter schools working with Academica Nevada). Below is a breakdown of the anticipated facility expenses throughout the first 6 years of operation:

Anticipated Facility Expenses						
Expense	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**	**25-26**
Scheduled Lease Payment	$ 396,000.00	$ 618,000.00	$ 840,000.00	$ 1,008,000.00	$ 1,080,000.00	$ 1,152,000.00
Facility and School Insurances	$ 30,000.00	$ 31,500.00	$ 33,075.00	$ 34,728.75	$ 34,728.75	$ 36,465.19
Public Utilities	$ 75,000.00	$ 100,000.00	$ 110,000.00	$ 115,000.00	$ 120,000.00	$ 125,000.00
Fire and Security alarms	$ 7,000.00	$ 7,210.00	$ 7,426.30	$ 7,649.09	$ 7,878.56	$ 8,114.92
Contracted Janitorial	$ 63,863.00	$ 77,095.60	$ 79,408.47	$ 81,790.72	$ 84,244.44	$ 86,771.78
Custodial Supplies	$ 4,950.00	$ 7,725.00	$ 10,500.00	$ 12,600.00	$ 13,500.00	$ 14,400.00
Facility Maintenance	$ 15,000.00	$ 17,500.00	$ 20,000.00	$ 22,500.00	$ 25,000.00	$ 27,500.00
Lawn Care	$ 12,000.00	$ 12,360.00	$ 12,730.80	$ 13,112.72	$ 13,506.11	$ 13,911.29
AC Maintenance & Repair	$ 10,000.00	$ 11,000.00	$ 12,000.00	$ 13,000.00	$ 14,000.00	$ 15,000.00

Refer to Attachment 15 (Budget Narrative) for a more detailed overview of all anticipated facility expenditures.

(4) 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 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. 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.

Please see Attachment 13.

At this time, AHA does not have an MOU with a facility, but it is looking at specific facilities as options.

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

AHA will look to contract with an organization similar to the Turner Agassi Charter School Facilities Fund (TACSFF) for its facility. TACSFF is a national network that has built charter schools throughout the US. TACSFF has built more than 15 charter school campuses in Nevada. TACSFF has a team in place of architects, contractors and engineers that provides a turn key solution for it's client. TACSFF has managed dozens of build-outs and new builds.

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

To maintain the integrity of the facility the school anticipates contracting with a third party to clean the facility nightly. The school will have a campus monitor/custodian who will be responsible for cleaning as well as any other situational needs of the school. AHA will also have a maintenance line item on the budget which will provide for various maintenance provisions that the school will be responsible for.

ONGOING OPERATIONS

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

6. Financial Plan

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

The Alakaʻi Heritage Academy of Nevada (AHA) board of directors oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

AHA intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

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

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

The budget created for AHA includes the per-pupil revenue assumption of $7,167 for the first fiscal year of operation (2020-2021), with an estimated 1.30% increase each subsequent year thereafter. Assumption of $7,167 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year.

(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.

Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow AHA to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. AHA budgets $1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. Refer to Attachment 15 (Budget Narrative) for a more detailed overview of all anticipated funding sources.

(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.

Refer to Attachment 15 (Budget Narrative) for a more detailed overview of all anticipated expenditures.

(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.

AHA has presented a fiscally conservative budget for their first 6 years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to Attachment 15 (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

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

AHA will apply to receive a Charter School Program (CSP) grant and/or any grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

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

AHA did not rely on philanthropic revenue for their operations in their budget. Refer to Attachment 21 (Budget) for a more detailed overview of all the budgeted revenue and expenses.

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

Refer to Attachment 16 (Financial Plan Workbook).

(4) Submit, as Attachment 21, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

Refer to Attachment 21 (Budget).

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

The Alakaʻi Heritage Academy of Nevada (AHA) board of directors oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body. The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

(6) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as attachment 17.

Provided upon request.

(7) Complete the audit data worksheet in Attachment 18. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 17.

Refer to Attachment 18 (Audit Information).

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