

## 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.

The mission of Nevada Strong Academy is to prepare every student to be college and career ready to lead in their community and world by sparking curiosity and providing students with an exceptional, well-rounded education through high-quality instruction, rigorous curriculum, and character development.

Nevada Strong Academy's mission informs our daily activities and student classroom experiences via the following:

- 1. Curriculum Selection.** Our curriculum focuses on ensuring students have equitable and high experiences in both college and career readiness opportunities. NSA will leverage our curriculum to ensure all students are college and career ready. Our team has evaluated and discriminated curriculum choices based on the following: 1) access to various learning levels 2) alignment to standards to ensure appropriately rigorous content 3) opportunity for student exploration and questioning to nurture curiosity and inquiry and 4) the ability for connections to both college and career ready pathways.
- 2. Leadership.** Nevada Strong Academy's leadership will strategically focus on creating a classroom experience aligned to our mission and developing a joyful, safe, caring, and collaborative atmosphere on a daily basis via the following: 1) Staff professional development prior to the start of school to conduct deliberate practice on topics such as NSA Joy Factor, 5E of Inquiry-Based Instruction, and more; and ground staff on how to live our mission. 2) Ongoing professional throughout the school year for all staff and leadership 3) Evaluations and reflection- Our leadership team will conduct observations, walkthroughs, and surveys to reflect on evidence of the mission in action in our classrooms and school community.
- 3. Daily Schedule.** Nevada Strong Academy's mission shapes all components of our school design. In our daily schedule, we include time to ensure students are deliberately receiving the character development they need to be successful in college or career.

Our mission informs our school's daily activities and students' classroom experience as we prepare every student by providing a joyful, safe, caring, and collaborative atmosphere. Our mission drives our curriculum, which features a quality, student-centered educational program with an emphasis on STREAMS - Science, Technology, Engineering, and Mathematics, as well as reading, art and social-emotional learning (SEL). Our mission guides us in targeted, intentional design and decisions that impact every element of our school.

(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.

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

Our vision for Nevada Strong is to deliver learning experiences that equip students with the knowledge and social-emotional skills necessary for them to be curious, knowledgeable, responsible, and well-rounded future leaders in and beyond post-secondary education.

We firmly believe that all students can reach their full potential when we establish high expectations for them and provide the education they need to meet those expectations. Thus, we aim to provide an academically rigorous college and career preparatory program for all students regardless of race, gender, ethnic origin, national background, or socioeconomic level. Our motto is "Excellence and Equity for All." Our motto means that regardless of race, sex, ethnicity, or socioeconomic background, we will provide students with a rigorous, targeted, and intentional educational program.

When Nevada Strong is accomplishing our mission and vision, the following goals will be met:

**Goal 1: Students will achieve mastery in English Language Arts and Reading.**

**Goal 2: Students will achieve mastery in mathematics.**

**Goal 3: Students will achieve mastery in Science.**

**Goal 4: Students will graduate from high school college and career ready.**

**Goal 5: Families will be satisfied with the program offering of NSA.**

**Goal 6: Students will be fully enrolled, and students will attend school regularly.**

Accomplishing such goals will provide the state a Nevada a strong source of productive citizens ready to contribute and participate in perpetuating NEVADA STRONG through both a STRONG workforce and STRONG academia.

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

### **Nevada Strong's Meaningful, Measurable and Attainable Educational SMART Goals**

The following student goals that are aligned with our mission and vision will guide our academic instruction and assessment. Educational SMART Goals are the description of the competencies, skills, and attributes that students will retain upon completion of a course. They often function within the relating domains of knowledge, skills, and attitudes.

#### **Goal 1: Students will achieve mastery in English Language Arts and Reading.**

Students will demonstrate mastery and growth in English Language Arts and Reading as measured by both the state assessment and the NWEA-MAP, or similar reading assessment.

#### **STATE Assessments**

1) The percentage of students in grades 3 to 11, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the reading State exam, will meet and exceed that of students in the same tested grades in the local school district.

2) 70% of the students who have attended the school for three academic years or more will perform at "approaches," "meets grade level" or "masters grade level" on the third-grade State reading exam.

3) 75% of the students who have attended the school for four academic years or more will perform at "approaches," "meets" or "masters grade level" on the fourth grade reading State exam.

4) 80% of the students who have attended the school for five academic years or more will perform at "approaches," "meets" or "masters grade level" on the fifth-grade reading State exam.

#### **NWEA-MAP**

1) At least 75% of each cohort of students attending for two or more years will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.

2) At least 80% of each cohort of students attending for three or more years will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.

3) At least 90% of each cohort of students attending for four or more years will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.

4) The average annual increase of percentiles among Nevada Strong students on the reading assessment on the NWEA Map will average 55 of growth per year until the average percentile score reaches 75%.

#### **Goal 2: Students will achieve mastery in mathematics.**

Students will demonstrate mastery and growth in mathematics as measured by both the State Assessment and the NWEA-MAP or similar math assessment.

#### **STATE Assessments**

1) The percentage of students in grades, 3rd-9th, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the math State assessments and Algebra 1 exam, will exceed that of students in the same tested grades in the local school district.

2) 70% of the students who have attended the school for three academic years or more will perform at "approaches," "meets" or "masters grade level" on the third-grade State math exam.

3) 75% of the students who have attended the school for four academic years or more will perform at "approaches," "meets" or "masters grade level" on the fourth-grade math State exam.

4) 80% of the students who have attended the school for five academic years or more will perform at "approaches," "meets" or "masters grade level" on the fifth-grade math State exam.

#### **NWEA-MAP**

1) At least 75% of each cohort of students attending for two or more years will perform at above grade level defined by performance on the NWEA-MAP math comprehension or similar math assessment.

2) At least 80% of each cohort of students attending for three or more years will perform at or above grade level defined by performance on the NWEA-MAP math comprehension or similar math assessment.

- 3) At least 90% of each cohort of students attending for four or more years will perform at or above grade level defined by performance on the NWEA-MAP math comprehension or similar math assessment.
- 4) The average annual increase of percentiles among Nevada Strong students on the math assessment on the NWEA Map will average 55 of growth per year until the average percentile score reaches 75%.

**Goal 3: Students will achieve mastery in science.**

- 1) The percentage of students, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the science state assessment will exceed that of students in the same tested grades in the local school district.
- 2) As a minimum 80% of the students who have attended the school for three academic years or more will perform at "approaches," "meets" or "masters grade level" on the science state exam.

**Goal 4: College & Career Readiness Goals**

- 1) 100% of students will graduate with at least one Advanced Placement (AP) or Dual Credit course with a passing grade on their transcripts.
- 2) At least 80% of students enrolled in AP courses will take AP exams.
- 3) At least 50% of students who take AP exams will receive a passing grade of 3 or above.
- 4) The proposed school will be in the top 20% when compared to the public schools with similar demographics in Nevada in terms of the mean SAT scores in Math, Critical Reading, and Writing for all students who take SAT Test.
- 5) The proposed school will be in the top 20% when compared to the public schools with similar demographics in Nevada in terms of the mean ACT scores in English, Math, Reading, and Science for all students who take the ACT.

**GOAL 5: Families will be satisfied with Nevada Strong Academy.**

- 1)  $\geq 80\%$  of families will report being satisfied or very satisfied with the Nevada Strong's educational program and culture.
- 2)  $\geq 85\%$  of faculty will report being satisfied or very satisfied with their job.
- 3)  $\geq 85\%$  Teacher retention rate annually
- 4)  $\geq 90\%$  Administrator satisfaction
- 5)  $< 5\%$  Students receive discipline referrals annually

**Goal 6: Students will be fully enrolled, and students will attend school regularly.**

- 1) Attendance rate:  $\geq 95\%$
- 2) Drop-out rate:  $\leq 2\%$
- 3) Graduation and College Acceptance rates: 100%

- 4) Student retention rate after the third year:  $\geq 85\%$
- 5) Reaching proposed enrollment projection annually
- 6) By the end of the 3rd year, Nevada Strong will have a minimum rating of 4 stars and/or rank in the top 70% of schools in the County.

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

All six purposes identified in NRS 386.520 are critically important to the improvement of our educational landscape. That said, Nevada Strong's stated purpose is: "Improving the academic achievement of pupils." While the other purposes certainly are worthwhile, we feel that effective teaching, professional development, transparency, assessments, and accountability are all supporting elements of our mission. When Nevada Strong Academy is accomplishing our mission and vision, we will inevitably align to the purposes of a charter school said by Nevada: (a) Improving the academic achievement of pupils; (b) Encouraging the use of effective and innovative methods of teaching; (c) Providing an accurate measurement of the educational achievement of pupils; (d) Establishing accountability and transparency of public schools; (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and (f) Creating new professional opportunities for teachers. Our school design team is well prepared and has several experiences with all purposes.

As stated above, the mission of Nevada Strong Academy is to prepare every student to be college and career ready to lead in their community and world by sparking curiosity and providing students with an exceptional, well-rounded education through high-quality instruction, rigorous curriculum, and character development. All children are curious, and children learn to use all of their senses to discover the world around them. Providing children with multi-sensory experiences can help them understand and retain information more effectively. We believe that project-based learning (PBL) provides this multi-sensory experience and will help facilitate better cognitive connections for students to understand difficult concepts. Thus, innovative and advanced PBL will be an essential component of our STREAMS360 program.

## **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.

The essential features of Nevada Strong will incorporate our best practices which are designed to meet and exceed SPCSA's academic goals. These "best practices" will include, but not be limited to, the following: exposing all students to personalized, blended learning, project-based learning, higher-level critical thinking and problem-solving techniques, thematic instruction, fluency first and scaffolding instructional practices to support learners at all levels. To implement our curricular goals, we propose to use a new model called STREAMS360 (Science, Technology, Reading, Engineering, Art, Mathematics, and Social and Emotional Learning). The 360 connotes a commitment to providing a complete and well-rounded educational program. We believe that this combination of core subject courses with Blended Individualized Learning and Project Based Learning will create an innovative model for our students to be ready not only for college but their careers and future life as well.

Nevada Strong educational program is designed to provide an effective, research-based curriculum and instruction for all students, including students with disabilities and English Language Learners (ELL). Our curriculum is completely aligned to the Common Core standards in order to create a base platform for academic success for all students and ensure our students are ready to compete with the students all across the nation for college placement. The Nevada Strong program is designed to reinforce the foundation of our students' knowledge and skills so that they will meet and exceed academic expectations with confidence in every grade level.

We believe in the holistic development of students so that they not only achieve a high rate of literacy but also become productive and responsible citizens. To achieve this objective, we intend to design a rigorous and structured curriculum that is based on serious deliberation and research. Innovative instructional techniques and methods of assessment will be used in order to ensure that students are successful on all assessments and fully prepared for college and beyond. The educational focus is on strengthening the foundation of the students so that they meet and exceed academic challenges with complete confidence.

Blended Personalized Learning methods will be utilized for all scholars, including students with disabilities and English language learners so that they can successfully be integrated into the mainstream curriculum. Blended learning time will be embedded in the daily schedule, so each scholar's personalized need will be addressed with a targeted, intentional, and purposeful (TIP) plan. The TIP is a unique design element of our school culture that will be practiced by all school stakeholders. From course design to school design and processes, everything done at Nevada Strong will be Targeted, Intentional, and Purposeful.

Challenging scholars with project-based learning will help them deepen skills, increase critical thinking, prepare them to analyze situations logically and within context, engage them in meaningful discussions, and arrive at logical, informed conclusions. By developing students' literacy and mathematical skills coupled with individual and group progress monitoring, utilizing the curriculum and standards-based assessments, will increase our targeted populations' success.

Based on the state and local assessment data, an area of concern is Reading and Numerical fluency. Increased fluency in reading and math is one of Nevada Strong's areas of focus. Students at Nevada Strong will be provided a scheduled opportunity to practice their reading and numeric fluency daily. Teachers will be responsible for providing immediate feedback to students to ensure proper progression. This allows teachers to have current data readily available to analyze and adjust their instruction to meet the needs of each student.

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

- (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.)

The Nevada Strong development team and founders believe that each scholar can learn and achieve when their individual needs are understood and met. Our team is determined, enthusiastic, well aware, and equipped to address all students' educational and emotional needs, including students with disabilities and English language learners. Utilizing the right instructional strategies, curricular materials, and resources will be one of the critical responsibilities of our team. The Nevada Strong Educational Program encompasses 9 Core elements. These fundamental features are:

1. Rigorous Curriculum and Instruction (program)
2. Assessment and Academic Progress Monitoring (program)
3. Addressing the needs of special populations (principle)
4. Highly effective teacher development (program)
5. Social and Emotional Learning (program)
6. College, and career readiness (principle)
7. Extracurricular Activities and enrichment (program)
8. Parent Engagement (program)
9. Classroom Management through clear protocols and procedures (structure)

## 1) RIGOROUS CURRICULUM AND INSTRUCTION

Nevada Strong will offer foundational and enrichment curricula for all students in Kindergarten through grade 12. The foundational curriculum consists of English Language Arts, Mathematics, Science, and Social Studies. Our enrichment curriculum will consist of Fine Arts, Physical Education, Health, Technology Education, Languages other than English, and Career and Technical Education. Additionally, we will offer Advanced Placement (AP) courses, Dual Credit courses, Project-Lead-the-Way (PLTW), PLTW Launch, and PLTW Gateway. To ensure high levels of academic rigor among all classrooms, the Nevada Strong development team will provide a scope and sequence for each of the courses that are aligned with Nevada Academic Content Standards and English Language Development Standards (ELDs). Nevada Strong teachers will use the scope and sequence and ELP standards to develop daily and weekly lesson plans.

In our curriculum, one of the most critical parts is identifying what students already know. Most importantly, how students can utilize and apply those skills. In a sense, we will utilize backward design curriculum; all activities, instruction, and assessments are structured in a way for students to develop the ability to demonstrate their learning in response to an achievable performance-based assessment. Students apply the knowledge they have learned, utilize critical thinking skills, cite evidence, and use an expression to respond to complex multi-step writing and/or to speaking and listening task.

#### Fluency First: Reading and Numeric Fluency

Reading and numerical fluency is one of Nevada Strong's non-negotiables; students at Nevada Strong will be provided an opportunity to practice their fluency daily, and teachers will provide immediate feedback.

#### Instructional Strategies and Methodologies

At Nevada Strong, teachers will utilize instructional strategies and techniques to help students become independent, intentional learners and meet their own learning goals. To become productive and strategic learners, students need: 1) a step-by-step plan for the learning process; 2) a range of instructional methodologies and learning resources to meet their individual needs; 3) suitable support that includes independent, and guided practice and modeling; 4) opportunities to translate knowledge, skills, and ideas from one to another; 5) opportunities to make targeted, intentional and purposeful connections between ideas and skills, and real-life applications; 6) opportunities to be self-directed and demonstrating what they know; 7) encouragement to self-monitor and self-correct, and; 8) tools for reflecting on and assessing their own learning. Nevada Strong believes that following research-based instructional strategies will help to improve all students' knowledge and skills, including students with disabilities and English language learners. We will use the following instructional strategies: a) Project-based learning (PBL); b) Personalized Blended learning: Nevada Strong Block; c) Reading and writing workshops; d) Cooperative learning, and; e) STREAMS-360.

## 2) ASSESSMENT AND ACADEMIC PROGRESS MONITORING

Targeted, intentional, and purposeful assessments are one of the critical components of Nevada Strong's culture and learning. Well-designed assessments, coupled with a strong feedback loop, inform instruction, and helps students reach mastery. When students can see how they are doing in a class, they can take ownership of their learning.

Nevada Strong incorporates four assessment types: 1) Diagnostic Assessments to determine a student's prior knowledge and necessary remediation activities; 2) Formative Assessments to provide a student direction and feedback with regard to her/his learning; 3) Summative Assessments to measure a student's performance by using a formal evaluation tool such as a rubric, and; 4) Authentic Assessments to measure a student's performance as he/she applies newly acquired knowledge and engages higher order thinking skills to create an original work.

The following specific assessments will help teachers and parents monitor student progress, and address needs accordingly; 1) Bell work, 2) Exit tickets, 3) Benchmarks, 4) Standards-based assessments, 5) Benchmark/Unit Test, 6) NWEA MAP, 7) LION for reading, 8) State assessments, 9) AP, 10) PSAT, 11) SAT, and 12) TSI.

#### Academic Performance Monitoring

Nevada Strong will track the academic performance of individual students and student cohorts. We will implement a succinct plan to track the academic performance of all scholars, including students



with disabilities and English language learners. Assessments will be administered purposefully to drive instruction, evaluate mastery of grade level standards, and provide individualized learning for students who need support. Nevada Strong will have a Response to Intervention model to ensure all parties are held accountable for student academic growth and achievement. The daily schedule has been developed to ensure every instructional minute has a purpose and strives to achieve student success in the classroom.

### 3) ADDRESSING THE NEEDS OF SPECIAL POPULATIONS

#### Special Education

The Nevada Strong team will consist of an experienced, certified special education teacher and legal counsel. Nevada Strong will provide special education and related services to all eligible scholars in the least restrictive environment (LRE). Our primary focus will be meeting the requirements of each IEP meeting decisions and scholars' individualized education plan (IEP) goals. Nevada Strong will have a certified special education staff and will outsource some of the specialized services such as diagnostician, speech therapy, occupational therapy, and related special education assessment services. Nevada Strong will offer both pull-out and push-in services to best meet the needs of each student. We commit to complying with all local, state and federal rules and regulations pertaining to the Full Individual Evaluation (FIE), IEP dates and requirements, and all other applicable policies, procedures, and documents.

#### Bilingual Education/English as a Second Language

Nevada Strong will make sure that each scholar who is identified as an English Language Learner (ELL) is able to participate in a bilingual or English as a second language (ESL) program. At Nevada Strong, ESL/Bilingual programs will support ELL's to become proficient in reading, writing, speaking, and listening in English. Nevada Strong's instructional methods, materials, and curriculum for ESL/Bilingual programs will follow academic content standards required by the state of Nevada and the English Language Development Standards (ELDs). All ELL students will receive appropriate instruction from an ESL/Bilingual certified teacher. All teachers with ELL students in their classrooms will integrate the ELDs into their lesson planning.

#### Gifted and Talented (G/T)

Nevada Strong will make sure that each student who is identified as G/T is able to receive gifted and talented (G/T) services and those learners who participate in G/T services gain skills in thinking, self-directed learning, communication, and research. G/T students will develop innovative end products and sophisticated performances that reflect individuality and creativity and are targeted to external audiences. G/T education is one of the important programs in our schools to equip students with the skills essential for college, career, and life-ready. Part of the G/T services addresses the students' social and emotional needs well. Our G/T program will fully meet the needs of all G/T students.

### 4) HIGHLY EFFECTIVE TEACHER DEVELOPMENT

Another core component of Nevada Strong's education program is hiring, developing, and retaining dedicated human capital. Our professional development plan includes individual, campus, and cluster/network levels of training supported through our EMO and through embedded coaching support. Implementation of this training will address teacher needs to support our rigorous literacy and math approach. We believe that incorporating the Fundamental 5 will establish highly effective instruction. The Fundamental 5 elements are: framing the lesson, working in the "power zone,"

writing critically, purposeful small group discussion, and recognizing and reinforcing. We also will utilize many of the methods introduced by “Teach Like a Champion.” Using techniques such as “cold call,” “wait time,” “change the pace” or “format matter” will help teachers provide focus for students that may not succeed in a traditional lecture format.

#### 5) SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Nevada Strong will build its social-emotional learning system on five core competencies: 1) Self-awareness; 2) Self-management; 3) Responsible decision making; 4) Relationship skills, and; 5) Social awareness. The following topics will be covered and implemented as part of our SEL and Character Education classes: honesty, cooperation, social awareness, personal and social skill development, emotional intelligence, responsible decision making, and more.

#### 6) COLLEGE AND CAREER READINESS

In addition to the rigorous college prep course of study, Nevada Strong will provide all students with high caliber, targeted, intentional, and purposeful college counseling services. We will provide college guidance counselor services for all students beginning in 8th grade. The college guidance counselor will help each student and family to find the best college or university fit by understanding the character, interests, skills, and ambitions of each student. Our college counselors will work for each family throughout the decision-making process, providing appropriate tools, resources, and information.

#### 7) EXTRACURRICULAR ACTIVITIES AND ENRICHMENT

Nevada Strong will offer a variety of extra-curricular activities and student clubs to contribute to the development of our students, build relationships, and enhance school culture. Depending on student interest, Nevada Strong expects to provide multiple options such as soccer, debate, basketball, volleyball, drama, cross country, dance, creative writing, chess, and table tennis. The potential clubs that the school may offer include Drama Club, Art Club, Choir, Math League, Robotics Club, Chess Club, Comic Books Club, Gardening Club, and Study Hall. Extracurricular activities offered by the school personnel will be free of charge. We will develop additional academic and athletic-based programs based on the interests of the students.

#### 8) PARENT ENGAGEMENT

A successful school has both students and parents active and engaged. Parents will have opportunities to be involved in daily school activities. We will interact with local community in-person and via social media to inform and advertise upcoming school events. These events and our open door policy will inform and attract families who are looking for better education options for their children. We will communicate with parents in the language spoken at their home in order to best meet the needs of families.

## 9) CLEAR PROTOCOL, PROCEDURES AND CLASSROOM MANAGEMENT

Research shows that one of the most critical factors governing student learning is classroom management. An effectively managed classroom at Nevada Strong will include the following: 1) Teacher has clearly defined procedures and routines, 2) Learning standards and English Language Development Standards (ELDs) are posted, 3) Teacher starts the class immediately, 4) Students know how they are going to be assessed and graded, 5) There is no opt-out, 6) Scholars are genuinely involved with their classwork, 7) Scholars know what is expected from them, 8) There is no or little time lost, 9) Scholars are engaged and know what to do and when, and 10) Guided student-centered classroom environment. At Nevada Strong, setting clear classroom protocols and procedures will be critical to our success. All Nevada Strong teachers are required to combine and utilize three primary resource strategies for classroom protocols, procedures, and classroom management: “Teach Like a Champion,” “First Days of School,” and “Fundamental 5.”

(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.

1. We’ve structured our **rigorous academic** program around research proven guiding principles that ensure student success through student readiness for college and a 100% college acceptance rate. Under these guiding principles, we believe that following research-based instructional strategies will help to improve all students’ knowledge and skills, including students with disabilities and English language learners: a) Project-based learning (PBL); b) Personalized Blended learning: Royal Block; c) Reading and writing workshops; d) Cooperative learning, e) Reading and Math Fluency, and f) STREAMS-360.
2. **Data-informed** instruction is critical to the success of a dynamic educational program that is both proactive and able to be reactive as performance data, and student feedback indicates. Our assessment calendar is structured to provide regular feedback to our teachers, and our professional development will focus on collecting, understanding, and reacting to the various data points.
3. Integrating interdisciplinary STREAMS-360 with PBL will eliminate curriculum fragmentation, make learning more meaningful; help students bridge concepts across disciplines, allow appropriate development with a modified curriculum, and allow for curriculum flexibility so that teachers can **meet the needs** of our diverse learners.
4. **Teachers** will use Fundamental 5 to establish a more engaging learning experience. “Used together, these five fundamentals can increase teacher effectiveness with enhanced student engagement and achievement.” (1) Studies have shown that campuses that incorporate the Fundamental 5 have increased student engagement. Improved fluency rates in reading and mathematics, along with student participation in school-sponsored events, are evident in the success of Fundamental 5.

“Teach Like a Champion” will provide teachers and administrators a set of **techniques**, a shared vocabulary, and a framework for practice that equip teachers to achieve high results with their students. “The Teach Like a Champion Team is part of Uncommon Impact,

Uncommon Schools' initiative to share what we have learned about enabling all students, particularly those not born to privilege, to achieve at dramatically higher levels.”(2). Educators and administrators will incorporate techniques from “Teach Like a Champion” in order to meet the expectations and success of our students in a rigorous, challenging, and engaging learning environment in preparation for college. Testimonials from educators who have used these techniques demonstrate an overall improvement in student responsiveness and engagement.

5. **Social Emotional Learning** is a systematic, evidence-based approach that will help teach Nevada Strong students how to achieve goals, understand and manage emotions, build empathy, forge relationships, and make responsible decisions. Students need a supportive and socially nurturing educational environment that promotes high levels of engagement through active learning experiences. We believe that in addition to receiving a rigorous education, students’ future success depends on their developmental, social, and emotional growth in a positive learning environment.
6. Nevada students, in the past, have not been adequately prepared for **College and Career**, Readiness and often need remediation. We will be proactive and prepare our students to succeed in college and the workplace. We will provide excellent, innovative programs that prepare students from all backgrounds for college and the 21st-century workforce. Through our STEM education and training, we will help develop in-demand critical thinking and analytical skills. In the near future, our students will be driving our economy and competing in the global market as informed, productive citizens.
7. Nevada Strong will provide a range of **Extracurricular Activities** and Enrichment based on the interest of our students. We know this leads to well-rounded individuals who are able to express themselves and connect with their community. Nevada Strong will offer a plethora of after-school activities and enrichment opportunities, including athletics, performance, arts, and academics. These opportunities will be free of charge and will build teacher-student relationships and develop a positive campus culture.
8. Having **strong parent involvement** and the same vision as Nevada Strong fosters the whole child concept of preparing for college, career, and connecting with the community. Home visits, school events, parent-teacher conferences, and parent volunteering allow parents to understand, connect, and model Nevada Strong’s vision, which strengthens the equal partner relationship.
9. Effective teachers **manage and instruct the classroom** through clear protocols, procedures, and routines. Positive climate and behavior begin at the top. Administrators and teachers will share the same vision and mission. Nevada Strong will create a positive behavioral management system that includes community circles, restorative circles, and positive behavioral interventions. Nevada Strong’s school culture is built upon positive behavior techniques and a global system of support. Administrators will conduct calibration, collaboration, and coaching rounds several times a day in every classroom to build a positive community structure for students as well as teachers.

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

At Nevada Strong, the curriculum evaluation process will be led by a team comprised of teachers, instructional coaches, and administrators. The team will evaluate and test the relevance and effectiveness of our curriculum on a regular basis through continuous assessments. We will refine our curriculum and align it as seamlessly as possible to the Common Core standards.

The effectiveness of the curriculum and instruction will be assessed no less than nine weeks with alignment to our benchmark test windows. The team will collect teacher feedback, student performance data, and classroom observations. Student performance data will include data from the NWEA MAP, LION for Reading, state assessment data, and internally created assessments.

There will be unit assessments after completion of every lesson to check proficiency with the Common Core standards. Additionally, the results of the state assessment conducted at the end of every year will be segregated by subject, grade level, and student population to diagnose the current state of the curriculum accurately.

Teachers will meet every week to plan instruction, the master scope of the subject, and the sequence of the syllabus. If required, adjustments will be made and propositions for changes in next year. Every year, the academic leadership team will conduct curriculum audits based on the feedback of the teachers. The curriculum at each grade level will be reviewed to check whether changes are required. With the collaboration of the head of the departments for each subject, the academic leadership team will finalize a revised curriculum for the next academic year.

### **Academic Performance Monitoring**

Nevada Strong will track the academic performance of individual students and student cohorts. Our mission-driven educational program is designed to meet the individual needs of students by empowering them through innovative personalized, blended learning. Through these innovative attributes, the Nevada Strong academic team will focus on a systematic approach of continuously analyzing data to drive instruction, implement effective interventions, and close the educational gaps in all student cohort groups.

Additionally, Nevada Strong will provide intentional opportunities outside of the standard curriculum to drive academic growth for students above or below grade level. Students exceeding grade-level achievements and expectations will undergo a G/T screening process. Once admitted into the G/T program, students will meet with a guidance counselor to develop a more engaging and academic challenging schedule to meet the curiosity and interests of the student aligned with post-graduation goals. Alternatively, students behind grade-level achievements will meet with guidance counselors to enroll in one or more programs designed to further offer academic remediation and support. These programs include tutorials sessions for each academic subject, peer mentorship program wherein a student mentor will be assigned to provide supplemental aid, and teacher mentorship program wherein a teacher will be assigned to provide more in-depth and thorough guidance for growth and development. These supports, coupled with our personalized and blended components, will be the foundation for closing achievement gaps a student may have.

### **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.*

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

Our proposed academic program complies with NRS 386.550's general conditions of operation set for charter schools. We comply with all laws and regulations relating to discrimination and civil rights, remain nonsectarian, refrain from tuition and fees, and other limitations set by NRS 386.550. Our curriculum complies with NRS 389.018's designation of core academic subjects and minimum units of credits required for high school. Our core academic subjects, including English language arts, mathematics, science, and social studies. Students enrolled will meet the minimum credit requirements stated in NRS 389.018 of each academic subject. Additionally, we will also offer the arts, computer education and technology, health, and physical education.

Our academic program is designed to provide an effective, research-based curriculum and instruction for all students, including students with disabilities and English Language Learners (ELL). Our curriculum is completely aligned to the Nevada Academic Content Standards and is designed to reinforce the foundation of our students' knowledge and skills so that they will meet and exceed academic expectations with confidence in every grade level.

### **Foundational Curriculum**

English Language Arts: Nevada Strong ELA curriculum for grades K-5 will deliver a balanced literacy structure to teach four fundamental literacy components: reading, writing, speaking, listening. The curriculum includes authentic texts and mini-lessons, flexible instructional strategies, and targeted differentiation. This curriculum will provide a targeted framework for teaching Reading and Writing Workshop to generate a classroom of collaborative and individualized learning for all general education, ELL, and students with disabilities (SWD). Our student-centered curriculum and resources will provide an opportunity for students to take ownership of their learning.

The Nevada Strong ELA curriculum objective for grades 6-12 is to develop students' skills, including the perspective of the learners, collectively and individually, along with providing 21st-century learning opportunities that encourage higher success and improve the skills needed for college and career readiness. Our individualized Blended Learning (BL) merges classic educational techniques and technology in a student-centered, teacher-inspired classroom. The program creates an interactive, engaging, and relevant setting for learning through readings, targeted and intentional activities, and purposeful performance tasks. Also, this curriculum encourages collaboration as well as student ownership of learning through goal setting, choice, and reflection. This process will integrate students' opinions and viewpoints so they can use the informational and literary texts to prepare for college and beyond.

Small group instruction provides the opportunity for all learners to have their individual needs met, where targeted skills can be addressed. The reading workshop approach allows for all students to develop their literacy skills at their own pace. The teacher can focus their instruction on specific needs and skills in isolation and progress monitor while providing immediate feedback. The students will participate in independent practice to ensure mastery of the targeted skill.

This purposeful approach meets the needs of a diverse group of learners, including SWDs and ELLs. Small group instruction ensures that students will acquire listening, speaking, reading, and writing skills. The targeted skills can be adjusted based upon the level of English or academic achievement that they have acquired. Students who are at the beginner level need instruction in the development of conversational and academic skills in English, while the students at an intermediate or advanced level require instruction in the academic vocabulary and comprehension of concepts.

Similarly, instruction is able to be adjusted to fit the appropriate grade level as appropriate for students with disabilities.

**Mathematics:** Overall, Nevada Strong mathematics curriculum will help develop students' mathematical problem-solving skills in daily life, the real world, and in their career. Students will have access to a variety of resources to support their comprehension of math problems, such as real objects, manipulatives, paper and pencil, and technology. Students will be taught specific strategies to increase math fluency skills and math comprehension to include mental math, estimation numeric fluency, and number sense. Developing writing and communication skills will be targeted by utilizing diagrams, graphs, symbols to analyze information and explain a mathematical idea using relevant vocabulary.

A core element of the math curriculum will be the problem-solving strategy, called Understand-Plan-Solve-Check (UPSC), which will help students solve one-step and multi-step word problems. This strategy will teach students how to break down a math word, which is often the most intimidating component of a math lesson. The students will read the problem, think about what the question is asking and restate the question. Next, the students will identify keywords, record information, and choose an appropriate strategy. The students will write an equation, write their plan, and solve. The last step is to check the answer, determine if the question is answered, and if the answer is reasonable.

Our math curriculum will address the needs of all learners, and the instruction will be purposefully differentiated to reach all students at their skill level. The Nevada Strong lesson plan design will be utilized for all math lessons. Visuals, charts, diagrams, and graphs will be an essential part of all lessons to provide students with multi-modality learning opportunities. Utilizing technology will allow instruction to be individualized, progress monitored, and immediately assessed. The lessons will be interesting, engaging, and applicable to the real world, which will encourage peer-to-peer discussion and collaborate problem-solving opportunities. ELL students will be supported through class/group discussions of the math concepts and will be provided with visuals to help facilitate their understanding of the lesson. There will be a whole group, small group, and independent practice to reinforce the skills the students are working on.

**Science Curriculum:** Nevada Strong science curriculum will be a combination of projected-based learning (PBL) and STREAMS-360 approach. Additionally, Nevada Strong will use the research-based 5E instructional model to deliver the science curriculum. The 5E stands for Engage, Explore, Explain, Extend, and Evaluate. Starting from kindergarten, we will focus on scientific inquiry as an exploration that scholars engage with through real-world applications and hands-on activities. The 5E instructional approach creates high impact on economically disadvantaged students learning and their science assessments (#6). The 5E model will provide the opportunity to reach and address every sub-group of students through unique steps. The Nevada Strong curriculum will cover all Next Generation Science Standards, offering scientific exploration as a journey of curiosity.

**ENGAGE:** Engage is intended to grab students' attention, curiosity, and get them personally involved in the lesson while measuring their previous knowledge.

**EXPLORE:** Explore is the stage in which teachers get students involved in the learning standard; providing students with an opportunity to build their skills and knowledge. In this phase, the students have the chance to get direct exposure to topics and materials. The students' investigation process pushes the instruction during the exploration stage.

**EXPLAIN:** Explain is the phase that provides students with an opportunity to communicate what they have learned so far and discover what it means to them. This is the stage at which students

begin to converse with other students about what they have learned. Purposeful and targeted interactions and conversations occur between students and the teacher.

**EXTEND:** Extend is the phase that permits students to use their newly gained knowledge and skills and explore further. In this phase, students expand what they have learned, make connections to other related knowledge and skills, and apply their understandings to real-life scenarios.

**EVALUATE:** Evaluation is the phase for both students and facilitators to define how much learning has happened. Evaluate is an on-going process that allows the facilitator to decide if the scholar has reached the mastery level of the learning standard — understanding of concepts and knowledge.

**Social Studies:** In elementary school, Nevada Strong social studies curriculum will provide comprehensive knowledge of home, family, self, and classroom to establish the foundation for responsible citizenship in society. Students will be able to explore state and national heritage by examining the celebration of patriotic holidays and the contributions of historical figures. These knowledge and skills will be the foundation for understanding US history courses. Storytelling will be one of the unique instructional approaches that teachers will utilize to teach history, geography, culture, and people of different places. Lives of men and women who have contributed in a significant way to the progress of humankind or have made a significant impact on world history will be discussed in the class and their actions interpreted ethically to promote character development in students. Also, the Nevada Strong curriculum will provide comprehensive knowledge of the diversity of cultures and peoples.

In middle school, evidence-based analysis of circumstances and critical thinking activities will be part of every class. Students will learn the importance of certain historical documents, the pledge of allegiance, representative government, the advantages of free enterprise, and the values of national and state governments. Visiting local museums will be part of the instruction and will increase scholars' curiosity and interests. Also, cross-curricular activities will allow students to practice knowledge of Language Arts in the social studies classrooms. In social studies classes, students will be able to utilize the language art skills, such as textual analysis, oral, and written skills.

In high school, the emphasis will be on concepts of Economics, World Geography, Free Enterprise, and US Government. Students will be expected to analyze challenging non-fictional texts and have extensive knowledge of the history of Nevada, the U.S, and the World. Additionally, concepts of sociology and ethics will be a part of the social studies curriculum.

### **Continuous Curriculum Review and Improvement**

Nevada Strong will make sure that the curriculum is regularly reviewed and improved to meet the needs of all students and continuously set high academic expectations for them. Under the supervision of the School Leader, the academic team will collectively evaluate the effectiveness of the curriculum continuously. Additionally, throughout the year, teachers will work as professional learning communities (PLCs) to review student assessment results and identify strengths and necessary modifications in the curriculum.

- (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.

Quality instruction is crucial for students to reach the mastery level in every content area. Choosing the right strategy should not be a random selection process. Years of classroom experience and research demonstrates that instructional strategies need to be targeted, intentional, and purposeful. Nevada Strong believes that following research-based instructional strategies will help to improve all students' knowledge and skills, including students with disabilities and English language learners. We will use the following instructional strategies: a) Project-based learning (PBL); b) Personalized Blended learning: Nevada Strong Block; c) Reading and writing workshops; d) Cooperative learning, and; e) STREAMS-360.

#### a) Project-based learning (PBL)

PBL is a constructivist instructional approach that focuses on personalized learning and collaboration. Students work on a project over an extended period that engages them in solving a real-world problem or answering a complex question. They will demonstrate their knowledge and skills by creating a public product or presentation for a real audience. This process will improve the students' success because it adds value to their work and motivates them. Students will also conduct self-evaluation to assess their growth and learning authentically. Throughout this process, the teacher's role is to guide and advise students rather than direct and manage student work.

##### ABC's of the Nevada Strong's PBL Approach

While PBL is frequently connected with STEM subjects, Nevada Strong established standards-aligned, cross-disciplinary, multi-sensory projects that integrate three core subject areas: a STEM, English language arts and Arts. The cross-curricular connections and hands-on learning extend students' conceptual understanding of subjects they choose while letting teachers to more actively involve their students in innovative ways of learning. Nevada Strong's PBL model employs three levels of projects to match students' skill level and interest:

- **LEVEL A PBL:** Students work collaboratively in small groups during class to apply their learnings, draw inferences, and solve problems to the issue at hand. As students complete their Level A PBLs, each group presents their end product to their class.
- **LEVEL B PBL:** Students select a theme from one of their STEM courses and develop a project expanding on a specific scientific principle or research idea. Students should make meaningful connections from their selected topic to arts, social sciences, history, and the humanities.
- **LEVEL C PBL:** Level C PBL is not limited to project topics within the STEM course curriculum. Students generate problems or research questions for study. As with Level B PBLs, such students still have a project advisor who approves their project topic and will do more comprehensive research to gain necessary knowledge and skills to conduct or create their end product.

#### b) Personalized Blended learning: Nevada Strong Block

Blended learning is going to be one of the most critical strategies to address our anticipated student population needs. This approach aims to combine online educational materials or interactive online modules with traditional place-based classroom approaches. This requires the physical presence of both student and teacher but allowing student control and freedom over time, place, path, or pace.

The eventual goal of blended learning is personalized learning for all students, including students with disabilities and English language learners.

Nevada Strong Block is another instructional approach that provides time and structure within the school day for students. In Nevada Strong Block, students will receive personalized support to master skills at their own pace and through the method most appropriate to their particular learning needs. There will be two-time blocks dedicated for flexible placement into intervention, enrichment, or elective courses during the Nevada Strong Block. In these blocks, teachers will utilize a variety of instructional approaches to support competency-based improvement through individualized learning plans. Teachers will use technology-based learning and assessment systems to provide one-on-one personalized learning experiences for students, create small groups, and support rapid feedback cycles with real-time assessment data. Students who are already on track to college and career readiness will use Nevada Strong Block time to choose math or ELA augmentation or to pursue specific interests through elective classes. The critical activities related to this approach will include: 1) developing an instructional framework stating a variety of high-leverage approaches used in Nevada Strong Block; 2) identifying and designing ways to increase classroom flexibility to allow several forms of instruction to occur concurrently; 3) creating methods and routines for assigning students to appropriate classes; 4) frequently reexamining and rearranging based on student assessment, and; 5) supporting mastery-based progress by providing technology-based personalized instruction.

#### c) Reading and writing workshops

Nevada Strong's reading and writing workshops are intentionally planned to offer a simple, structured, and predictable classroom environment for our students. The teacher will focus on the complex work of observing students' progress and teaching to their needs. Each session begins with a mini-lesson. When the mini-lesson ends, the scholars start their independent work. While students are working, the teacher confers with students and monitors the small groups. Through independent work time, the teachers stand and deliver a mid-workshop teaching point. Each workshop will culminate with an end product.

#### d) Cooperative learning

Cooperative learning aims to organize classroom activities into academic and social learning experiences. With cooperative learning activities, our anticipated student population will be responsible not only for learning what is taught but also for supporting neighboring peers, therefore generating an environment of achievement and growth. Cooperative learning helps teachers accomplish the targeted goals in the classroom by increasing engagement and providing opportunities for formative assessment and differentiated instruction. Cooperative learning also allows for the collaborative construction of knowledge, provides an opportunity for students to develop and practice communication skills, and prepares students for working in functional teams when they leave school to join the workforce.

#### e) STREAMS-360

STREAMS-360 is our, newly-developed, unique approach to delivering a curriculum that provides targeted, rigorous, and college-bound instructional programs. It focuses on well-rounded learning that integrates Science, Technology, Reading, Engineering, Math, and Social Emotional Learning (STREAMS). The 360 represents a complete and well-rounded educational program that

encompasses the whole child. We believe that this combination of core subject courses with blended PBL activities will fully prepare our students for college, careers, and life. Our proposed STREAMS-360 approach will fortify students' foundational skills and prepare them for academic challenges at the high school and college levels. Researchers at Texas A&M University indicate that PBL provides contextualized and authentic experiences necessary for student scaffold learning and helps build meaningful and powerful STEM concepts supported by Language Arts, Social Studies, and Fine Arts. thusly, integrating interdisciplinary STREAMS-360 with PBL will; a) eliminate curriculum fragmentation; b) make learning more meaningful; c) help students bridge concepts across disciplines, d) allow appropriate development with a modified curriculum, and e) allow for curriculum flexibility so that teachers can meet the needs of our diverse learners.

Teachers will participate in PLC's and data analysis meetings after each assessment has been administered. They will follow the Deming Cycle (plan, do check, adjust) to review the data and plan for immediate remediation of any skills that students still need to acquire. After a precise review of the assessment data, teachers will differentiate their instruction for specific students and use a formative assessment for immediate feedback from their remediated instruction. Teachers will also review factors that may be inhibiting students' progress and determine ways to motivate students in the classroom. This cycle continues throughout the school year for the continuous improvement of effective instruction in the classroom.

- (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?

Nevada Strong will implement a Response to Intervention model to ensure all parties are held accountable for student academic growth and achievement. The daily schedule has been developed to ensure that every instructional minute has a purpose and strives to achieve student success in the classroom. Each campus will have an allotted amount of time each day for reading and math fluency within the school day and a literacy and math block. The assessment and progress monitoring plan has been designed to provide teachers with current data on their student's academic progress at specific points in the school year and school day. The assessments that will be utilized as progress monitoring tools throughout certain points in the school year (NWEA MAP, NWEA MAP Fluency, standards-based assessments and benchmarks) have been intentionally scheduled at specific points in the school year to allow for targeted interventions to be implemented. The formative assessments will be utilized daily in the classroom by teachers to inform their daily instruction. The purpose of having varying assessments is to analyze multiple sources in order to gain an accurate representation of each student's individual academic growth. The NWEA MAP test is designed to be given as a progress monitoring tool at three points during the school year to track students' academic growth and predict the end of the year mastery toward grade level standards.

To help remediate students, we offer many opportunities for support and guidance, such as after-school or Saturday tutorials. After school tutorials will be offered daily, depending on the subject and teacher availability, wherein teachers can address specific areas of need. Saturday tutorials will offer more time for teachers to review and provide supplemental aid in a less restrictive environment.

We are committed to establishing a culture of continuous growth and improvement in which students regularly will use the tutoring opportunities that are available to them. All teachers will keep regular tutoring hours before and after school, depending on their availability. Teachers will communicate regularly with students and parents regarding the importance of tutoring for all students and especially for those with significant performance gaps. Also, implementation of a Response to Intervention based on common assessments (state, NWEA MAP, NWEA MAP Fluency, etc.) and teacher observations/ assessment data, students who are at risk of failing to meet grade-level standards in tested subject areas, will be placed in our academic intervention program considering the RTI methodology. Assessments will be used to target specific state standards and areas of need. We will provide these students with a substantial small group and one-on-one instruction. A 30-minute academic support/enrichment block has been built into the school day to accomplish these interventions. As necessary, students in need of support may be asked to attend instructional sessions before or after school as well. This evidence-informed intervention will help to ensure that students may be promoted to the next grade at the end of the academic year. Also, there will be a guidance/mentorship program supervised by a committee of teachers. Through an application process, a mentor may be assigned to students who are experiencing difficulty academically or socially at the school. When appropriate, struggling students in grades K-12 will have the opportunity to receive tutoring from exemplary students from their campus in the Guidance Mentor Program. Student tutors will receive training and guidance from faculty leaders before working with other students; a teacher or teacher aide will always supervise them. The Guidance Mentor Program allows for student growth in a more supportive and understanding setting where students can engage, communicate, and share with peers to improve both academically and socially.

- (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.

Nevada Strong will provide special education and related services to all eligible scholars in the least restrictive environment (LRE). Our primary focus will be meeting the individualized education plan (IEP) goals. Every Nevada Strong campus will have certified special education staff and will outsource some of the specialized services such as diagnostician, speech therapy, occupational therapy, and related special education assessment services.

Once students enroll, we will perform intake activities with parents to determine if their student participated in special education services in their previous school. We will then request the records from the feeder schools to determine if the student has an IEP. Once we receive the record before the beginning of the school year, we will review the file and properly secure the document according to Nevada Law. The Special Programs Coordinator and School Leader will perform an initial review of all files and ensure the educational setting is prepared to deliver services and make any modifications and accommodations to the curriculum. If a student's IEP needs to be reviewed for updated goals and services or to determine if the student is still eligible for special education services, the IEP team will meet for a review of the IEP. To identify students with disabilities that do not have an existing IEP, the School Leader and the special education staff will train all teachers in the identification of students with special needs. We will provide time in our weekly data meetings for staff members to monitor, discuss, and remain updated on the academic and behavioral progress of any student observed struggling academically or behaviorally.

Our internal assessment schedule will generate a breadth of data we can use to improve our instruction and better meet the needs of our students. During weekly data meetings, we will review Student Portfolios to devise an action plan to meet students' needs best. If it becomes clear that a student is not meeting either academic or behavioral expectations, we interpret this as a critical indicator of a potentially larger issue and move to address it as quickly as possible. Based on data, for students not responding to intervention, the School Leader, Special Programs Coordinator, RTI Chairperson, and leadership team will devise a proactive intervention plan using the RTI model. In accordance with the Implementation Guide, once Tier II and Tier III interventions demonstrate lack of progress in a student's rate of improvement in response to intervention, the Team will conduct a data team meeting to analyze the next step of a special education referral. We will communicate with the family, including written notification of the request for a special education referral. Our goal is to ensure correct identification of students with special needs while ensuring we do not misidentify students. We will ensure our process is grounded in data-based decision-making that considers both academic and behavioral factors. Once the RTI team has verified a student is not making progress regardless of the changes to intervention, after the required timeframe in the RTI Implementation Guide, we will move forward with the referral process and avoid the following common errors that lead to

In summary, we will take the following steps to ensure the process is fair and focused on each individual student's success: (1) Perform an educational evaluation with parental consent. (2) If the student is eligible, develop an IEP. (3) IEP Team agrees on the goals, modifications, accommodations, and plan for the student to be successful at Nevada Strong Academy. (4) Continued progress monitoring of IEP goals.

We will ensure all students have access to high-quality education by, when appropriate, securing partnerships with related services such as nurses, speech and language pathologists, occupational therapists, behavioral counselors, and others, based on the needs included in the IEP. We have designed our teacher schedules to ensure there is time for collaboration between general education teachers, special education teachers, and leaders. We will use collaboration time to prepare for lessons, including plans for accommodations, modifications, scaffolds, differentiation, and special education supports. Our One-on-One coaching sessions weekly will allow general education teachers to obtain the support needed for instruction with special populations.

Character development is equally a pillar of our mission. We believe a values-based school community leads to transformational results. Our daily communication with parents through behavior logs will help us keep parents informed about their child's behavioral performance. The School Leader, School support coordinator, and teachers will record student behavioral data into our system. The staff will record color changes for students, parent communications, document conferences, and any student behavior data. We may employ software that will allow our team to pull reports and categorize behavior incidents to document in our RTI Behavior process.

We are expecting to attract diverse and many at-risk student populations. So, our personalized instructional approach will optimize the curriculum and instruction to meet the needs of each learner. Incoming students will have various levels of proficiency which will be assessed through NWEA MAP and determined student groupings such as ELL, G/T, student achievements and this approach will address the needs of all students, including students with disabilities and English language learners. Blended learning is going to be one of the most critical strategies to address our anticipated student population needs. This technique will empower students and allow them to take ownership of their learning experiences. This will use an approach that combines online educational materials and opportunities for interaction online with traditional place-based classroom approaches. This also requires the physical presence of both student and teacher, with some elements of student control over time, place, path, and pace. The eventual goal of blended

learning is personalized learning for all students, including students with disabilities and English language learners.

Block referred to previously as an instructional strategy, will be central to our Response To Intervention Model and ensure students' access to the general education curriculum in the least restrictive environment

- (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?

To identify if a student qualifies for the G/T program, a G/T identification committee will analyze quantitative and qualitative data for eligibility. This is accomplished by screening student achievements of standardized assessments and their social-emotional comprehension. Teachers and parents may nominate students for G/T education. A screening process including Cogat(ability test) and NWEA map(achievement test) will be administered which the G/T identification committee will then deliberate.

After a student is identified as gifted and talented (G/T), they are eligible to receive G/T services. Learners who participate in G/T services gain skills in thinking, self-directed learning, communication, and research. G/T students will develop innovative end products and sophisticated performances that reflect individuality and creativity that are targeted to external audiences. G/T education is one of the important programs in our school that will complement our mission of equipping students with the skills essential for college, career, and life-ready.

Part of the G/T services addresses the students' social and emotional needs well. The G/T program will fully meet the needs of all G/T students in compliance with all applicable laws. It is a flexible system with many options available to provide a learning continuum throughout the district in order to meet the needs and reinforce the strengths and interests of gifted/talented individuals. By modifying the complexity, depth, and pacing of the curriculum and instruction generally provided by the school. G/T teachers provide and implement a STEM-based program with Social-Emotional learning to support G/T students. Also, G/T teachers will be assigned PBL activities to support and challenge G/T students. In accordance, professional development of all core and computer technology teachers who have a G/T student in their classes will need to complete 30 hours of G/T training.

- (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.

To further challenge and engage above level achievement students, Project Based Learning (PBL – a constructivist instructional approach that focuses on personalized learning and collaboration) can expand students' curiosities and understandings through constructing their projects based on mathematics, biology, chemistry, physics, computer engineering, or other possibilities. Students work on a project over an extended period that engages them in solving a real-world problem or answering a complex question. Students will demonstrate their knowledge and skills by creating a public product or presentation for a real audience. This process will improve the students' success because it adds value to their work and motivates them. Students may also conduct self-evaluation

to assess their growth and learning authentically. Throughout this process, the teacher's role is to guide and advise students rather than direct and manage student work.

A multitude of enrichment opportunities will be offered to contribute to the development of students. Programs such as soccer, debate, basketball, volleyball, drama, cross country, dance, creative writing, chess, and table tennis will be implemented. Scholars will have the opportunity to participate in the Athletic competitions, Odyssey of the Mind, Destination Imagination, Robotics, Math Olympiad, Science Olympiad, Science Fair, and debate competitions. Also, the school may offer potential clubs such as Drama Club, Art Club, Choir, Math League, Robotics Club, Chess Club, Comic Books Club, Gardening Club, and Study Hall. Also, a range of after-school activities will allow improving teacher-student relationships. These activities may include athletic activity, the performance of plays, poetry recitations, and educational presentations. Extracurricular activities offered by the school personnel will be free of charge. We will develop additional academic and athletic-based programs based on the interests and needs of the students.

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

Matriculation through grade levels requires that the student has met our promotion and/or credit requirements. Promotion and course credit will be based on mastery of curriculum and promotion requirements and standards. Requirements and standards for grade promotion will be established based on the applicable state and federal requirements, ie. Nevada Academic Content Standards. In conjunction, students must meet state attendance requirements for promotion.

Mastery is defined as a state requirement of a yearly grade average of 70 or above and local requirement in core subjects. Thus, an average of 70 or higher is the passing grade compulsory for grade promotion and credit.

Kindergarten promotion is based upon satisfactory progress of math and reading skills. Requirements needed for promotion include assessment student's end of year reading and math level (NWEA MAP Growth >10%), information from the student's daily work, quarterly report cards, anecdotal records, and teacher recommendation. Students must meet state attendance requirements for promotion.

#### Grades 1- 8

Promotion to the next grade level will be based on a grade of 70 or higher in 4 of the core subjects: Mathematics, English language arts, and science, and social studies with an overall average of 70 on a scale of 100 based on course-level, grade-level standards, in accordance with Nevada Academic Content Standards, for all subject areas.

#### Grades 9-12

The promotion will be based on the earned course credits. Also, students have to meet the state attendance requirements for grade promotion. Grade-level advancement and categorization are based upon the following credit requirements:

1. Freshman: 0–5.5 credits
2. Sophomore: 6.0–11.5 including 1.0 credit of English I and 1.0 credit of Algebra I

3. Junior: 12.0–16.5 including 2.0 credits of English I and II, 2.0 credits of Algebra I and Geometry, 2.0 credits of social studies, and 2.0 credits of Biology and Chemistry
4. Senior: 17.0-22.5, including 3.0 credits in Mathematics, English, social studies, and science.

In addition, we will comply with all state and federal promotion and graduation requirements for students with disabilities, Section 504, Dyslexia and English Language Learner (ELL). Any modified promotion standards will be determined by the IEP committee and will be documented. IEP committees will then decide the promotion status based on mastery of IEP goals and objectives. English language learners grade promotion decision will coordination of the Grade Placement Committee (GPC) and the Language Proficiency Assessment Committee (LPAC).

Nevada Strong will establish a GPC for each student who does not demonstrate proficiency in the second administration of State assessment. The GPC will be led by the School Leader or her designee along with the student's parent or guardian, teacher(s) of the subject of the State assessment on which the student failed to pass. Each student's GPC will: a) determine appropriate accelerated instruction that the district must provide the student before the third administration; b) consider all facts and circumstances if a parent appeals the automatic retention of a student who does not demonstrate proficiency after three assessment opportunities. The GPC may promote the student if it determines, by unanimous decision and in accordance with local board policy and the criteria, that the student has completed all required accelerated instruction and is likely to perform satisfactorily at the next grade given additional accelerated instruction; c) if the GPC votes to promote, prescribe the accelerated instruction the student must complete before being placed in or promoted to the next grade; and d) develop a plan for the accelerated instruction the student shall receive during the next school year, regardless of whether the student is retained or promoted.

Also, the GPC, regarding students with ELL (English Language Learners) at grades other than exit level, will include the bilingual or ESL teacher of the student's to LPARC (Language proficiency assessment review committee).

Ongoing communication with parents is a key component for student success, especially with students struggling with grade-level achievements.

### Retention

Students who fail to meet the school's promotional standards will be retained at the same grade level for the upcoming school year. Under this circumstance, Stakeholders will be notified by the school in the case of:

- 1) when a student has failed to perform satisfactorily on the assessment instrument;
- 2) possibility that the student might be retained at the same grade level for the next school year.

In case of retention, a parent or guardian may appeal the school's retention decision to the School Leader within five days after receiving the Grade Placement Committee's decision regarding the student's retention. The School Leader's decision will be the final decision about the student's retention.<sup>3</sup>

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<sup>3</sup> "2005 Nevada Revised Statutes - Chapter 386 - Local Administrative Organization." *Justia Law*, [law.justia.com/codes/nevada/2005/NRS-386.html#NRS386Sec550](http://law.justia.com/codes/nevada/2005/NRS-386.html#NRS386Sec550).



**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.

We will not be offering a program of distance education. The questions in this section are not applicable.

**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/](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.

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“2017 Nevada Revised Statutes :: Chapter 389 - Academics and Textbooks :: NRS 389.018 - Designation of Core Academic Subjects; Minimum Units of Credit Required in High School; Exception; Additional Subjects to Be Taught. [Effective July 1, 2020].” *Justia Law*, [law.justia.com/codes/nevada/2017/chapter-389/statute-389.018-d-1/](http://law.justia.com/codes/nevada/2017/chapter-389/statute-389.018-d-1/).

- (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 precludes 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.

We will not be offering a pre-kindergarten program. The questions in this section are not applicable.

### **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 the 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.

Our curriculum offerings will satisfy all of the Nevada graduation requirements, which applies to all students in Nevada public schools. We will follow all high school graduation requirements and meet the State of Nevada education and administrative Codes for High School Graduation Requirements. Under our Foundation High School Program, we require all students to complete a minimum of 22.5 credits prior to high school graduation, with sub-requirements for individual subject/content areas and also pass all examinations as ordained by the Nevada Academic Content Standards. End of Course (EOC) assessments for certain math, English, and science courses are all mandated by Nevada Academic Content standards, and they will attribute to 10% of the course's final grade and will increase 5% each year until reaching a maximum of 20% of the final grade. In addition, juniors need to take the ACT as Nevada's College and Career Readiness Assessment, but it will not be used to determine graduation eligibility. In order for our graduates acquire 22.5 credits under the Foundation Program, we have allotted 16 credits to be attributed by core curriculum classes and the latter 6.5 credits can be acquired through our unique selection of electives.

Students will be able to earn credit, as shown below:

Total Required Credits Required: 16 Credits + 6.5 Credits = 22.5 Credits

- English Language Arts (ELA): 4 credits
- Math: 3 credits (including Algebra 1 and Geometry)

- Science: 3 credits (including Biology and physical science)
- Social studies: 3.5 credits (including World History, US History, and Government)
- Health: 0.5 credit
- Physical education: 2 credits
- Technology: 0.5 credit
- Fine Arts: 1 credit

Additional credits of electives are required: at least 5 credits as part of the curriculum for high school students, coherent sequences of Project Lead the Way (PLTW) and CTE (Career and Technology Education) courses will be offered, which will require the student to utilize three of the five elective courses. As the final credit for CTE, every student must participate in a practicum experience or independent study as a 12th-grade student. As a result, seniors will serve the community; participating in an internship, volunteering in a local community project, or studying a community issue. The experience will be project based on their practicum or independent study experience. The final product will be an essay and a presentation to a community audience.

All grade point averages (GPA) will be based on a 4.0 scale, which will be applicable on transcripts. Transcripts will show the overall GPA of students and credits acquired, as well as courses, are taken, the final grade of courses taken, and credits earned by courses.

- (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).

Our unique selection of PLTW's and CTE elective courses are geared to introduce and integrate our graduates to the postsecondary options and life after high school. As the final credit for CTE, every student must participate in a practicum experience or independent study as a 12th-grade student. As a result, seniors will be out in the community participating in an internship, volunteering in a local community project, or studying a community issue. This experience will be project based on their practicum or independent study experience. The final product will be an essay and a presentation to a community audience. These courses offer students real-life experiences which are applicable for their post-graduate life.

Ultimately our goal is minimizing high school student mobility and high school dropouts while maximizing our 9th-grade snapshot graduation rate to 95% as well as maintaining a 12th-grade graduation rate of 100%. In turn, all of our graduates will be admitted to 2 or 4-year colleges, or consider any college/university based on their financial need and Studentship offers.

- (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.

In addition to our unique curriculum model, we will offer opportunities, listed below, outside of the curriculum to help students at risk or struggling to meet graduation requirements. We firmly believe that it will help our students' promotion and graduation directly.

Response to Intervention (RtI): On the basis of common assessments (EOC assessments, ACT, NWEA MAP, LION for Learning, etc.) and teacher observations/ assessment data, students who are

at risk of failing to meet grade-level standards in tested subject areas will be placed in our academic intervention program considering the RtI methodology. Assessments will be used to target specific Nevada Content Standards and areas of need. We will provide these students with a substantial small group and/or one-on-one instruction. A 30-minute academic support/enrichment block has been built into the school day to accomplish these interventions. As necessary, students in need of support may be asked to attend instructional sessions before or after school as well. This evidence-informed intervention will help to ensure that students may be promoted to the next grade at the end of the academic year.

**After school and Saturday Tutorials:** we are committed to establishing a culture of continuous growth and improvement in which students regularly will use the tutoring opportunities that are available to them. All teachers will keep regular tutoring hours before and/or after school, depending on their availability. Based on the needs, students will be invited to come on Saturdays or holidays that may fit teachers' schedule. Teachers will communicate regularly with students and parents regarding the importance of tutoring, for all students and especially for those with significant performance gaps.

**Counselor Meetings:** In the transition to 2nd Semester of 8th-grade year, each 8th grade-level student and his or her parents/guardians will meet with our College Counselor or campus leaders to discuss and finalize High School Transition Meeting. The meeting will cover graduation requirements, alternative credit options, endorsements, and serve as an entrance into the college counseling process. This meeting is one piece of a comprehensive plan for supporting students in their efforts to complete the Royal high school program and achieve success in college and career recommended by College Board, Inc. Recommended by National Association of College Admission Counseling (NACAC) and College Board, counselors will have one-on-one interaction every year to speak their minds and hearts before they are admitted to College in their interest and career profile from Naviance or similar programs.

**Guidance/Mentorship:** we will institute a Guidance program wherein a committee of teachers will then select, through an application process, a model or tutor for students who are experiencing difficulty academically or socially at the school. When appropriate, struggling students in grades K-12 will have the opportunity to receive tutoring from exemplary students from their campus in the Guidance/Mentor Program. Student tutors will receive training and guidance from faculty leaders before working with other students, and teacher or teacher aide will always supervise them.

**Teacher Mentorship Program:** One of our unique approaches is to provide mentorship to students in Grade 8 - 12 when students are seeking and figuring out their career interests. Teachers will sponsor a major/discipline that students are interested in, and students will be assigned to the individual teacher who fills, covers, and follow the following plan:

- a. Provide an extensive understanding of the specific major and figure out what colleges offer that major,
- b. Invite guest speakers who studied or worked in that specific major to elaborate on the difficulties and benefits of the major/discipline before students choose.
- c. Guide failing students or students with discipline concerns emphasize their weaknesses and strengths as academics and discipline are non-negotiable for the workforce or college.
- d. Explore one soft skill/character education topic to ensure what makes a student "Whole Student."

For students that are over age for grade-level or need credit recovery, we have an accelerated instruction program designed to provide intervention to a student after he or she has not met the standard on state-mandated assessments. Afterward, we will provide at least one testing window for acceleration students to earn credit through examination. Students will take a specific examination only once throughout each window. The testing window will be designed to meet the needs of all Students, and the dates will be announced through the school website.

A Grade Placement Committee (GPC). Nevada Strong will establish a GPC for each student who does not demonstrate proficiency in the second administration of EOC assessment. GPC will be led by the principal or the principal's designee along with the student's parent or guardian, teacher(s) of the subject of the EOC assessment on which the student failed to meet with the approaches grade level. Each student's GPC will: a) determine appropriate accelerated instruction that the district must provide the student before the third administration; b) consider all facts and circumstances if a parent appeals the automatic retention of a student who does not demonstrate proficiency after three assessment opportunities. The GPC may promote the student if it determines, by unanimous decision and in accordance with local board policy and the criteria, that the student has completed all required accelerated instruction and is likely to perform satisfactorily at the next grade given additional accelerated instruction; c) if the GPC votes to promote, prescribe the accelerated instruction the student must complete before being placed in or promoted to the next grade; and d) develop a plan for the accelerated instruction the student shall receive during the next school year, regardless of whether the student is retained or promoted.

Also, the GPC, regarding students with LEP (Limited English proficiency) at grades other than exit level, will include the bilingual or ESL teacher of the student's to LPAC (Language Proficiency Assessment Committee).<sup>4</sup>

## **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.*

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[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/High\\_School\\_Graduation/NVHSGradReq.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/High_School_Graduation/NVHSGradReq.pdf)

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

The mission of Nevada Strong Academy is to prepare every student to be college and career ready to lead in their community and world by sparking curiosity and providing students with an exceptional, well-rounded education through high-quality instruction, rigorous curriculum, and character development. In order to guarantee success, we will establish Social and Emotional Learning (SEL), the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (1), to ensure students are emotionally prepared beyond post-graduation. In addition, we will employ a multitude of programs and activities to promote life skills, such as robotics, debate, music and the arts, which will further engage, empower, and promote student curiosity. To accomplish this, we have set academic performance indicators and goals.

The first goal is for students to achieve mastery level in English Language arts and reading, which can be measured in EOC assessments and NWEA- MAP testing. Students will demonstrate mastery and growth in English language arts and reading by scoring “meets grade level” or “masters grade level” on English related EOC assessments which will meet and exceed that of students in the same tested grades in the local school district. Additionally, students will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.

The second goal is for students to achieve mastery in mathematics. Students will demonstrate mastery and growth in English language arts and reading by scoring “meets grade level” or “masters grade level” on Math related EOC assessments which will meet and exceed that of students in the same tested grades in the local school district. Additionally, students will perform at above grade level defined by performance on the NWEA-MAP math comprehension or similar math assessments.

The third goal is for students to achieve mastery in science, which can be measured in EOC assessments. Students will demonstrate mastery and growth in science by scoring “meets grade level” or “masters grade level” science-related EOC assessments which will meet and exceed that of students in the same tested grades in the local school district.

The fourth goal is for students to achieve mastery in social studies, which can be measured in EOC assessments. Students will demonstrate mastery and growth in social studies by scoring “meets grade level” or “masters grade level” on social studies related EOC assessments which will meet and exceed that of students in the same tested grades in the local school district.

The fifth goal is for students to be college and career ready. We expect 100% of students will graduate with at least one Advanced Placement (AP) or Dual Credit course with a passing grade on their transcripts. This can also be measured when students take the ACT which will place the school in the top 20% when compared to the public schools with similar demographics in Nevada in terms of the mean ACT scores in English, Math, Reading, and Science.

The sixth goal is our enrollment, attendance, graduation, and school rating. We are aiming for a 95% attendance rate with a drop out rate of less than 2%. In conjunction, we are gearing for a student retention rate of 85% and a graduation and college acceptance rate of 100%. By the end of the 3rd school year, we want all campuses to receive a 4 or 5-star rating.

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

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
<b>English Language Arts and Math proficiency</b>	EOC Assessments and NWEA-MAP	exceed that of students in the same tested grades in the local school district.	<p>75% of the students will perform at "approaches," "meets grade level," or "masters grade level" on the EOC reading exam.</p> <p>At least 75% of each cohort of students will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.</p>	<p>80% of the students will perform at "approaches," "meets grade level," or "masters grade level" on the third-grade EOC reading exam.</p> <p>At least 80% of each cohort of students will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.</p>	<p>85% of the students will perform at "approaches," "meets grade level," or "masters grade level" on the third-grade EOC reading exam.</p> <p>At least 85% of each cohort of students will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.</p>
<b>Science proficiency</b>	Science accountability assessment (CRT)	exceed that of students in the same tested grades in the local school district.	50% of the students will perform at "proficient," or "above AMO" on CRT	55% of the students will perform at "proficient," or "above AMO" on CRT	60% of the students will perform at "proficient," or "above AMO" on CRT



<b>College &amp; Career Readiness</b>	100% of students will graduate with at least one Advanced Placement (AP) or Dual Credit course with a passing grade on their transcripts	exceed that of students in the same tested grades in the local school district.	At least 60% of high school students will be enrolled in AP or dual credit courses	At least 65% of high school students will be enrolled in AP or dual credit courses	At least 70% of high school students will be enrolled in AP or dual credit courses
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- (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.
- (a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?
  - (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.
  - (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.
  - (d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?
  - (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.
- a. How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

We support teachers in developing embedded assessments and checks for understanding by the implementation of research-based teaching strategies in the classroom and also with effective teacher training in data analysis, applying assessment data to drive classroom instruction and providing targeted interventions through professional development and active participation in PLC meetings. During PLCs, teachers will meet to discuss data, teaching strategies, classroom management, and teaching tips. PLCs will revolve around setting student-specific goals. Teachers will then reflect on the strategies used to meet the goals, reassess, and create a new goal.

Teachers can also direct their development through the use of mentor teachers, Micro-credentials, Instructional Coaching Cycles, and teacher selected training. Nevada Strong will assign mentor teachers to all teacher inductees. Micro-credentials will be job-embedded training tailored to meet individual teachers' goals. Teachers will complete a minimum of two micro credentials a year, based on goals set by teachers for their professional growth.

**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.**

The proposed interim assessments, including unit assessments, CRT, NWEA MAP, and EOCs, are valid, reliable indicators of progress, and align with the school's curriculum because we will have a succinct plan to track the academic performance of all students. Assessments will be administered purposefully to drive instruction, evaluate mastery of grade level standards, and provide individualized learning for students who need support. When interim assessment data identifies a student to meet grade level achievements, we will have a Response to Intervention model to ensure all parties are held accountable for student academic growth and achievement. The daily schedule has been developed to ensure that every instructional minute has a purpose and strives to achieve student success in the classroom. There will be an allotted amount of time each day for reading and math fluency within the school day and a literacy and math block. The assessment and progress monitoring plan has been designed to provide teachers with current data on their student's academic progress at specific points in the school year and school day. The assessments that will be utilized as progress monitoring tools throughout specific points in the school year (NWEA MAP, NWEA MAP Fluency, standards-based assessments and benchmarks) have been intentionally scheduled at specific points in the school year to allow for targeted interventions to be implemented. The formative assessments will be utilized daily in the classroom by teachers to inform their daily instruction. The purpose of having varying assessments is to analyze multiple sources in order to gain an accurate representation of each student's individual academic growth. The NWEA MAP test is designed to be given as a progress monitoring tool at three points during the school year to track students' academic growth and predict the end of the year mastery toward grade level standards.

**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.**

Corrective actions will be activated when students are performing below grade level standards. The Response to Intervention meetings will be scheduled during the school year to review a student's academic progress with a team of knowledgeable parties. The academic dean, instructional coach,

teacher, interventionist, ESL teacher, and parent could be included in this team meeting. The meeting's purpose will be to review current data information, teacher information and parent information to identify the areas of need and write measurable goals, which the student will achieve to master a reading or math skill. Responsible parties will be held accountable for implementing appropriate interventions with their available schedules to work on the measurable goal for the next 6-9 weeks while documenting progress. The curriculum will be retaught as needed with the additional support of after school and Saturday tutorials. During PLCs, teachers can share and reflect on successful practices that may aid in academic growth.

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

Interim assessments will be used to inform instructions because teachers will participate in PLC's and data analysis meetings after each assessment has been administered. The first 10-days of the school calendar will be devoted to professional development. At the end of each quarter, there will be a day devoted to professional development. This time can be used to look at data, assess student-centered goals, and learn new teaching strategies. They will follow the Deming Cycle (plan, do check, adjust) to review the data and plan for immediate remediation of any skills that students still need to acquire. After a precise review of the assessment data, teachers will differentiate their instruction for specific students, utilize teaching strategies; specifically, from Teach Like a Champion and use a formative assessment for immediate feedback from their remediated instruction. Teachers will also review factors that may be inhibiting students' progress and determine ways to motivate students in the classroom. This cycle continues throughout the school year for the continuous improvement of effective instruction in the classroom.

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
English Language Art and reading proficiency	End of Quarter assessment	Pass assessment with at least 70%	Pass assessment with at least 70%	Pass assessment with at least 70%	Pass assessment with at least 70%

Math proficiency	End of Quarter assessment	Pass assessment with at least 70%	Pass assessment with at least 70%	Pass assessment with at least 70%	Pass assessment with at least 70%
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- (4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

Teachers will collect data points during the school day through the reading and numerical fluency activities, bell work, exit tickets and during the literacy and math blocks where teachers will be addressing targeted skills with small groups of students. This data will be applied immediately to meet the needs of all student cohorts. Teachers will be tracking this data in a progress monitoring binder, where each student will have a section with notes and assessment scores of their current academic progress. Each student will have a comprehensive data sheet with all scores of assessments taken. Along with this, the interventionist will be tracking student data of the students they are providing instruction for reading and math. The interventionist will assess during their time with informal reading and math assessments to evaluate the effectiveness of the instruction they are providing.

Together with our EMO, we will evaluate several Student Information Systems and select the one that best fits our need and budget.

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

As a newly established EMO, Royal School System doesn't yet have a network of schools. As RSS's number of schools grow, a formal data collection, analysis, and report system will be built.

For collecting and reporting data, we will have a succinct plan to track the academic performance of all students. Assessments will be administered purposefully by teachers to drive instruction, evaluate mastery of grade level standards, and provide individualized learning for students who need support. The testing coordinator, along with administrators, will plan a succinct testing schedule. The testing coordinator will also be responsible for collecting and storing all testing data. This data will be analyzed and used for RTI supplemental support and student groupings based on achievements and shared with other EMO schools in Nevada or other jurisdictions if needed.

### **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?

We define “at-risk” students as those that are performing below grade level standards or struggling to meet behavioral expectations set by school guidelines within the student handbook. Teachers will be tracking behavior patterns that may stagnant academic and social growth. To identify these at-risk students, we plan to track the academic performance of individual students and student cohorts to directly align with our mission and vision. Through our innovative educational program, our team will focus on a systematic approach of continuously analyzing data to drive instruction, implement effective interventions, to close the educational gaps in all student cohort groups.

- (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.

Our response to intervention (RtI) model will address students’ needs who may require more intensive academic support. This student population currently does not fall under special education, or 504 yet. The student support team will meet and review student needs and progress of the interventions being implemented. Interventions will be provided by the general education teacher and support staff. Parents will be involved in this process and informed of the student’s strengths and areas of need. If the student does not respond to the interventions being implemented, a parent may request an evaluation, with or without having the RtI process. With the consent of the parent, the student can be referred for an evaluation to determine the eligibility and a need for special education services.

- (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?

At the first indications of behavior concerns, teachers should implement techniques demonstrated at PDs, such as cold calling and proximity in order to deescalate the situation or problematic behavior. If behavioral concerns worsen, intervention for students would involve parent conference to address concerns and establish agreed upon behavior adjustments or corrections. Teachers will

be informed of individual behavior plans for students and will record any discrepancies in behavior plans. If misbehavior continues, more severe disciplinary actions will be administered (i.e., detention, expulsion).

### *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.

Amy Trombetti, on our founding board, has extensive experience as a special education teacher, special education director and a special education consultation who has trained charter schools in the state of Nevada as well as across the country to achieve high academic outcomes for students with disabilities

- (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?

Nevada Strong will follow the federal law (IDEA-Individuals with Disabilities Education Act), Child Find is a requirement for all schools to find students with disabilities who may be eligible for any special education services. Nevada Strong will identify, locate, and evaluate a child who has a suspected disability and provide the parent with verbal and written information about the referral process. Any child, regardless of suspected disability, will be evaluated and provided appropriate services to receive a free appropriate public education (FAPE).

After the students enroll in Nevada Strong, an identification list will be created for students who have a disability. The parent will sign a consent form to release the academic records, so Nevada Strong can gain access to the students' which special education or Section 504. After the initial identification of screening the enrollment documents, the special education teacher will contact the parents to confirm the student was receiving special education services or section 504 accommodations. The process for the services to begin will be initiated and tracked to ensure every service hour is met.

- (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.

Nevada Strong student support team will utilize response to intervention (RTI) to address students' needs who may require more intensive academic support. This student population currently does not fall under special education, or 504 yet. The student support team will meet and review student needs and progress of the interventions being implemented. Interventions will be provided by the general education teacher and support staff. Parents will be involved in this process and informed of the student's strengths and areas of need. If the student does not respond to the interventions being implemented, a parent may request an evaluation, with or without having the RTI process. With the consent of the parent, the student can be referred for an evaluation to determine the eligibility and a need for special education services.

- (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?

In collaboration with general education teachers, the special education teacher will set up an interim IEP meeting with the parent at an agreed upon date and time for both parties, an administrator as well as the student's teacher of record will be in attendance. The parent will be provided with an IEP meeting notice and an updated version of the procedural safeguards. If an interpreter is needed, the special education teacher will arrange an interpretation service for the parent. After the interim IEP meeting, the parent will be provided a copy of the current IEP. The special education teacher will inform and disseminate the accommodations and IEP goals to the related personnel. Progress monitoring of the IEP goals will be communicated with the parent throughout the school year at least once every nine weeks. Addressing students' needs and delivering the necessary services in the least restrictive environment and give full access to the general education curriculum is one of our critical goals. Based on the student's IEP and FIE (full individual evaluation), the appropriate instructional services will be provided. The least restrictive environment will always be considered first. The instructional services that could be provided will be accommodations, inclusion, resource, self-contained, or homebound. If needed, Nevada Strong will provide an alternative placement.

- (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.

To ensure that our qualified staff meets the needs of students with disabilities, we will hire staff with the proper licensing and credentials and devote professional development sessions to address their needs. Our Special education teachers and related service personnel, and psychologists will have licensures. Below is the PD calendar:

### **August**

New teacher induction training  
Returning teacher professional development (in future years)  
Develop Smarter Balance plan 3-11  
Smarter Balance Training

### **October**

Review of best practice  
PLC Meeting Data

## **November**

Review of best practice for Teach Like a Champion  
PLC Meeting Blended Learning Goals for Individual Students

## **January**

Second-semester goals  
PLC Meeting Review First Semester Data and Plan interventions for Second Semester Training

## **March**

Develop Smarter Balance plan 3-11  
Smarter Balance Training

- (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?

During professional development sessions, teachers will use methods learned in Teach Like and Champion and Fundamental 5 to modify curriculum and instruction for students with disabilities. Additionally, teachers will receive updates on curriculum changes, Special Education, English as a Second Language, and Gifted and Talented training and any other state-mandated update/training.

- (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.

Nevada Strong approaches to discipline for students with disabilities through a culture for all, a philosophy of discipline, a color-based behavior system, school rules and code of conduct, as well as establishing core values consisting of high behavioral expectations. Schools have a responsibility to seek out children with disabilities and refer for evaluations. The “child find” provision of the IDEA requires every state to effectuate policies and procedures to ensure that all children with disabilities residing in that state (including children with disabilities who are homeless, wards of the state, or attending private schools), who need special education and services - regardless of the severity of their disabilities - are “identified, located and evaluated” 34 CFR 300.11(a).

We follow all State and Federal laws to provide equitable educational experience also through policies aligned to state and federal regulations. In the case of a special education student or a student who receives 504 accommodations, Nevada Strong Academy will ensure that it makes all necessary adjustments to comply with all mandates of each student’s IEP and both State and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Specifically, prior to recommending a suspension of more than ten (10) days or an expulsion for a section 504 student or special education students, the Principal will convene a review committee to determine all of the following: whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan. If any element was not in place, the school would work with the student and family to



ensure that all protected rights are secured and the school will not continue with disciplinary action.

- (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?

Progress monitoring of the IEP goals will be communicated with the parent throughout the school year at least once every nine weeks. In order to monitor and evaluate the progress and success of students who qualify for special education, the special education teacher will set up a transfer ARD meeting with the parent at an agreed upon date and time for both parties, an administrator as well as the student's teacher of record will be in attendance. The parent will be provided with an ARD notice and an updated version of the procedural safeguards. If an interpreter is needed, the special education teacher will arrange an interpretation service for the parent. After the transfer ARD, the parent will be provided a copy of the current IEP. The special education teacher will inform and disseminate the accommodations and IEP goals to the related personnel. Addressing students' needs and delivering the necessary services in the least restrictive environment and give full access to the general education curriculum is one of the critical goals. Based on the student's IEP and FIE (full individual evaluation), the appropriate instructional services will be provided. The least restrictive environment will always be considered first. The instructional services that could be provided will be accommodations, inclusion, resource, self-contained, or homebound. If needed, we will provide an alternative placement.

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

Communication with parents is a key factor to ensure student growth, as such Nevada Strong will establish frequent communication in the student's home language, positive feedback home, and meetings that are scheduled to accommodate the parents' schedules. In order to ensure parent participation we will implement multiple community-based events to create engagement with the targeted community. Specifically, to create positive branding among the community, we will hire a local community outreach specialist. The specialist will arrange and participate in events which will be held at local meetings, local libraries, and neighborhood gatherings. In addition to open house meetings, there will be flyers printed, mailed and posted at local daycares, YMCA centers, pediatrician offices, local churches, childcare centers, and other places that serve parents and children. Additionally, we aim to build family-school partnerships that will help students stay engaged and have a love of learning by 1) Create a welcoming school climate; 2) Provide families information related to child development and creating supportive learning environments; 3) Establish effective school-to-home and home-to-school communications; 4) Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community; 5) Engage families in school planning, leadership and meaningful volunteer opportunities; 6) Connect students and families to community resources that strengthen and support students' learning and well-being.

- (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.*

We will not be offering a distance education program. This 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?

In order to identify English Language Learners, we will employ various identification and program placement tests such as the W-APT assessment to see if students are proficient in English and on grade-level expectations for reading.

To avoid misidentification, students and/or parents may appeal for reexamination so students can be retested for appropriate identification. Additionally, any Nevada Strong staff member can request a student be retested; English teachers will specifically be asked to provide feedback on each student's growth and overall performance.

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

The results of any identification and program placement decision will be communicated to the parent or guardian of the student via letter. In conjunction, an ARD committee, Grade Placement committee, and Language Proficiency Assessment Committee will coordinate to determine student IEP goals and objectives.

- (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 the 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.

To ensure effective implementation of ELPS in the classroom, ESL teacher(s) and staff are trained at the beginning of the year professional development training to include ELPS as a part of lesson plans and classroom instruction. Use of this practice will ensure the integration of second language acquisition with quality content area instruction. This approach ensures that ELLs acquire social and academic language proficiency in English. Administrators will monitor this by walkthroughs and classroom observation of students and teachers. Nevada Strong will employ one or more full-time ELL staff members who will be responsible and accountable for the ongoing monitoring of the performance of ELL students.

- (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?

All teachers will incorporate the teaching of English in daily content area instruction through language objectives while linguistically accommodating the instruction according to the English

proficiency levels of the ELLs. This will develop ELLs' language proficiency levels, and therefore, ELLs will be able to participate in instruction in a meaningful way. The ELD's outline the student expectations for LEP students. Nevada Strong will implement ELD's as an integral part of each subject in the curriculum along with the Nevada Academic Content Standards.

Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English (#01). This will be assured by consistently implementing ELDs in the classroom.

To ensure effective implementation of ELDs in the classroom, ESL teacher(s) and staff are trained at the beginning of the year professional development training to include ELDs as a part of lesson plans and classroom instruction. Use of this practice will ensure the integration of second language acquisition with quality content area instruction. This approach ensures that ELLs acquire social and academic language proficiency in English. Administrators will monitor this by walkthroughs and classroom observation of students and teachers.

- (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?

In order to monitor and evaluate the progress and success of ELL students, we will use a web-based program to get feedback and progress from the teachers regarding the linguistic accommodations that are used by the students and teachers. This information is reviewed by a multifaceted Team which includes the language acquisition expert, classroom teacher(s), and other instructional support specialists at the end of each nine weeks grading period (3 times a year). An Annual End-of-Year will be conducted in May/June to review ELL data, grades, subjective teacher evaluation, NWEA Map scores, and EOC assessment scores. ESL teachers and staff are trained in Linguistic Accommodations at the beginning of the year during staff development and staff meetings in the first semester.

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

In order to ensure parent participation, we will implement multiple community-based events to create engagement with the targeted community. Specifically, to create positive branding among the community, we will hire a local community outreach specialist. The specialist will arrange and participate in events which will be held at local meetings, local libraries, and neighborhood gatherings. In addition to open house meetings, there will be flyers printed, mailed and posted at local daycares, YMCA centers, pediatrician offices, local churches, childcare centers, and other places that serve parents and children. Additionally, we aim to build family-school partnerships that will help students stay engaged and have a love of learning by 1) Creating a welcoming school climate; 2) Providing families information related to child development and creating supportive learning environments; 3) Establishing effective school-to-home and home-to-school communications; 4) Strengthening families' knowledge and skills to support and extend their children's learning at home and in the community; 5) Engaging families in school planning, leadership, and meaningful volunteer opportunities; 6) Connecting students and families to community resources that strengthen and support students' learning and well-being.

- (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.*

We will not be offering a distance education program. This 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?

Nevada Strong will identify a Homeless/Migrant Student Liaison to identify qualify families for homeless and/or immigrant services immediately. Many children and families who are eligible for help do not consider themselves homeless. According to the McKinney-Vento Homelessness Education Assistance Act, a family is considered homeless if living in any of the following situations:

- Lack a regular, fixed, and adequate nighttime residence
- Living in a shelter, motel, or hotel
- Living in an unsheltered residence– such as a car or park
- Sharing housing (doubled-up or couch-surfing) due to economic hardship
- Living in campgrounds due to lack of alternative accommodations
- Unaccompanied children or youth (i.e., not in the physical custody of their parents or guardians)
- Awaiting foster care (between child’s initial placement into state care and 30-day shelter care hearing)

Title I, Part C, of the Elementary and Secondary Education Act authorizes the federal Migrant Education Program and defines a migratory child as a child who works, or whose parents work, in the agriculture, dairy, or fishing industry and who has made a qualifying move in search of work within the previous 36 months. Nevada Strong will make sure that migrant children benefit from the same free public education provided to other children. A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child: a. Meets the definition of “migratory child” in section 1309(3) of the ESEA, 1 and is an “eligible child” as the term is used in section 1115(c)(1)(A) of the ESEA and 34 C.F.R. § 200.103; and b. Has the basis for the State’s determination that the child is a “migratory child” properly recorded on the national Certificate of Eligibility (COE).

Title I, Part C of the Elementary and Secondary Education Act – Sec 1309, as updated by U.S. Department of Education Guidance, August 2010) According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations, a child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and

4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; and 5. With regard to the move identified in paragraph 4, above, the child: a. The child has moved from one school district to another; or b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity.

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

The McKinney-Vento Act requires all schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation. Therefore, Nevada Strong will enroll those students immediately and will connect with the Homeless/Migrant School liaison to meet students' needs immediately. Enroll means permitting the student to attend classes and participate fully in school activities. 42 U.S.C. §11434A(1). Although the Act is silent on the definition of "immediate," the standard dictionary definition is "without delay." Therefore, the student must begin attending classes and participating fully in school activities without delay. Generally, that would mean the same or the following day.

Nevada Strong will identify a Homeless/Migrant Student Liaison. The liaison will be able to help with:

- Bus passes
- Necessary School supplies
- 1-1 Counseling
- Helping to get back into school
- Access to available community resources

Additionally, the Migrant Education funds are federal funds to support high will help us to offer quality education programs for migratory children. The funds help ensure that migratory children who move from other states or within the state are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

Rights of Eligible Students McKinney-Vento eligible students, including migrant students experiencing homelessness, have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending the school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is preferred by the parent or guardian and is feasible. If the school district believes that the school selected is not in the best interest of the student, then the district must provide the parent, guardian or

unaccompanied youth with a written explanation of its position and information about the right to appeal its decision.

- Receive transportation to and from the school of origin, if the parent, guardian, or local liaison (on behalf of an unaccompanied youth) requests this.
- Receive educational services comparable to those provided to all other students, according to the student's needs.

- (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.*

We will not provide distance education. However, we will work to see that students who are homeless or qualify migrant services have every option available to them to be successful and support them with their education needs, whatever assessed and determined necessary.

### **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.

School culture for Nevada Strong is paramount in developing and educating our future leaders in all walks of life. The essence of school culture is created through relationships. Relationships are defined as the state of being connected in the school ecosystem among students, teachers, staff, and parents. Each school serves as a community that connects us during a student's academic process to build skills and positively impact student learning. There are two primary aspects of school culture that are supported by the mission and vision of Nevada Strong, the academic ethos and behavior ethos.

Nevada Strong commits to cultivating a school culture that promotes growth in the academic and social values of students that foster mutual respect and dignity for all. We firmly believe that a positive school climate and school culture promote students' ability to learn. School culture requires many aspects to cultivate a climate of academic and social growth for all students. Equipping teachers and staff appropriately while maintaining consistent support, feedback, and coaching will support Nevada Strong's mission as well as build a community and culture based on mutual respect and dignity.

Nevada Strong's academic ethos of the campus is that of a support system that will utilize research-based interventions that foster a positive school culture. The Nevada Strong instructional staff members will be utilizing multiple techniques to form unified in-class instructional outcomes. These research-based and practical techniques have been used by the Nevada Strong team at their previous schools effectively. Most commonly used techniques will be borrowed from "Teach like a Champion" by Doug Lemov.

Doug Lemov defines champion teachers and what differentiates a champion teacher from the rest, "...is champion classrooms share one overarching characteristic. Champion teachers are always pushing to create an environment in which the maximum level of academic rigor is expected, practiced, and valued." (#01) Another technique is a "culture of error" that sets the tone for the classroom while also promoting a growth mindset for all students. The culture of error praises risk-taking, allowing for mistakes by students and to give students opportunities for improvement and understanding. Therefore, the teachers "spend less time hunting for errors and more time fixing

them.” (#01) Once a student feels confident to take this risk, it shows comfort and allowance in learning an objective they may have once feared. “Once it is safe to be wrong, students are as likely as not to want to expose their mistakes to their teacher. Students’ behavior shift from defensiveness or denial to openness is critical.” (#01) This, in turn, leads us to a “culture of better” because once we have identified what we need to help every student, moving forward through differentiated instruction, scaffolding, small groups, and plans tailored to each student will create a classroom culture of better. To develop a culture of better and set higher standards of rigor, the following techniques will be borrowed from Teach like a Champion: “no opt out,” “right is right,” and “without apology.”

Harry Wong emphasizes the importance of creating a culture of consistency that leads to student success. Consistency includes classroom procedures, which include a three-step process, teach, rehearse, and reinforce. Through this process, teachers are able to create -“the effective classroom has a STRUCTURE.” - “Procedures + Routines create a STRUCTURE.” - “Effective teachers manage and instruct with PROCEDURES and ROUTINES.” (#02)

Another behavior support technique will consist of love and logic staff training to assist in ways to appropriately and consistently communicate with students, parents, and staff to cultivate an environment of intrinsic motivation as well as accountability. Love and logic communication training help teachers communicate with students in a professional age-appropriate manner that fosters behavior improvements, community circles, and encourages higher order thinking for conflict resolution.

A Nevada Strong student day starts with a warm welcome by administrators who not only greet but greet the student by name. As students and teachers begin their classroom instruction, students are to participate in daily routines and procedures that create a safe and structured learning environment for all. One routine will be morning meeting to develop a classroom community similar to the community the student will participate in when they become an active member of society. It is essential for teachers to facilitate classroom meetings to show the students a sense of value to their classroom community as well as begin a positive, encouraging instructional day. Not only will students feel valued, but teachers will also set the objectives as well as review the essential learning targets they plan to cover over the year.

Nevada Strong school culture includes a belief in maintaining positive behavior techniques throughout the school day with administration involvement in the classrooms supporting the teachers and students. Administrators will conduct calibration, collaboration, and coaching rounds several times a day in every classroom to build a positive community structure for the students as well as the teachers. Teachers will feel supported and will be coached through daily processes or incidents that may arise. Students also feel valued and supported in their academic journey. Administrators will assist in checking for understanding, verifying with students’ their content mastery of targeted learning objectives. With a larger emphasis on the academic piece of a student’s education, behavioral incidents may decline at a rapid rate, as students stay on task and can maintain focus. This helps foster higher-level critical thinking, pulling a small group for additional instruction, and mastering content objectives effectively.

All of the above behavior support techniques assist in developing a classroom community that consists of mutual respect and dignity for all. Classroom community circles cultivate a culture of mutual understanding, support, acceptance, and forgiveness. Community circles foster an atmosphere of being acknowledged, respected, and valued. It also serves a purpose for students to realize that they are part of something bigger than themselves, and they have a valued role in their classroom and their school.

To cultivate an environment for all students who start on the first day or who start mid-year, administrators, teachers, and staff will model, and teach expectations for the academic and social growth of each student who attends Nevada Strong. Home visits, school events, parent-teacher conferences, and parent volunteering allow parents to understand and model Nevada Strong's vision, which strengthens the equal partner relationship. Having strong parent involvement and the same vision as Nevada Strong fosters the whole child concept of preparing for college, career, and citizenship.

Measuring school culture can be reviewed through different aspects of Nevada Strong. Reviewing and analyzing student data across all groupings helps focus instruction that assists our students. Analyzing behavior trends, facilitating classroom meetings, and community circles each contribute to a school's culture. Lastly, measuring teacher, parent, and student feedback through teacher/parent surveys to address concerns lead directly to resolutions and follow up. Frequent parent community events will also foster feedback panels for school improvement opportunities.

Taken together with the academic ethos and behavior ethos are both addressed by multiple approaches which comprehensively move the campus toward a learning culture embracing mutual dignity and respect for all.

(#01): Teach Like a Champion by Doug Lemov

(#02): First Days of the School by Harry and Rosemary Wong

(#03): Love & Logic by Jim Faye, 2001

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

Analyzing behavior trends, facilitating classroom meetings, and community circles each contribute to a school's culture. By measuring teacher, parent, and student feedback through teacher/parent surveys to address concerns lead directly to resolutions and follow up. Frequent parent community events will also foster feedback panels for school improvement opportunities.

In order to incorporate parent and community input, we will have home visits, school events, parent-teacher conferences, and parent volunteering experiences to allow parents to understand and model our vision which strengthens the equal partner relationship. In addition, we will have open houses for parents to have their voices and concerns addressed. Having strong parent involvement with a unified vision helps to foster the whole child concept of preparing for college, career, and citizenship.

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

In order to cultivate an environment for all students who start on the first day or who start mid-year, administrators, teachers, and staff will model, and teach expectations for the academic and social growth of each student who attends the school. Home visits, school events, parent-teacher conferences, and parent volunteering allow parents to understand and model our vision, which strengthens the equal partner relationship. Having strong parent involvement with a unified vision as us helps to foster the whole child concept of preparing for college, career, and citizenship.



Our school culture includes a belief in maintaining positive behavior techniques throughout the school year with administration involvement in the classrooms supporting the teachers and students. Administrators will conduct calibration, collaboration, and coaching rounds several times a day, throughout the academic year, in every classroom to build a positive community structure for the students as well as the teachers. Teachers will feel supported and will be coached through daily processes or incidents that may arise. Students will feel valued and supported in their academic journeys. Administrators will assist in checking for understanding, verifying with students' their content mastery of targeted learning objectives. With a larger emphasis on the academic piece of a student's education, behavioral incidents may decline at a rapid rate, as students stay on task and can maintain focus. This helps foster higher-level critical thinking, pulling a small group for additional instruction, and mastering content objectives effectively.

- (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.

Positive behavioral ethos begins from the top. Administrators and teachers will share the same vision and mission. This will be done through school-wide training to foster mutual respect and dignity. Nevada Strong will create a positive behavioral management system that includes community circles, restorative circles, positive behavioral interventions, as well as the elements, love, and logic. Many of these behavioral strategies grow and evolve to include best practices for our diverse populations. Consistency is key in maintaining positive student behavior and ensuring academic and social objectives are on track. As such, each day will start with a warm welcome by administrators who not only greet but greet the students by name. As students and teachers begin their classroom instruction, students are to participate in daily routines and procedures that create a safe and structured learning environment for all. One routine will be morning meeting to develop a classroom community similar to the community the student will participate in when they become an active member of society. It is essential for teachers to facilitate classroom meetings to show the students a sense of value to their classroom community as well as begin a positive, encouraging instructional day. Not only will students feel valued, but teachers will also set the objectives as well as review the essential learning targets they plan to cover over the year.

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

To align our high expectations for student behavior, we will implement love and logic staff training to assist in ways to appropriately and consistently communicate with students, parents, and staff to cultivate an environment of intrinsic motivation as well as accountability. Love and logic communication training help teachers communicate with students in a professional age-appropriate manner that fosters behavior improvements, community circles, and encourages higher order thinking for conflict resolution. These support techniques assist in developing a classroom community that consists of mutual respect and dignity for all. Classroom community circles cultivate a culture of mutual understanding, support, acceptance, and forgiveness. Community circles foster an atmosphere of being acknowledged, respected, and valued. It also serves a purpose for students to realize that they are part of something bigger than themselves, and they have a valued role in their classroom and their school. We are committed to cultivating a school culture that promotes growth in the academic and social values of students that fosters mutual respect and dignity for all. We firmly believe that a positive school climate and school culture promote students' ability to learn. School culture requires many aspects to cultivate a

climate of academic and social growth for all students. Equipping teachers and staff appropriately while maintaining consistent support, feedback, and coaching will support our mission as well as build a community and culture based on mutual respect and dignity.

- (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.

We will analyze the data from our sixth goal to ensure that all stakeholders are satisfied with the school. Specifically, measuring teacher, parent, and student feedback through teacher/parent surveys will lead directly to resolutions and follow up. Frequent parent community events will also foster feedback panels for school improvement opportunities. Administrators along teachers will review these feedbacks and adjust accordingly to provide a better learning environment to foster student academic growth.

- (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?

Our approach to supporting all social and emotional needs will utilize research-based interventions that foster a positive school culture. The Nevada Strong instructional staff members will be utilizing multiple techniques to form unified in-class instructional outcomes. These research-based and practical techniques have been used by the Nevada Strong team at their previous schools effectively, such as small groups and student pullouts. Most commonly used techniques will be borrowed from "Teach Like a Champion" by Doug Lemov.

Doug Lemov defines champion teachers and what differentiates a champion teacher from the rest, "...is champion classrooms share one overarching characteristic. Champion teachers are always pushing to create an environment in which the maximum level of academic rigor is expected, practiced, and valued." Another technique is a "culture of error" that sets the tone for the classroom while also promoting a growth mindset for all students. The culture of error praises risk-taking, allowing for mistakes by students and to give students opportunities for improvement and understanding. Therefore, the teachers "spend less time hunting for errors and more time fixing them." Once a student feels confident to take this risk, it shows comfort and allowance in learning an objective they may have once feared. "Once it is safe to be wrong, students are as likely as not to want to expose their mistakes to their teacher. Students' behavior shift from defensiveness or denial to openness is critical." This, in turn, leads us to a "culture of better" because once we have identified what we need to help every student, moving forward through differentiated instruction, scaffolding, small groups, and plans tailored to each student will create a classroom culture of better. To develop a culture of better and set higher standards of rigor, the following techniques will be borrowed from Teach Like a Champion: "no opt out," "right is right," and "without apology."

Also, Harry Wong emphasizes the importance of creating a culture of consistency that leads to student success. Consistency includes classroom procedures, which include a three-step process, teach, rehearse, and reinforce. Through this process, teachers can create -"the effective classroom has a STRUCTURE." - "Procedures + Routines create a STRUCTURE." - "Effective teachers manage and instruct with PROCEDURES and ROUTINES."

Measuring school culture will be accomplished by reviewing and analyzing student data across all groupings helps focus instruction that assists our students. Analyzing behavior trends, facilitating classroom meetings, and community circles each contribute to a school's culture. Additionally, measuring teacher, parent, and student feedback through teacher/parent surveys to address concerns lead directly to resolutions and follow up. Frequent parent community events will also foster feedback panels for school improvement opportunities. Incorporating home visits, school events, parent-teacher conferences, and parent volunteering allow parents to understand our vision, which strengthens the equal partner relationship. Having strong parent involvement and the same vision as Royal fosters the whole child concept of preparing for college, career, and citizenship.

### **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.

Please see Nevada Strong's Proposed Student Handbook regarding Discipline.

#### **Philosophy of Discipline**

We propose a reflective, supportive, and equitable student discipline system, grounded in the philosophy that all students can learn and achieve at high levels. Our disciplinary approach is based on the RTI Behavior Framework, a data-based model to prevent inappropriate student behavior through decision-making grounded in data and interventions to support students' needs. We will use evidence-based practices to support students in reducing referrals and challenging them to make choices that lead to success successfully. Our RTI Behavior Framework will help us to teach students appropriate behaviors instead of simply punishing inappropriate behaviors.

We will provide Tier I behavioral support for all students. Our teachers will consistently follow these three steps when giving directions to students: (1) Clearly communicate the explicit directions they need the students to follow; (2) Positively narrate student behavior to support them in following directions; (3) Take corrective action with students still not following directions. We will communicate our school-wide expectations during our Parent/Family Orientation we hold prior to the start of school and through our school handbook and student code of conduct. This proactive approach will ensure that students receive the necessary information and support to be able to meet our behavioral expectations.

Nevada Strong approaches to discipline for students through a culture of all, a philosophy of discipline, a color-based behavior system, school rules and code of conduct, as well as establishing core values consisting of high behavioral expectations.

Nevada Strong has high expectations for students and equips them with the support necessary to achieve lofty goals. We daily teach and reinforce student behavior through our core values:

- (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.

We will suspend students from the school only when there are serious breaches to the discipline code. A student may be suspended by decision of the School Leader. The Board will be notified of

all suspensions longer than three days. Parent or guardians will be informed and will be required to attend a conference to address the concern and work collaboratively with the school leader .

We reserve expulsions for students whose conduct constitutes a continuing danger to the physical well-being of other students and/or staff. There will be no tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or students. In any case, the possibility of expulsion will be an absolute resort, only considered when all other forms of disciplines and support such as behavior modification plans, detention, suspension, and/or open defiance continued willful disobedience. Only when we have exhausted all efforts and the student has not responded to support such a behavior modification, detention, suspension, advisor support, parental involvement, and counseling.

For a student to be expelled, the process must be initiated by the school leader, discussed with the entire faculty and a hearing must take place with the student's parents and school leader present. A student who is expelled will be returned to class as soon as feasibly possible and with a planned course of action for success in the school environment.

- (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 leader will be responsible for implementing the school's discipline policy and training the staff to keep accurate disciplinary records and reporting through the infinite campus portal system. The school leader will report the data to the school and the SPCSA.

Nevada Strong will use this data to inform decisions about the school culture and climate and to make changes as necessary to support students to stay in the classroom, stay in school and successfully focus on their education.

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

Schools have a responsibility to seek out children with disabilities and refer for evaluations. The "child find" provision of the IDEA requires every state to effectuate policies and procedures to ensure that all children with disabilities residing in that state (including children with disabilities who are homeless, wards of the state, or attending private schools), who need special education and related services - regardless of the severity of their disabilities - are "identified, located and evaluated" 34 CRF 300.111 (a).

We follow all State and Federal laws to provide an equitable educational experience also through policies aligned to state and federal regulations. In the case of a special education student or a student who receives 504 accommodations, Nevada Strong Academy will ensure that it makes all the necessary adjustments to comply with all the mandates of each student's IEP and both State and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Specifically, prior to recommending a suspension of more than five (5) days or an expulsion for a section 504 student or special education student, the Lead Founder will convene a review committee to determine all of the following: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If

any element was not in place, the school would work with the student and family to ensure that all protected rights are secured and the school will not continue with disciplinary action.

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

#### Color-Based Behavior System

Corrective actions will be visibly posted through a color-based behavior system for students in K-5 to see their progress throughout the day. Students will receive color changes up and down based on their behavior. Teachers will document student behavior in Behavior Logs (STRONG Report) that go home to families daily. Teachers will also record notes about student behavior for data collection and progress monitoring of student behavior.

#### School Rules and Code of Conduct

We believe that a common system of rules and consequences consistently and fairly enforced by all staff will maximize student time on task and overall academic achievement. We have modeled our system after the school-wide discipline plans from high achieving schools studied.

If a parent has a grievance with a suspension, they may attend an informal hearing, question any witnesses present, and have an opportunity to speak and present witnesses on their behalf.

If a parent has a grievance with an expulsion, they also have the opportunity to a formal hearing before an authorized board or committee, asks questions, present witnesses, and be represented by their own counsel at their own expense.

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

Nevada Strong will implement a dress code which is referenced in the attached student handbook.

### **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.

Our academic schedule entails the first day of school as of August 17, 2020, and the last day of school as of May 28th, 2021. We will follow the federally observed holidays. Addition to those days Thanksgiving, Winter Holiday Season, Spring and Summer break will be observed as breaks.

We will have 180 instructional school days in our academic calendar for students. The total yearly minutes will be 79,200 minutes. We will also include 3600 additional minutes embedded in its calendar, which is more than the surrounding school districts.

This education model will allow the implementation of the intervention, Professional Learning Communities, and department meetings, which will be among the most important considerations

while creating the optimum schedule. Teachers will have an opportunity for common planning periods. Course offerings at elementary, middle, and high school level will be different.

Parents will receive progress reports in the middle of each quarter. Report cards will be sent to parents at the end of each quarter with an acknowledgment section that will be signed and returned to the school.

After the first and third report cards, teachers will have Parent/Teacher/Student goal setting and academic progress monitoring conferences. Parents will be asked to sign up for these meetings according to their availability.

- (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 school day will start at 7:45 am and will end at 3:05 pm. Each day will be a minimum of 440 minutes.

Instructional minutes per subject area (Day/Week)

Incorporating Block, one of our unique instructional approaches, provides time and structure within the school day for students. In Block, students will receive personalized support to master skills at their own pace and through the method most appropriate to their particular learning needs. There are two-time blocks (in ELA and Math) dedicated in the daily schedule for flexible placement into intervention, enrichment, or elective courses during the Royal Block.

Reading and numeric fluency is both non-negotiables. K-8 grade students will be provided an opportunity to practice their reading and numeric fluency every day. There will be an allotted time in the daily schedule for students to focus on these skills. Teachers will be responsible for providing immediate feedback to students to ensure proper progression. The system will be designed to have current data readily available for teachers to analyze and adjust their instruction to help students gain mastery of specific skills. Every student in K-12 grades will have at least 20-minutes daily set for reading time at each campus. Investing as little as 20-minutes a day can be the difference in a lifetime of success or failure for a child.

The daily schedule has been purposefully planned based on the needs of the anticipated student groups. It is so crucial for students to have a predictable and consistent daily schedule so that they are more organized, efficient, and productive.

Doors will open at 7:15 am every day or earlier if there is a demand and based on the needs of our families. Breakfast will be provided to students as early as 7:15 am. Because we expect to have many working families, we want to accommodate students' basic needs such as food, shelter, plus social and emotional support. Our anticipated student population will be from various academic backgrounds, and the majority of our students (approx. 80%) will be eligible for Free/Reduced Breakfast and lunch program. Students who are dropped off early and do not need breakfast will be in a supervised quiet space and will have access to the reading materials. At 7:45, all students will be in their classroom ready for the instruction. As shown below, K-2, 3rd-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, and 9<sup>th</sup>-12<sup>th</sup>-grade students will have different schedule structure. Students, in K through 8 grades, will work on their Reading and math fluency assignments, daily. A more detailed breakdown of our daily

structure, which includes precise academic instruction times are as followed:

### Sample Daily Schedule for Grade K-2, 3-5, 6-8, High School See Attachment

[https://docs.google.com/spreadsheets/d/1gD-GrGuSIZAbXfkoFOSQnLixJzl8ciWq6\\_twbUDUOPc/edit#gid=1909881012](https://docs.google.com/spreadsheets/d/1gD-GrGuSIZAbXfkoFOSQnLixJzl8ciWq6_twbUDUOPc/edit#gid=1909881012)

- (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?

Our goal for student attendance is to meet or exceed that of students in the local school district. We will ensure high student attendance rates by cultivating a school culture that promotes growth in the academic and social values of students that fosters mutual respect and dignity for all. Teachers will take attendance in the classroom, while the attendance clerk monitors and collects all attendance data within the school. The attendance clerk will also maintain continuous open communication with teachers and parents when there are unaccounted absences to reduce truancy and chronic absenteeism.

### 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.

Weekly Schedule for K-5					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:15</b>	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts
<b>7:45-7:50</b>	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements
<b>7:50-8:05</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>8:05-8:15</b>	<b>Fluency First -</b> Math Fluency	<b>Fluency First -</b> Math Fluency	<b>Fluency First -</b> Math Fluency	<b>Fluency First -</b> Math Fluency	<b>Fluency First -</b> Math Fluency
<b>8:15-8:25</b>	<b>Fluency First -</b> Reading Fluency	<b>Fluency First -</b> Reading Fluency	<b>Fluency First -</b> Reading Fluency	<b>Fluency First -</b> Reading Fluency	<b>Fluency First -</b> Reading Fluency

<b>8:25-10:00</b>	<b>Literacy Block</b> Reading Writing Workshop Royal Block PBL SEL Assessments	<b>Literacy Block</b> Reading Writing Workshop Royal Block PBL SEL Assessments	<b>Literacy Block</b> Reading Writing Workshop Royal Block PBL SEL Assessments	<b>Literacy Block</b> Reading Writing Workshop Royal Block PBL SEL Assessments	<b>Literacy Block</b> Reading Writing Workshop Royal Block PBL SEL Assessments
<b>10:00-11:30</b>	<b>Math Block</b> Whole Group & Small Group Activities Royal Block PBL SEL Assessments	<b>Math Block</b> Whole Group & Small Group Activities Royal Block PBL SEL Assessments	<b>Math Block</b> Whole Group & Small Group Activities Royal Block PBL SEL Assessments	<b>Math Block</b> Whole Group & Small Group Activities Royal Block PBL SEL Assessments	<b>Math Block</b> Whole Group & Small Group Activities Royal Block PBL SEL Assessments
<b>11:30</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>12:00</b>	Structured Recess	Structured Recess	Structured Recess	Structured Recess	Structured Recess
<b>12:30</b>	Science	Science	Science	Science	Science
<b>1:15</b>	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>2:00</b>	Fine Arts	Physical Education	STEM	Physical Education	Technology Ed.
<b>2:45</b>	READING to Success	READING to Success	READING to Success	READING to Success	READING toSuccess
<b>3:05</b>	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## A DAY IN THE LIFE Sample SCENARIOS

### A Day in the Life of a Perspective Elementary Student

The line bell rings at 7:43 am, and I walk to the door with a smile. “Good morning, class!” can be heard from the hallway as my teacher reminds us to come in quietly. I drop my folder in the basket, I move my owl name to “here” on our chart, and sit at my desk ready to start my day with three sharpened pencils on my desk. I hear the pledge of allegiance, a moment of silence and announcements come on as I begin my day at Nevada Strong. My teacher invites us to meet at the carpet for our morning meeting with my class. After the morning meeting, I go back to my desk when my table is called to get ready for number talks and math fluency. When I hear my teacher say, “pick up your pencils,” I begin practicing my math fluency for the day at 8:05.

Next, with prompts from my teacher, we transition to reading fluency at 8:15. Our ELA block begins right after from 8:25 am to 10:00 am. Our teacher gives a lesson; then we spend some time to work on our individualized learning plans, in a small group with our teacher, or on technology. Some of my classmates leave to go and work with the interventionist.



To begin our ELA block, the objective and Academic Content Standard are clearly displayed on the board. This tells us what we are going to be learning about for the day. Our teacher tells us we are going to popcorn read. "Loud and proud, point, and read." One classmate reads and then they choose another person to read. My teacher pauses us as we are reading to make connections and cover the topic we are teaching that week. My teacher calls out, "Owls say," the class says, "hoot hoot." "Owls say," "hoot hoot." The class turns their chairs to the board to begin our new lesson. We cover or reteach the Academic Content Standard for the day. "This week, we are learning about Text Features." The class repeats back to the teacher what we are learning for that day, "Text Features." My teacher gives us a reminder of expectations, and some classmates get specific feedback on what they are doing to contribute to the class. Our teacher does some quick checks for understanding throughout the lesson, and everyone has an opportunity to share their knowledge. Our teacher gives us specific directions on the assignment we need to complete to show our understanding of the concept that was taught in the lesson.

Our teacher gives us the cue to clear off our desks, put work that is not finished in our green folders, push in our chairs, and say step 1. "Step 1." It is now time for individualized learning plans and small groups part of the ELA block. A few of our classmates leave for a pull out to work with the interventionist. A classmate stands to the front and says the station groups out loud to the class. "Step 2" The students walk to their station they are supposed to be at. "Step 3." My classmates and I begin working on our assigned activities while our teacher works with a small group.

At 10:00 am, we transition to our math block. We are directed to clean up and transition to our math groups. Our teacher begins with our math lesson and then we break up into small groups for individualized learning, a small group with our teacher and some students leave to work with the interventionist. During our math block, we work on skills and concepts that we need more practice on, and we have the opportunity to work on concepts at our level. At the end of the math block, we clean up to get ready for lunch. At the end of lunch, we go outside for a structured recess. There are organized games and activities for us to participate in.

After recess, we come back inside for our science lesson and social studies lesson. We stop off to take a water/bathroom break before returning to our classroom. Our teacher introduces the concept we will be learning about for the day and encourages us to share any knowledge that we have with the class. We have an opportunity to turn and talk with a partner to discuss what we know about the concept. We are able to do a hands-on/interactive activity to further engage in the concept we are learning about. At the end of the lessons, our teacher gives us an exit ticket to check our understanding of what we are learning about before we line up for specials.

Our teacher picks a classmate to be a leader and say our chant. "1 and 2, listen and do. 3 and 4 face the door. five and six fingers on lips." Before we walk out the door, our teacher reminds us, "Once we enter this hallway, you are official." Off we go to our specials with the word "Role Models" echoing in our heads as we have shouted it out as a class. Reminders in the hallways as we walk, "2 fingers up, quick feet" and sometimes a "Where's your place in the line, remember to be a role model," could be heard while we walk in the halls. The Specials teacher of the day greets our class at the door with a smile welcoming us to their class.

Our teacher picks us up from our specials class, at 2:45 pm we begin reading to success time. Everyone reads their book at their independent reading level until 3:05 pm when we pack up ready for dismissal. The bell rings at 3:05 pm and our teacher walks us out for dismissal.

## **A Day in the Life of a Perspective Middle School Student**

Weekly Schedule for Middle School					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts
7:45-7:50	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements	US Pledge , Moment of Silence & Morning Announcements
7:50-8:05	Math Fluency	Math Fluency	Math Fluency	Math Fluency	Math Fluency
8:05-8:15	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time
8:15-8:30	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency
8:35-10:00	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
10:00-11:30	Math Block	Math Block	Math Block	Math Block	Math Block
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45 PM	Science	Science	Science	Science	Science
12:45-1:30 PM	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:30-2:15	Fine Arts	Character Education	Technology Education	STEM	Fine Arts
2:15-3:00	PE	PE	PE	PE	PE
3:00-3:20	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time
3:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Students will begin entering the building at 7:15 and report to breakfast. The students will stay in the lunchroom until 7:40 when the bell rings, and they will quietly and respectfully report to their lockers that are located on their designated hallways. The hallways are color-coded by grade levels and separated by homeroom. The students will enter their classrooms by 7:45 where they will recite the US Pledge, participate in a moment of silence, and listen to morning announcements. At 7:50, all students will complete a math fluency activity that will be graded daily. This activity will be used to reinforce skills and track individual skills.

Reading Time will start at 8:05, and all students will participate in College Bound Reading Time until 8:15. The student then participates in reading fluency time until 8:35 when students will transition to ELA, where they will work on vocabulary and literacy skills in small groups. The students will transition between small groups for 60 minutes, 20 minutes per group visiting 3 different groups. The remaining 25 minutes will be spent in a whole group activity where the interactive activity takes place.

When the ELA time is completed, students will transition to math that will last 90 minutes. The 90 minute time will allow for the whole group, small group, individual activity, and time for remedial work with teacher for those students that need intervention time.

Students will transition to lunch following established transitioning procedures and enter the lunchroom in a respectful and organized manner. Lunch will last exactly 25 minutes allowing an additional 5 minutes for a restroom time. Immediately after lunch, students will participate in Social Studies and Science time that will last for 45 minutes each. Science will take place through hands-on activities and social studies through the use of weekly publications that are written based on state standards that reinforce reading standards.

At 1:30, students will participate in either character education, technology education, STEM, or Fine Arts for 45 mi, depending on the day before participating in physical education for an additional 45 minutes. This time will be the time used for teacher planning, both individually and as teams. Following PE, there will be an additional mandatory 25 minutes of reading before dismissal.

### A Day in the life of a Perspective High School Students

Weekly Schedule for High School					
	Monday	Tuesday	Wednesday	Thursday	Friday
	A day	Bday	A day	B day	A day/B day
7:15	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts
7:45-7:50	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements

7:50-8:10	We are College bound-READING Time	We are College bound-READING Time	We are College bound-READING Time	We are College bound-READING Time	We are College bound-READING Time
8:15-9:45	Block 1	Block 5	Block 1	Block 5	Block 1/5
9:50-11:20	Block 2	Block 6	Block 2	Block 6	Block 2/6
11:25-11:55	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:30	Block 3	Block 7	Block 3	Block 7	Block 3/7
1:35 - 3:05	Block 4	Block 8	Block 4	Block 8	Block 4/8
3:05	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:10-4:00	Community-based events, Academic & Athletic events, Tutorials, Teacher/Counselor/Student Meeting time				

Students will begin entering the building at 7:15 and report to breakfast. The students will stay in the lunchroom until 7:40 when the bell rings, and they will quietly and respectfully report to their lockers that are located on their designated hallways. The hallways are color-coded by grade levels and separated by homeroom. The students will enter their classrooms by 7:45 where they will recite the US Pledge, participate in a moment of silence, and listen to morning announcements. At 7:50, all students will participate in College Bound Reading Time until 8:10.

The student would have 5 minutes to transition to Algebra I that would last 90 minutes. The 90-minute class would be broken into multiple segments during this class period. The class would start with an opener reviewing the previous day's objectives. Then, the reviewing problems from the previous day's assignment while completing a daily math fluency activity. Students would then participate in a whole group instructional activity that was interactive within their groups using chart paper and the interactive boards. If applicable, the groups would then use manipulatives to demonstrate knowledge of the new material. Students would work problems as a group and individually to demonstrate their knowledge. As students left, they would complete an exit ticket so the teacher would be able to assess what students know.

Students would then transition to ELA, where they would have a variety of Reading, Vocabulary, Literacy Skills, Grammar, and Writing Skills taught. These skills would be taught simultaneously while teachers made sure to change activities to keep students engaged and make sure all activities were interactive and collaborative.

Lunch would be a structured time but a time for some socialization by grade level for high school students. There would be set expectations and standards that if broken, would eliminate the socialization.

The following lunch would be 90 min of AP Spanish. This class would be structured based on National AP standards. This block would then be followed with 90 min of physical education that would incorporate various activities based upon state and national expectations.

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

Hello, my name is Jessica, and this is my first year at Nevada Strong.

It is 6:00 a.m. Monday. The second time my alarm went off this morning. I always wake up on the second alarm. I am someone that lives my life through habits — living in an apartment ten minutes from the school. I start thinking about the day with my students as I am getting dressed I think about the Targeted Intentional and Purposeful activities I want to incorporate in my lessons that day and how I can do new things to reach my students. I mentally go through all the tasks I must complete when entering the school this Monday morning. Mondays are one of the most crucial days of the week for a teacher at Nevada Strong because it sets the pace. I for a split second flashback to the day I accepted the position, where I was made aware that I would be one of the ones that would start the change in Nevada education. I took this to heart; I dedicated myself to making a change in the life of every child I came in contact with at Nevada Strong.

The day began with morning duty where all our students are dropped off because we do not have buses. Then, students proceed to breakfast, where 70% of the students are free or reduced due to income. The academic day starts with math and reading fluency activities that take place every day. This is a non-negotiable in the building. The academic structure in our building is based around the Fundamental Five, and this provides structure and consistency for everyone.

The day provides time for collaboration with other teachers that teach the same grade so that we can co-planning and discuss what is and is not working within our classroom. We share ideas and create lesson plans that are intense and in depth. I speak to every child every day and track their reading and math every day. The daily tracking of their academic performance is crucial in making sure that every student is successful. After the day ends, I spend time cleaning my room that is decorated with inspirational words done in bright colors. I also make sure everything is neat because I want each day to be a fresh start.

#### Jessica's Daily Schedule

7:15 – Arrive at school, get coffee and review lesson plans

7:30 – Early meeting grade level teachers, parents or admins, and any last-minute preparations

Welcome students and give them a hug

7:45 - Pledge of Allegiance

Take attendance; do lunch count; make announcements; look at any notes from home (while helpers pass out any needed materials)

#### Morning Meeting

Fluency First – Daily Math and Reading Fluency

8:25 – Literacy Block -Reading and Writing workshop

10:00 – Math Block Review of math facts with a timed drill; T.A. meets with struggling students or small groups

11:30 – Lunch

12:15- Spelling/Spelling Game

12:30 Science and STEM activities

1:15 –Teach Social Studies lesson

2:00- Team Planning, Personalized Learning Committee (PLC) meetings, Coaching meetings

2:45 –Reading to Success period-Student reading conference/prepare students for dismissal

3:05 – Go out to car line; optional one-hour study hall begins in the classroom

3:05 – After-school care begins (provided by a separate team of workers)

3:20 – Parent conference (when needed); grade papers; input grades online; prepare for next day's activities (– prepare lesson plans for the following week)- Meet with the admins-Coaching

After 4 pm- Going home

My typical duties are:

- Creating lesson plans to teach students specific subjects and skills
- Social-Emotional Development and Character Education (Modelling communication skills and good behavior so students will learn how to communicate with and treat each other)
- Grade homework and other assignments, so students receive proper feedback
- Enter their grades timely manner
- Communicate with parents regarding their child's academic progress
- Provide extra tutorials
- Prepare students for State Assessments
- Supervision of the students all the time
- Participate in Professional developments, staff meetings, and PLCs

(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?

Nevada Strong will ensure we are prepared to meet the needs of all students, including those with IEPs and those diagnosed with disabilities like Ruby. The special education coordinator will handle all documentation and see that teachers are in compliance with all federal and state laws while also meeting Ruby's needs, not only those specified in her paperwork but also those observed.

We will make the adjustment to scheduling and staffing during crucial times of instruction, such as during English and math and provide a push in and/or pull out services. We will allow Ruby accommodations such as extra time to complete assignments, visuals, prompts, adjuster notes, access to multiplication charts, and manipulatives to help understand concepts being taught, as needed. Frequent clarifications, check-ins, and opportunities for communicating and asking questions, the same strategies that benefit all students will be extended to Ruby. Focusing on specific goals and skills as outlined in Ruby's IEP and designed for her success will be the targets of instruction. Hands-on, cooperative group work which allows Ruby to be an integral part of the classroom community, is the norm and expectation at Nevada Strong. Homework may be adjusted

in quantity or in substance to support Ruby in her learning individual learning path. Clarifying directions, repeating them and having routines and procedures in place as well as the opportunity to answer questions, and find ways for Ruby to participate and be included, will be important. Working in small groups as well as with individualized path of instruction will be helpful for Ruby.

- (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 Alejandra 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 Alejandra's?

Nevada Strong knows that the same many of the same strategies that work for all students work for English Language Learners and views students as fortunate they have the opportunity to acquire a second language. Nevada Strong Academy believes in embracing students home language and culture and views it as a strength and asset that the family bring to our school.

We provide information in both Spanish and English on our website, posted, and in-home communications. We strive to hire a staff that is reflective of the community we serve and know that often 40% of our students will be second language learners. Strategies used in the school are ample opportunities for turn and talks, guided reading with a small group or one on one with a teacher,

Resources such as recorded readings and picture representations as well as dictionaries and adaptive technology, programs that convert from Spanish to English are helpful.

Alejandra needs extra support in reading and writing, ample time to practice as well as see this modeled by her teacher. Recorded passages, books on tape, and listening to literature will benefit Alejandra. Read-aloud and followed by discourse and then summarizing what is learned will help Alejandra expand her writing capabilities. Pictures and manipulatives can be utilized in mathematics as well as supplemental aids on testing are permitted for Alejandra.

Social time such as eating lunch and playing at recess, help Alejandra acquire language skills, as does being involved in after-school activities. She also benefits from daily reading for 20 minutes while at school. Hands-on STEM activities where end examples are presented, and videos and pictures are utilized throughout the scientific process helps Alejandra keep up with instruction and demands.

- (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

Based on the data shown above, SWD display decline in RLA scores overtime while math scores steady improvements. In comparison, NON-SWD shows both improvements in Math and RLA scores except in 2014, where RLA data display a slight decrease.

To correct this tendency, the Nevada Strong student support team will need to reassess RTI to better support RLA shortcomings. In turn, new IEPs should place based on the student's individual needs. Overall this would involve general education teachers, special education teachers, homeless/migrant liaison, teachers, administrators, and parents for further re-enforcement. Furthermore, we will devote more Targeted Intentional and Purposeful professional development sessions and coaching to address student needs effectively and immediately.





## **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 philosophy of our governing board starts with a clear distinction between governance and management. The Board will govern by focusing on organizational planning, framework, and strategy. Governance is a big picture; the school leader will be responsible for the management and day-to-day operations of the school. Through quarterly reports based on mutually understood expectations, the Board will evaluate the performance of the school leader without interfering in the decisions made at the campus level. The Board should create an enrollment policy; the school leader should create enrollment plans, procedures, and documents. The Board will evaluate the school leader in the context of the overall success of the school and organization; the school leader will perform teacher and staff evaluations aligned with their duties. The Board will develop a policy ensuring all required state standards are taught; the school leader will develop the best instructional program.

- (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.

Nevada Strong has a governing board that directly manages the school leader; the school leader is then responsible for the overall success of the school and managing all other on-campus employees. As discussed above, the governing board is primarily tasked with the big picture, organization items. The Board must act as a fiduciary and is ultimately responsible for the organization.

The different responsibilities of the Board are specifically organized and addressed via the creation of several committees which, together, will ensure the academic and operational success of the school. Specifically, the Academic Achievement Committee takes the lead on defining and monitoring academic success, but the entire governing board will formally review the school leader and establish goals for the following year. The Governance Committee will be tasked with revisiting effective stakeholder representation, and at least one parent Board Member will be included in the membership.

#### **Academic Achievement Committee**

The Academic Achievement Committee is responsible for assessing, defining, and refining what goals are established for the school. The Academic Achievement Committee will be responsible for receiving interim academic reports and approving those reports prior to submission to the entire Board and the public at large. Academic Achievement Committee is tasked with working with the school leader to evaluate our progress toward goals and to monitor the dynamic instructional methods delivered at Nevada Strong to ensure continuous improvement. Additionally, this committee is responsible for recommending academic and non-academic goals for the school leader, other committees, and the organization as a whole. These goals are wide-ranging and will

include academic goals, fiscal benchmarks, Board membership and training goals, and enrollment/expansion goals.

#### Finance Committee

The Finance Committee oversees the school's budget and asset management. This committee approves short-and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school's strategic priorities, ensures compliance with Nevada Strong policies, and raises financial concerns and solutions to safeguard the school's resources. The finance committee includes the school leader, Director of Operations, and at least three board members - one of whom serves as the committee chair. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

#### Facilities Committee

The Facilities Committee is responsible for the acquisition, renovation, and/or construction of appropriate facility or facilities for the school. Proposals will be brought before the entire Board for action. The Board Chairman will chair this committee; other members will be elected/appointed/volunteer per Board policies. Members of this committee should have experience in construction, real estate, project management, and/or financing. In concert with the School Leader and Head of Operations, the Facilities Committee will identify components necessary to educate our students and then locate the most appropriate facility with an additional consideration placed on location.

#### Development Committee

The Development Committee is responsible for ensuring our development program is aligned with the needs and goals of the school and organization. This committee will engage in fundraising for the school. The Development Committee will develop fundraising goals, manage our fundraising plan, develop opportunities for Board members and the public at large to contribute to the school, and build relationships with potential individual and corporate donors and partners. The committee is responsible for setting philanthropy targets in consult with the finance committee and school leader. In order to further extend our outreach into the community, this Committee may include members who are not part of the governing board of the school, but the committee will be chaired by a Board member.

#### Governance Committee

The Governance Committee is responsible for building and maintaining an effective Board. This committee is tasked with establishing benchmarks for continuous improvement, long term planning, and self-evaluation. The Governance committee is tasked with making recommendations as to the size and composition of the Board and its committees, evaluating potential Board members, planning and implementing Board training, and keeping abreast of legislative changes, legal requirements, and best practices.

#### School Leader Evaluation (entire Board)

Initially, we expect the goals outlined in this application to be used as our benchmark of expectations in the early years of operation. At minimum, academic results, student retention, staff retention, and stakeholder surveys will be qualitative measures included in this review.

In addition to the formal, annual review, the school leader will provide periodic (generally quarterly) updates to the Board. This is for the same reason that we assess our students intermittently. Successful education is dynamic. The successful school leader must embrace these goals and constantly look to exceed them. If the campus is not on track to meet a goal, the Board's expectation is to be informed of the situation along with the school leader's proposed improvement/solution. If the school leader ultimately fails to meet a predetermined goal, this should not come as a surprise. Intermittent indicators should identify potential issues before the final determining measure is collected or determined. The process and improvements implemented will be considered in the review. Formally, missed goals will result in an improvement plan complete with specific, measurable, and intermittent goals. The successful school leader will have already developed this plan on his/her own. Ultimately, the education of our students is our primary consideration. Continued underperformance will result in the replacement of the school leader.

- (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.*

Name & Title	Areas of Expertise	Uniquely qualified to Serve
Carrie Buck, Member	Education	The executive director of high performing network of charter schools
Sam Castor, Member	Law, Technology	Executive Vice President of Switch. Law Clerk at White House

Monty Coon, Member	Development, Technology, Budget	Director of Artificial Intelligence Training at AI Foundation. 17 years of start-up experience
Lindsey Dalley, Member	Governance	15 years education board experience 25 years with Boy Scouts of America Chairman Moapa Valley Educational Foundation
Andy Hafen, Chair	Community, Accounting	8 years as mayor and 21 years city council Accountant for Sunrise Hospital 10 years with the Police Department
Kurt Harris, Member	Law	14-year owner Law Firm with construction law. Bilingual Spanish/English 9-year high school volunteer football coach
David Jones, Treasurer	Banking, Finance	20 plus years of banking. UNLV College of Business director and instructor 20 years serving Boy Scouts of America
Bea Soares, Vice Chair	Entrepreneurs, Community, Education	14 years principal at CCSD. 6 years elementary counselor 6 years elementary teacher. Les Femmes Douze/preparing high school girls for graduation

Amy Trombetti, Member	Spedco-Special Education Consulting Services	Coaching, professional development, and support in federal law compliance, allowing special education teachers and directors to focus on their students' educational needs.
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- (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.

Attachment 8 has been provided as requested.

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

Outside of the Board position that is held for a parent (which will be filled via typical Board nomination/voting procedures after Nevada Strong opens), the full founding board is in place.

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

The board's ethical standards and procedures for identifying and addressing conflicts of interest require board members to inform the chair of any and all conflicts of interest and then refrain from voting on issues. Upon authorization, the governing board will adopt Bylaws, Code of Ethics and Conflict of Interest policies and will use the adopted documents of Coral Academy of Science Las Vegas as a template.

<http://www.caslv.org/governing-board/>

- (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 if the application is approved. If a conflict were to arise, the board member would notify the chair of any and all perceived conflicts and recuse themselves, as necessary, from voting or decisions that could be conflicting.

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

Currently, the founding board is at capacity. The Governance Committee of the Board is tasked with reviewing membership at least annually and recommending any future changes/expansion. As necessary, the board will recruit future members who both have ties to the local community and also reflect the culture of Nevada Strong and the community we serve.

- (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.

After approval of this application, the Board will establish a governance committee (GC). The GC will be responsible for the nomination, orientation, training, and evaluation of members according to the bylaws of the Board. We intend to hire, BoardOn Track, to receive training and self-evaluation services and purchase its software platform. BoardOn Track has worked with over 500 charter schools nationwide to improve their effectiveness.

We will work with BoardOn Track to design a self-evaluation rubric that aligns with our school's mission and vision. Our rubric will have multiple standards or dimensions that include but are not limited to 1) mission and vision, 2) governance and policy-making, 3) fundraising, 4) community relations, and 5) school performance monitoring. Each of these areas will be scored by a scale from 0 to 4. Four being exceptional and zero being failing or unacceptable.

- (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 Leader reports directly to the Board; all other staff members report to the School Leader. The EMO also reports directly to the Board and works alongside the School Leader. Decisions must be made with both the academics and finances in mind.

Projected reports and frequency are included below, but all expectations are subject to change at the Board's discretion.

#### **School Leader provided reports**

<b>Report</b>	<b>Frequency</b>
Academic - NWEA achievement reports	Beginning of year + quarterly
Academic - NWEA growth reports	Three times a year (Beginning of the Year, MOY, and EOY)
Academic – final index/star rating and analysis	August (pending State release)
Academic – projected index/star rating	January
Stakeholder – survey results (students, staff, parents, community)	Semi-annually

### **EMO Provided reports**

<b><u>Report</u></b>	<b><u>Frequency</u></b>
Annual budget (proposed, amended)	Quarterly
Budget vs. Actual	Monthly
Balance Sheet	Monthly
Statement of Cash Flow	Monthly
5 year projected budget	Annually
Attendance/retention/attrition reports	Monthly

(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.

Initially, the Board expects to form the Committees introduced in Question 2; that information is included again below.

#### **Academic Achievement Committee**

The Academic Achievement Committee is responsible for assessing, defining, and refining what goals are established for the school. The Academic Achievement Committee will be responsible for receiving interim academic reports and approving those reports prior to submission to the entire Board and the public at large. Academic Achievement Committee is tasked with working with the school leader to evaluate our progress toward goals and to monitor the dynamic instructional methods delivered at Nevada Strong to ensure continuous improvement. Additionally, this committee is responsible for recommending academic and non-academic goals for the school leader, other committees, and the organization as a whole. These goals are wide-ranging and will include academic goals, fiscal benchmarks, Board membership and training goals, and enrollment/expansion goals.

#### **Finance Committee**

The Finance Committee oversees the school's budget and asset management. This committee approves short-and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school's strategic priorities, ensures compliance with Nevada Strong policies, and raises financial concerns and solutions to safeguard the school's resources. The finance committee includes the school leader, Director of Operations, and at least three board members - one of whom serves as the committee chair. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

#### **Facilities Committee**

The Facilities Committee is responsible for the acquisition, renovation, and/or construction of appropriate facility or facilities for the school. Proposals will be brought before the entire Board for



action. The Board Chairman will chair this committee; other members will be elected/appointed/volunteer per Board policies. Members of this committee should have experience in construction, real estate, project management, and/or financing. In concert with the School Leader and Head of Operations, the Facilities Committee will identify components necessary to educate our students and then locate the most appropriate facility with an additional consideration placed on location.

#### Development Committee

The Development Committee is responsible for ensuring our development program is aligned with the needs and goals of the school and organization. This committee will engage in fundraising for the school. The Development Committee will develop fundraising goals, manage our fundraising plan, develop opportunities for Board members and the public at large to contribute to the school, and build relationships with potential individual and corporate donors and partners. The committee is responsible for setting philanthropy targets in consult with the finance committee and school leader. In order to further extend our outreach into the community, this Committee may include members who are not part of the governing board of the school, but the committee will be chaired by a Board member.

#### Governance Committee

The Governance Committee is responsible for building and maintaining an effective Board. This committee is tasked with establishing benchmarks for continuous improvement, long term planning, and self-evaluation. The Governance committee is tasked with making recommendations as to the size and composition of the Board and its committees, evaluating potential Board members, planning and implementing Board training, and keeping abreast of legislative changes, legal requirements, and best practices.

Based on Board member experience and expertise, we expect members to serve on at least two committees. Committee composition will be based on each member's experience and skill set. If the Board does not have sufficient internal expertise in an area, then the Board will seek outside advice and counsel in order to ensure they are sufficiently informed to make decisions in the best interest of students. At a minimum, the parent Board member will serve on the Academic Achievement Committee. When appropriate, Board Committees will make recommendations to the entire Board; all formal action requires a vote of the entire Board. The School Leader reports directly to the Board and is formally evaluated annually.

(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.

We are confident that most disputes can be resolved before entering a formal grievance process, but we also recognize the need for having the process in place. A draft of the process is below; our governing board will adopt the formal, final process after our charter is approved.

1. Written complaint is submitted to the school leader. Forms will be available at the campus in English and in Spanish.

2. The school leader will inform the Board President of a complaint, but will not share details and will be solely responsible for the initial response. The school leader will investigate the claim, take action as appropriate, and notify the complainant.
3. If the action taken above does not resolve the grievance, the complaint will be formally escalated to the governing board within five days.
4. Within fifteen days of receiving the complaint, the governing board (or a committee thereof) will investigate the claim. If a committee is tasked with this investigation, the committee will bring their recommendations to the full governing board for formal action.
5. The decision of the Board will be final.

(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?

As typically expected, the Board Bylaws will mandate immediate removal from services for any significant legal, moral, or ethical infractions. For Board Members that simply aren't meeting expectations, as drafted below and revisited regularly, removal will be via a majority vote of the Board as outlined in the Bylaws.

Goal	Purpose	Outcome Measure
Meeting participation	Board members will attend and actively engage in monthly meetings.	70% or greater
School involvement	Board members will attend events and volunteer as often as schedule and time permits, approximately 8-10 hours per month.	The minimum expectation is to be "visible" at the campus at least once a month.
Committee involvement	Board members will serve on two committees according to their area of expertise.	>70% of assigned Committee tasks/duties/meetings
Development Support (Fundraising)	All board members will contribute to Nevada Strong themselves as well as leverage community connections to support the school.	100% of Board members donate (at any level).

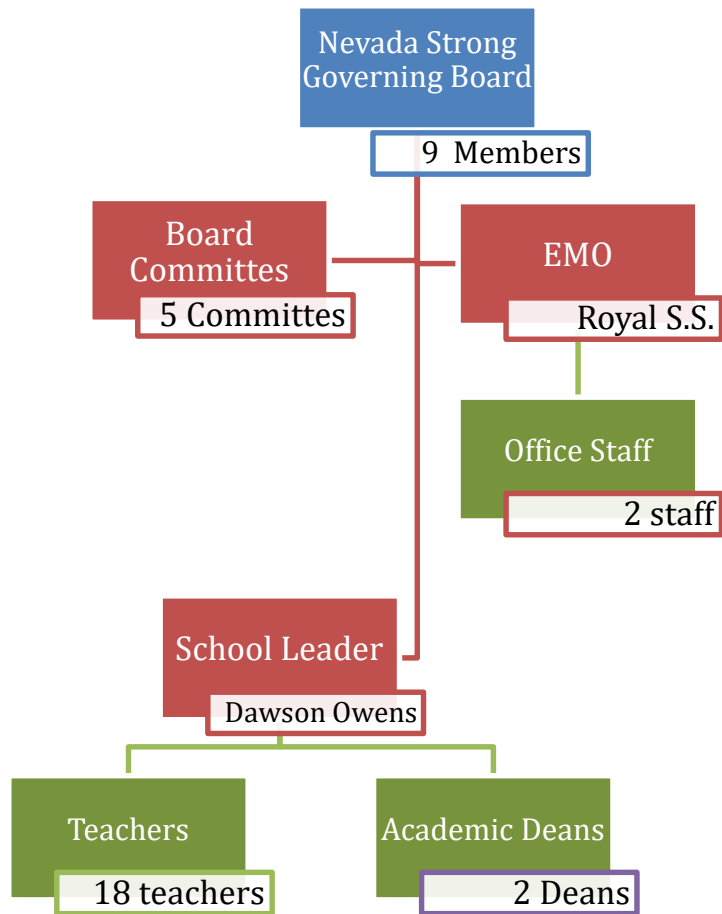
## LEADERSHIP TEAM

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

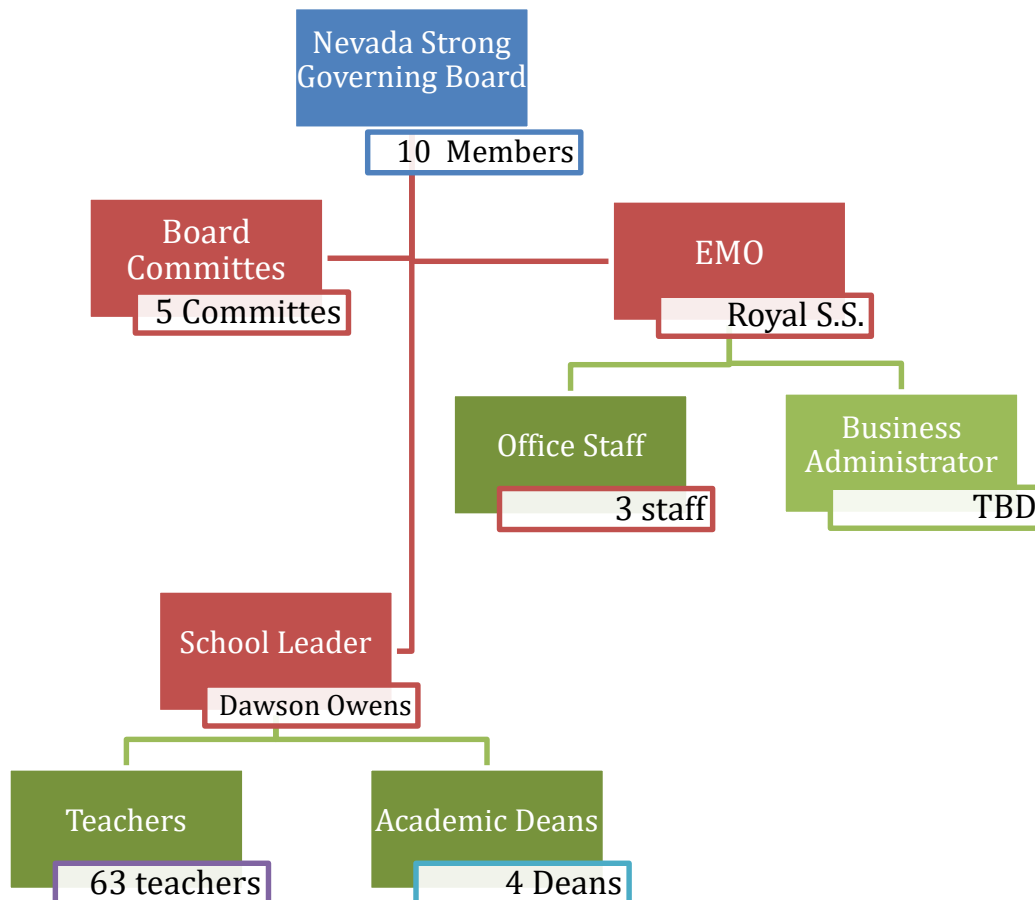
- (a) Organizational charts for year one **and** one for when the school is at full capacity
- (b) Job descriptions for each leadership role (provide as Attachment 2)
- (c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high-quality school leaders/principals 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.
- (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

- a. Organizational charts for year one and one for when the school is at full capacity

Organizational Chart Year 1



## Organizational Chart At Capacity



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

Job descriptions have been provided as 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.

Resumes have been provided as Attachment 3.

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

Student achievement data has been included as a part of Attachment 3.

(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.

a. School leadership, operations, and governance;

Soner Tarim has led and operated over 50 schools along with John Subas who has led charter school teams. Andy Hafen has run a large, successful city and will certainly give governance stability and oversight to NV Strong.

b. Curriculum, instruction, and assessment;

Carrie Buck and Bea Soares both have extensive experience in curriculum, instruction, and assessment from their time leading high performing schools in the district. Annette Dawson Owens has been an educator as well as receive specialized training in curriculum, instruction, and assessment over the last 20 years in both district and charter schools.

c. At-risk students and students with special needs;

Amy Trombetti has over ten years of experience working with and training Nevada charter schools on how to best serve students with special needs.

d. Performance management; and

David Jones, Monty Coon, Kurt Harris all have experience in performance management, which will assist in analyzing data and understanding Nevada Strong outcomes.

e. Parent and community engagement.

Andy Hafen and Annette Dawson Owens both have extensive community and parent connections that will be leveraged for engagement of students, parents, and community encircling Nevada Strong Academy.

- (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).

School leader coaching and training has been and will continue to be provided by the EMO. Annette Dawson Owens has been able to intern with and will continue to learn from targeted, intentional, and purposeful development under the watch of Soner Tarim and Royal Team.

Currently, there are no existing competencies used for school leader selection and evaluation. The governing board of Nevada Strong will draft those and formally evaluate the school leader annually. Attachment 4 is not applicable.

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

The School Leader is entirely responsible for staffing Nevada Strong; the School Leader will be responsible for identifying applicants and the subsequent interview/hiring process. The School Leader will also be responsible for professional development – including utilizing third party trainers as necessary – and creating a campus climate and culture that is attractive to teachers and promotes retention of highly effective staff. The school leader has been trained by Doug Lemov in TLAC techniques as well as Reading Reconsidered and has also been trained by Project Lead the Way in implementing science aligned with next-generation science standards. Our EMO will be a resource and will support the school leader in these efforts.

- (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?

Our school leader is responsible for the overall success of Nevada Strong; this includes providing instructional guidance and establishing a strong and supportive community culture. Dawson-Owens has spent the past two years being trained and exposed to a large amount of staff development materials. She has toured high performing schools across the country and helped two local charters opened their doors in August 2018.

We will provide continuous professional development for our staff to grow and improve. Nevada Strong will continually refine our use of data daily, weekly, monthly, and quarterly to inform and refine instruction, which will create a culture that is joyful and celebratory towards learning. We will build a community of learners with high-expectation, which celebrates achievement while teaching life-building character habits that give students the foundation and strength that will set them on a path to college. We will educate every Nevada Strong student for access to competitive high school and college programs to build their future.

Tarim's background in growing a network of successful charter schools offers the experience and resources necessary to support Dawson Owens in establishing a campus that will be academically successful with a culture that is positive, encouraging, and vibrant. Together, Dawson Owens and Tarim have relationships with dozens of school leaders who have walked this same path and launched successful charter schools.

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

Together, Tarim's vast experience in governance and oversight coupled with Dawson Owens' classroom experience and incredibly deep ties throughout the community provide a tremendous foundation upon which Nevada Strong is being built. Each co-founder has already developed a skillset to launch and run a successful campus independently.

Furthermore, Dawson Owens will be tasked with developing school leadership capacity within her own team. By involving her Academic Deans in school decisions, granting them autonomy, holding them accountable, and establishing performance reviews that mirror her own, the express intent is to offer her team opportunities for growth while creating capacity so that a succession plan is in place for any short term, long term, or expansion leadership opportunities.

## **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.

Dawson Owens is specifically tasked with ensuring that the Academic Deans at Nevada Strong will be given every opportunity to grow into a school leadership position. As part of the anticipated EMO agreement, Royal SS will oversee all mandated training for campus employees and professional development programs. This will include the development of potential School Leaders.

- (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.

In the next 3 years, Nevada Strong does not have immediate plans to scale to the point that would require a Regional Director. We understand that if/when we seek this expansion, we will have, at a minimum, a fully defined job description for a Regional Director for SPCSA's review and approval.



## **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.

The second table is not applicable and has been removed.

## Nevada Strong Academy

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Management Organization Positions</b>						
CEO	1	1	1	1	1	1
Chief Academic Officer		1	1	1	1	1
HR/Operation Director		1	1	1	1	1
Registrar		1	1	1	1	1
<b>Total Back-Office FTEs</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>School Staff</b>						
School Leader	1	1	1	1	1	1
Academic Dean	2	2	3	3	3	4
Add'l School Leadership Position 1 [Business Administrator]		1	1	1	1	1
Classroom Teachers (Core Subjects)	15	21	27	33	40	45
Classroom Teachers (Electives)	3	5	7	8	10	10
Specialized School Staff 1 [SPED]	1	1	2	2	3	4
Specialized School Staff 2 [ELL]	1	1	2	2	2	2
School Operations Support Staff	1	1	1	1	1	1
<b>Total FTEs at School</b>	<b>24</b>	<b>33</b>	<b>44</b>	<b>51</b>	<b>61</b>	<b>68</b>

### HUMAN RESOURCES

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

The School Leader will leverage current national connections with organizations like Teach for America, Leaders for Educational Equity, and universities across the county. Additionally, the School Leader will look to top education programs, including the University of Nevada Las Vegas, Nevada State College, and numerous Utah Universities. Nevada Strong will also participate in local hiring fairs. In December 2019, Nevada Strong will post all open positions on a variety of electronic job boards and social media outlets, and leverage our relationships so that we can share our postings with their networks. To attract top talent from the neighborhood in which we seek to educate children, we will disseminate information about open positions to our local civic organizations, churches and community centers, and through disseminating our newsletter to local supporters and interested parents. We will also post positions in local publications, and use websites like LinkedIn and Indeed.com.

Our search for team members will be local and statewide to create competition for the best and brightest individuals to start a new career at Nevada Strong. Instructional staff will consist of a diverse group of individuals to follow thru with the vision and mission of the school.

### **Interview Process**

Our interview process will be streamlined and organized utilizing star teacher hiring methods. Possible candidates will be required to fulfill the needed responsibilities to be considered for a teaching position.

1. Cover letter: Possible candidates will be required to submit a cover letter and resume that will be reviewed by utilizing a rubric focused on content knowledge, pedagogy, classroom management, and Nevada Strong Academy's mission and vision. A critical aspect of the cover letter is to show the ability to grow and master tasks through their educational and work experience to be able to perform their needed responsibilities and duties.
2. Resume: Possible candidates will also be required to submit a resume that will also utilize the rubric as well as show accomplishments and be highly qualified in the needed content area. Candidates who meet the following requirements will be requested to move to the next step in the hiring process.
3. In person interview - Star interview drafted questions are structured by responding to behavioral based interview questions that follow this specific pattern, situation, task, action, and the result of the situation. Example question, describe a time when you were faced with a stressful situation that demonstrated your coping skills. The hiring team will be interested in knowing how the possible candidate, identified, addressed, and solved the situation. Teachers will also be asked data driven and Nevada Strong mission questions to make sure candidates have proficient knowledge of Nevada Strong academy and its purpose, classroom management, and growth mindset. Content knowledge questions will be asked to make sure the teacher will be able to address the proper grade level standards, and students will be able to demonstrate mastery.
4. 2nd In-person interview with sample lesson: Possible candidates will be expected to conduct a sample lesson with a specific subject and content knowledge. The lesson should consist of "I do," "we do," and "you do" segments. Charlotte Danielson framework for teaching rubric with the appropriate domains will be assessed for the candidates will be required to present a sample lesson during an in-person interview. We will be giving immediate feedback, and ask questions that pertain to the teachers teaching strategies and lesson mechanics.
5. Reference Check: Possible teaching candidates who are selected after the 2nd interview, will have a reference check made by the hiring a team. If reference checks are positive and the candidate ultimately has the students, and Nevada Strong's vision offer will be made.
6. Offer: written offers will be made to candidates who have been selected through the interview process and pass a background check and mandatory fingerprinting before starting employment.
7. The hiring team will consist of the following individuals: School Leader will be the ultimate authority for hiring and firing process at the campus level. However, the School Leader may invite the following personnel to interviews, Deans, Instructional Coaches, Department heads, Special Programs Coordinator, and teachers.

- (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.

We project teacher salaries to range from \$44,000 - \$50,000. Outside of State Retirement contributions, we project to contribute up to \$6000/yr in medical insurance premiums. Administrator salaries will range from \$60,000-\$80,000 and Office Staff salaries will range from \$34,000 - \$38,000.

The value of retaining high-quality staff members is known throughout all industry; education is no exception. Basic needs will be met; we will offer competitive compensation and benefits for teachers, and we will develop additional compensation bonuses that reward teacher longevity. But, more than that, research shows people quit bosses, not jobs. Our school leader is expressly tasked with developing a culture of success. We believe teaching is a professional career, and teachers deserve to be treated as such. Professional development opportunities will be offered, and we will encourage teachers to submit proposals for additional training to develop them as expert teachers and as leaders on campus.

Our comprehensive interview process will help ensure we identify teachers who are aligned with our model and mission. We will be conscious of teacher workload to avoid burnout. Feedback from teachers will be encouraged formally with surveys and informally with an open door policy. We will develop a dynamic approach to continuous improvement so that teachers know that their ideas and voices are heard.

- (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.

While we are confident in our ability to create a positive culture and supportive environment that is attractive to teachers and professionals, teacher burnout is a common theme in schools that are working relentlessly to close the achievement gap. Fortunately, our Founding Team has decades of experience in schools and can be proactive in managing the work/life balance that is necessary to keep the team satisfied, engaged, and motivated without being overwhelmed. The adage "work smarter not harder" may be old, but is still true. Our school day is extended; thus, we need to structure our day, so teachers are able to recharge at night. Additional prep periods, duty-free lunch, open communication, and structured, regular professional development with built-in opportunities to revise lesson plans and curriculum are a few examples of how we will constantly strive toward systems that lessen the burden of unnecessary work and allow teachers to focus on the art of teaching. At capacity and assuming group sizes of 28 students, our teacher to student ratio is ~1:20, and adult to student ratio is ~1:18.

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

As part of our EMO agreement, we expect Royal SS to be responsible for creating and executing this procedure at the direction of the governing board. Per the draft agreement, Royal SS will be responsible for preparing job descriptions, employment contracts, evaluation tools, staff interviews, recommending hires and terminations as appropriate, and maintaining employee records.

- (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.

Professional development is ongoing and targeted, intentional, and purposefully designed to address the individual needs of each teacher. Nevada Strong will use the Danielson model as our teacher evaluation guide. A core competency of our School Leader is her ability to provide frequent and meaningful feedback to employees. The Performance management system and evaluation tools (Attachment 5) support this ongoing conversation of improvement.

Our Performance Management System will be developed and provided by Royal SS at the direction of our governing board. Although Royal SS is a newly established EMO and doesn't yet have this system in place, the key staff members of Royal SS have decades of experience in launching and operating dozens of successful charter schools. They will use our planning year to develop the back office functions and supports necessary to be ready for us to begin teaching students in the Fall of 2020.

- (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.

As part of our EMO agreement, we Royal SS will provide professional development for school administrators and teachers. The Nevada Strong will be responsible for formally evaluating the school leader annually and will use the goals identified in this charter as the initial benchmarks for evaluation. A formal evaluation tool will be developed by the governing board (or a Committee thereof) after approval and finalization of the Nevada Strong charter agreement.

- (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.

Ensuring a strong mission, vision, and cultural fit is just as important for non-classroom staff members as it is for certified teachers. Non-instructional staff must also be successful in our thorough interview and evaluation processes and are also expected to be positive influencers on campus culture. Our office staff will provide the first impression and are often the voice of our school. Operational, technological, and janitorial staff are a presence on campus and have to embrace their positions as an opportunity to directly contribute to the growth and education of our scholars. Schools that are clean, safe, and well-maintained with a positive, all-hands-on-deck culture will give teachers every opportunity for success in the classroom. Students and families will feel invited and empowered, and energy can be spent on students vs. operational mishaps. Instructional, employment, and health/safety regulations are known and addressed in advance. Team members have the freedom and resources necessary to do their jobs; they feel energized and empowered to act in the best interest of our students.

In addition to our campus staff, the rich background of our EMO will enhance our ability to support teachers, support families, smoothly operate the campus and comply with all applicable laws, regulations, and procedures. As part of our agreement with Royal SS, RSS will provide administrative and operational support for HR, Technology, Database management, Marketing, Facility Operations, and Maintenance, Food Service, Business Administration, and maintenance of financial and student records.

- (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.

Formalizing and documenting a proactive succession plan will be a goal of ours during the first year of operation. At the most basic level, our School Leaders will be tasked with cultivating School Leadership abilities with our Academic Deans. A formal training program will be established during the first year of operation. While the formal program is being established, the Deans will begin their training by shadowing the School Leader as time permits and as is appropriate.

- (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.

Unsatisfactory leadership:

If school-wide results fall short of a goal, the school leader is ultimately responsible and needs to act. Possible triggers include subpar student grades, low homework completion percentage, parent feedback, student feedback, poor interim or summative assessment scores, insufficient community partnerships or not meeting expectations on any measure identified by the governing board, included in this application, or representative of our mission. Perhaps too many teachers are scheduling exams at the same time, or our campus celebrations are not effectively motivating our students. The list of possible solutions is limitless; that is why the school leadership position, and the corresponding monitoring and oversight, is so critically important. The school leader will regularly report data and progress to the governing board; any metrics that fall short of goal will be accompanied by a corrective action plan from the school leader.

Unsatisfactory Teacher performance:

Corrective action at the classroom level can be initiated almost immediately due to teacher observation or subpar results on exit tickets. Teachers are trained on and expected to actively monitor student progress and adjust their instructional pacing, techniques, and topics accordingly. Other curricular assessments (i.e., unit exams) provide a more structured and comprehensive opportunity for teachers to identify any corrective actions that need to be made. During weekly observations and PD meetings with the leadership team, there will be a standing agenda item dedicated to discussing what the teacher has done in response to student needs. Should the teacher not be successful in identifying corrective action or not see success in its implementation, the school leader would formally become involved in the process via a corrective action plan jointly developed with the teacher.

Ultimately, the success of the school and students is most important. Should interventions and actions plan not to produce sufficient improvements, then the staff member will need to be replaced. Staff turnover for any reason will be addressed with the team and students promptly. It's important that everyone knows who is responsible for what, and understands the timeline for moving forward. Clear communication is key to reducing the intangible cost of turnover, which is rumors and uncertainty. Tangibly, staff turnover costs vary significantly depending on the timing and the position in question. Costs will range from minimal – to \$10,000+. The upper end of this cost is a result of background checks, off-site training, concurrent training if we employee one staff member to shadow a departing staff member, placement fees, etc. These costs are all captured within the various line items in our annual budget.

(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.

Royal SS does not have an HRIS identified at this time.

(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.

In addition to the services provided by our EMO, Nevada Strong will also contract with a 3rd party payroll advisor. At the direction of Nevada Strong, Royal SS will recommend vendors and manage this relationship to ensure streamlined alignment with all other HR functions. We project that executing payroll will cost \$20/mo/employee. Our draft EMO agreement, of which HR support is only a small component, is projected at 15% of gross revenue in year 1.

## **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.

The EMO's goal is to establish a cluster of successful public charter schools of choice in neighborhoods where there are multiple struggling schools. To create long-lasting and measurable impact, we propose to develop feeder patterns of two elementary, one middle, and one high school to each of these cities. These four campuses will form a cluster.

However, before we accomplish this cluster model, the EMO would like to start with grades K through 5 and gradually add one grade level in each succeeding year until we have a K-12 program. Once we successfully incubate our model in this proposed K-12 model, we will split elementary, middle, and high schools to create a cluster model. The gradual increase in grade levels and enrollment will allow teachers and school administrators to implement proposed programs to produce positive outcomes.

The pace of our growth will be determined by the following factors; a) Student waitlist numbers, 2) Community support, c) Our financial status and philanthropic support, d) Available and affordable facility or land, and e) Talent pipeline.

The EMO team leaders and the proposed school leader, Ms. Dawson-Owens, will play an essential role in the replication of the proposed school. The EMO team lead developer, Dr. Soner Tarim, have decades of experience in the establishment and replication of new businesses as well as the incubation and replication of more than 50 charter schools in Texas.

(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.

Currently, we do not operate schools in other states to share or compare data.

- (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.

Our scaling strategy to create an effective plan to open new transformational campuses is to develop effective recruitment, retention and development plan, effective community engagement, communication, smart budget management, marketing, and branding. We will utilize and implement a research-based continuous improvement model (also known as Deming Cycle). Through the use of informal and formal reviews and assessments, we will be able to analyze results in order to achieve transformational change and yield the biggest gains for our schools.

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

The EMO will only provide management services to Nevada Strong Academy in Nevada. The EMO will function as the back-office to NSA. There will be no shared employees between the EMO and the school.

- (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.

The proposed organizational structure clearly delineates the roles and responsibilities of each position. The Board will be a public entity and may take action only during a meeting in official public session when a quorum is present. The NSA board, among others, will have the final authority to approve hiring and firing principal and the Education Management Organization, approval of the budget, school policies, and procedures. The EMO will be accountable to the NSA Board and will provide a quarterly report.

The school leader has the highest authority to run the daily operation of the proposed school. The NSA board members will not interfere with day-to-day operation of the school. The Principal, under the EMO supervision, shall serve as the primary reporting official and shall prepare information requested by the Board. The EMO and the Principal shall also prepare and report all activities of the School requiring board notification or decision. The EMO or its designee and the Principal shall deliver reports on the financial and academic operations of the School at each regularly scheduled Board meeting or more frequently, as requested.

The School's on-site administration (principal, assistant principal, and/or lead teacher) will ensure that the operation of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

The EMO provides a wide range of educational services, guidance, and consultation to schools. Some of these services are 1) Supervision of building Design & Remodeling, 2) development of



Curriculum and Instruction, 3) School Management & Operation, 4) HR Management, 5) Professional Development and 6) Establishment of College Guidance & Counseling Program. In consideration for the services mentioned above, the EMO charges a fee for each Academic Year in an amount equal to Fifteen Percent (15%) of the total Revenues received by NSA as the management fee.

The NSA Board will evaluate and hold the EMO accountable for the positive academic and financial outcome of the proposed school. The Board evaluated the EMO in the area of school culture and morale, academic achievement, financial health, business, operations, and community relations.

- (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?

There will be no overlapping employment with the EMO and the school. However, several positions/titles will be employed by the EMO to provide more efficient and effective support for the school. These positions are the registrar, academic director, HR, and operations director.

- (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.

<b>Function</b>	<b>Network/Management Organization Decision-Making</b>	<b>Local Board Decision-Making</b>	<b>School Leader Decision-Making</b>
Performance Goals	Responsible for Goals that fall under EMO contract.	Establishes Performance Goals Annually; Actively monitors progress toward Goals	Responsible for Achievement Goals
Curriculum	Continuously reviews curriculum, results, and state requirements and offers suggestions as appropriate.	Approves Curriculum; certifies that Curriculum addresses state standards	Recommends Curriculum within budget selects curriculum that doesn't exceed approval threshold
Professional Development	Offers initial and on-going governing board training.	Approves budget for school-level professional development;	Ensures legally required PD is addressed, individually recommends PD to develop staff members further

		Responsible for own professional development	
Data Management and Interim Assessments	Provides Student Information System to collect and analyze data.	Establishes reporting expectations; holds school leader accountable for results	Responsible for establishing, administering, and analyzing assessments; including using assessment info to inform instruction
Promotion Criteria	Continuously review curriculum, results, and state requirements and offers suggestions as to appropriate.	Approves criteria in concert with state law	Proposes criteria within the framework of state law and educational model
Culture	Continuously reviews school culture survey and offers suggestions as appropriate.	Establishes Goals annually	Responsible for establishing and maintaining culture; makes countless “micro” decisions which impact culture daily.
Budgeting, Finance, and Accounting	Provides bookkeeping software; responsible for entering data and producing reports.	Ultimately responsible and fiduciaries	Makes decisions within budget; responsible for meeting enrollment targets
Student Recruitment	Support, input, and strategic guidance.	Establishes goals annually	Ultimately responsible for recruiting students; may manage additional staff members to assist with the effort
School Staff Recruitment and Hiring	Provides guidance and feedback during the hiring process.	Approves staffing model and budget	Ultimately responsible for attracting applicants and selecting staff
HR Services (payroll, benefits, etc.)	Responsible for processing payroll and producing reports as requested.	Approves provider and budget	Selects and manages staff members and vendors as applicable
Development/ Fundraising	Responsible for producing reports as requested. Help support and solicit fundraising efforts.	Approves budget; Responsible for executing the Development strategy	Responsible for campus-level fundraisers; supports development strategy developed by the Board
Community Relations	Review and give feedback regarding community relationships	Establishes goals annually	Responsible for cultivating strong community relationships and

	efforts. And participate in community-based events.		leveraging these relationships to offer increases options/services to students
IT	Guidance and input regarding the selection of the best and affordable systems.	Sets expectation, approves the budget	Selects and manages staff members and vendors as applicable
Facilities Management	Feedback about operational needs and plans.	Approves budget	Selects and manages staff members and vendors as applicable
Vendor Management / Procurement	Prepare and supervise RFP's and provide input evaluation and selection of vendor and submit to the board for final approval.	Approves budget; approves specific contracts that exceed an agreed upon threshold that needs to be reviewed via a formal RFP or procurement process	Selects and manages staff members and vendors as applicable
Student Support Services	Continuously reviews curriculum, results, and state requirements and offers suggestions as appropriate.	Approves budget, sets achievement goals and actively monitors progress along with academic results	Selects and manages staff members and vendors as applicable
Other operational services, if applicable	Likely need to identify "other" services provided – pending EMO contract.		

(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 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.

Since the EMO is newly established and has no schools to manage; no organizational chart exists.

## 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.
  - (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.
  - (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.
  - (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?

Nevada Strong has focused its efforts on communication materials being available in both Spanish and English for school communication. We have tabled at events monthly throughout the Las Vegas community in areas of need and provided information about Nevada Strong to families.

We have gathered hundreds of signatures of parent support for a high-quality school option as well as letters of intent to enroll. We have 300 plus Facebook followers and a presence on social media that we will continue to use to relay information to our families.

Upon authorization, we will use our robust contacts with the media to continue to spread the word about Nevada Strong. We will continue listening to our parents and community as we know that communication is a two-way process and we value the strength and input each of our families will bring to the school

Nevada Strong has reached out to families in poverty and connected with many non-profits and churches, the homeless community advocates, as well as the foster care community. We have explored relationships with health care providers, mentors, and such groups working to provide services to our most underserved in the community. We continue to seek to be a part of finding solutions for our students most in need.

We plan, upon authorization to provide STEM, combined with literacy, or STREAM activities at our local libraries and community centers we have connected with and which we will continue to look for opportunities to add to their services. We look forward to continuing to share our innovative

approach of serving every child where they are at through our blended learning model as well as our personalized, project-based learning.

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.

Subject to Board approval, Nevada Strong will begin accepting applications on January 1<sup>st</sup>, 2020. Any applications received by January 31<sup>st</sup>, 2020 will be eligible for the lottery.

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.

In our first year of operation, we have the following enrollment targets:

K: 112  
1<sup>st</sup>: 84  
2<sup>nd</sup>: 56  
3<sup>rd</sup>: 56  
4<sup>th</sup>: 56  
5<sup>th</sup>: 56  
Total: 420

In subsequent years, we'll continue adding grade levels and working toward a target capacity of 112 students per grade level. Our School Leader is responsible for achieving these targets and providing monthly updates to the governing board.

Our target re-enrollment rate is 85% annually; this has been determined based off of successful re-enrollment efforts our EMO has experienced in other states.

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?

As part of our EMO agreement, Royal SS will be responsible for ensuring all legally required training is provided to staff members. In concert with the School Leader, specific action items will include training provided by the Special Education Teacher, trainings provided by qualified third parties, regular data analysis - specifically around progress monitoring deadlines, and transition/placement ARD meetings as appropriate. In addition, we will utilize the expertise of our board and specifically Amy Trombetti's vast experience training the state charter leaders through SPEDCO.

(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?

Nevada Strong is committed to an ongoing student recruit plan that is transparent, convenient for families, and includes ample opportunities for stakeholders to receive information, ask questions,

and provide feedback. As an existing school, we can utilize our students, campus, and staff to enhance our recruitment and outreach efforts. We will host open houses and meet the teacher events, allow students to shadow existing students, appoint student ambassadors to represent the school, and offer the campus as community resource as appropriate. The School Leader will remain responsible for student recruitment, enrollment, and retention, but the entire Nevada Strong team will play a critical role in this success.

The lottery timeline will be moved up slightly to the late Fall; this gives families ample time to plan for the coming year.

When backfilling open enrollment slots for the current year, students will be enrolled on a first come, first served basis to either join the waiting list or claim any current openings (if there is no waiting list). Students joining mid-year will be paired with a student mentor to help with the transition. Students applying for future years will have their application processed under our typical application/lottery format, preference, and timing.

- (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)

Nevada Strong projects to open in 2020. If the question is only applicable to schools opening in 2019, please disregard.

Scenario “a” anticipates all budget assumptions, including staffing, remain constant except for expenses that are projected on a per-student basis. Under-enrollment would lead to fewer staff members, which would further reduce the minimum student enrollment required to break even.

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	112	112	112	112	112	112
1	84	112	112	112	112	112
2	56	84	112	112	112	112
3	56	56	84	112	112	112
4	56	56	56	84	112	112
5	50	56	56	56	84	112
6		39	112	112	112	112
7			30	67	112	112
8					52	112
9						4
10						
11						
12						
Total	414	515	674	767	920	1012

(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
Pre-K	0	0	0	0	0	0
K	112	112	112	112	112	112
1	84	112	112	112	112	112
2	56	84	112	112	112	112
3	56	56	84	112	112	112
4	56	56	56	84	112	112
5	56	56	56	56	84	112
6		112	112	112	112	112
7			112	112	112	112
8				112	112	112

9					140	140
10						112
11						
12						
Total	420	588	756	924	1120	1260

(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
Pre-K	0	0	0	0	0	0
K	123	123	123	123	123	123
1	92	123	123	123	123	123
2	62	92	123	123	123	123
3	62	62	92	123	123	123
4	62	62	62	92	123	123
5	61	61	62	62	92	123
6		123	123	123	123	123
7			123	123	123	123
8				123	123	123
9					154	154
10						123
11						
12						
Total	462	646	831	1015	1230	1384

- (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.

Capitalizing on the vast background and experience of the Nevada Strong team, we are fortunate to be able to set enrollment goals that appear moderately aggressive for a new campus, but are certainly achievable given our collective skillset. Academic benefits of higher enrollment include the ability to have a lower student:teacher ratio, an increased budget for curriculum and resources including intentional planning for remedial materials, additional support staff, and higher quality instructional staff can be attracted since we can offer competitive salaries.

Opening with > 3-grade levels allows for more opportunities and increased academic and social/emotional support and resources. With strong management, a positive culture can be developed and will continue to feed a cycle of motivation and success. Peer tutoring and student role models continue this cycle of success. Launching with multiple elementary grades is more streamlined than multiple middle schools or high school grades given the more straightforward staffing and elective structure

Further, the launch plan allows us to delegate duties appropriately. Individuals can wear fewer hats, which allows them to focus and execute on their strengths. The EMO executes on back-office responsibilities, so the campus team can focus on academics and on-campus operational needs. This enrollment allows us to secure a facility that is well suited for supporting the academic program and associated auxiliary support spaces.

## **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.

Attachment 10 is provided as requested.

- (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.

Annette Dawson Owens spent the last two years with leadership training and will now spend the next six months shadowing a school leader, as well as engaging in community outreach in the proposed zip code. She will develop school materials such as parent and student book, enrollment packet, and professional development plan for staff.

- (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.

Both our EMO and our School Leader have committed to work on developing the school during year 0 without compensation.

## **SCHOOL MANAGEMENT CONTRACTS**

### **(1) How and why was the EMO selected?**

The EMO was selected due to their previous track record of success in operating schools in urban areas with populations similar to our chosen demographics as well as their mission and vision for equity and excellence in a respectful environment for all.

Dawson Owens studied dozens of high performing schools and spent time on the campuses of this EMO and recognized a mission fit in targeted, intentional, purposeful designing of schools to meet students' individual needs. The schools STEM focus, their Fundamental 5 philosophy, personalized, individual learning of students, as well as project and place-based focus, were all in harmony with Nevada Strong's philosophy of a rigorous and joyful education environment for all.

Nevada Strong's board chair accompanied Dawson Owens to visit the schools, and they, along with the board, made the decision to adopt this educational model to fit the unique landscape in Nevada. It is a cost-effective solution to benefit from experienced back office personnel than a single campus might not afford to employ on a full-time basis.

### **(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 relationship between the governing board and Royal SS is an arm's length transaction, and there is no conflict of interest. After approval of our charter, the governing board will review and finalize the agreement with RSS. Included in this agreement will be regular reporting expectations that allow the board to monitor performance and ensure fulfillment of duties as promised. Third-party auditors will be one example of the checks and balances that the NSA governing board will likely institute.

### **(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.

Attachment 23 has been provided as requested.

- (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.

Given that Royal SS is newly established, there are no recent audits or other historical financial documents. Attachment 22 is not applicable.

- (6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 18.

Attachment 18 is attached as requested.

- (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.

Although the key staff and founders of the EMO have significant experience in launching and operating high-quality charter schools, the EMO is newly established. As such, this question is not applicable.

- (8) Provide three years of audited financial statements for each of the schools identified which have been in operation for more than a year as part of Attachment 17.

Although the stakeholders and founders of the EMO have significant experience, the EMO is newly established. As such, Attachment 17 is not applicable.

### **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.*

As Nevada Strong won't be serving HS students until our 4th year of operation, this section is not yet 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.
- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- (3) Discuss the scope of the services and resources that will be provided by the college or university.
- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- (5) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- (6) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

### **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.
- (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.
- (c) Facilities maintenance (including janitorial and landscape maintenance)
- (d) School health and nursing services
- (e) Purchasing processes
- (f) Safety and security (include any plans for onsite security personnel)

Based on the prior experience of the Royal SS team, this academic model and staffing plan has a proven track record of success in other locations. This wealth of knowledge and experience will be a tremendous resource to the Nevada Strong team. The campus will employ a Business Administrator by the second year of operation. Together, the School Leader and Business Administrator will be responsible for working together to ensure the academic and operational goals and needs of the campus are addressed in full and within budget.

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.

Nevada Strong will not be providing transportation. By opening early, providing after-school care, encouraging carpools, and working with public transit in order to provide reduced cost fare for our students, Nevada Strong is committed to making every effort that transportation is not a barrier to enrollment.

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.

Nevada Strong will contract with a third party provider. Our facility has sufficient space and infrastructure to support the catered meal option. We are confident that the federal reimbursement rate will allow us to provide these services, including staffing and administration of the NSLP.

c. Facilities maintenance (including janitorial and landscape maintenance)

Nevada Strong will contract with a 3<sup>rd</sup> party janitorial service. Pending our final facilities solution, landscaping will also be contracted with a 3<sup>rd</sup> party provider and included in the projected operational expenses of the campus.

d. School health and nursing services

Nevada Strong will not provide an on-campus nurse.

e. Purchasing processes

The governing board will adopt policies and procures that outline purchase thresholds and procurement requirements. All purchases must align with the approved school budget, and all transactions must be arm's length and without any conflict of interest.

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

Nevada Strong will not have on-site security personnel. The campus will have locked doors, authorized personnel will have key fob/key card access, and all visitors must submit their ID for proper verification, identification, and will always be escorted when on campus. A security system complete with cameras will be installed, and classroom doors will be able to be locked from the inside the classroom.

- (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.

Overall, campus technology needs will be typical. Laptop carts will be provided for each grade level, staff will have assigned laptops, classrooms will be outfitted with projectors, and the campus will have a sufficient server/networking plan complete with wireless access points, a security system, and appropriate firewall controls. Per our agreement with Royal SS, they will provide Technology Support and Database Management; Nevada Strong will contract with on-site IT support as needed.

Technology needs are an important part of our facility selection process. Prior to securing a facility, we will ensure that sufficient networking, bandwidth, power, space, and other technology considerations are sufficiently addressed.

- (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.

As part of our agreement with Royal SS, RSS will provide database management and complete maintenance of student records (on site). "RSS will maintain accurate student records pertaining to students enrolled in the NSA campuses as is required..." RSS will interview various Student Information System solutions and present their recommendation to the governing board for approval. A critical part of this evaluation process will be complete assurance that the SIS works seamlessly with the Infinite Campus system.

- (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.

As part of our agreement with Royal SS, RSS is responsible for securing the student, financial, and HR records for Nevada Strong. RSS will develop systems and procedures to ensure compliance with requirements and obligations during the planning year.

- (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 Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Attachment 12 provided as requested.

## **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;
- (b) The number of general education classrooms required each year;
- (c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;
- (d) Space requirements for administrative functions, food service, and physical education

a. The desired location of the school facility;

Nevada Strong has identified zip codes 89119 and 89106 as our targeted locations.

b. The number of general education classrooms required each year;

Year 1 – 18

Year 2 – 26

Year 3 – 34

Year 4 – 41

Year 5 – 50

Capacity - 63

c. Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

Additionally, we will plan on the following classroom needs. Please note, many of these services can also be provided in general education classroom space; these are additional needs on the margin:

- ELL support (1 room/500 students)
- Special Education Support (1 room/200 students)
- Elective class space (1 room/200 students)

d. Space requirements for administrative functions, food services, and physical education

- Admin: 3 offices + 1 additional office for each 250 students
- Food services: sufficient prep space + lunch space for a minimum of 250 students eating concurrently
- PE – sufficient space for 60 students concurrently (approximately 2500+sf)

(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.

Nevada Strong has identified two facilities in areas of need and has two letters of intent. We worked with broker Michael Hiltz, who represents several local charter schools. We are in a position to formalize a facility agreement after the approval of our charter. While each facility is different, we are anticipating a leased solution that allows us to expand our footprint to meet our growing enrollment. I would be provided by the owner, and lease payments would come out of our typical student funding as projected in the budget.

(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.

One potential facility projects a lease rate of \$14.40/sf during the initial year with a \$.60/sf escalator each year. This rate includes the owner provided tenant improvements. This facility is part of a campus setting, so we could secure additional space as needed. Additionally, we are budgeting for an additional \$3.50/sf for utilities and janitorial services. The Nevada Strong governing board commits to seeking the most advantageous facility rates so that the academic program can benefit from increased funding.

(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, including 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.

Attachment 13 is attached as requested.

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

Royal SS has decades of experience in acquiring and managing charter school facilities. As part of the EMO agreement, they will coordinate and oversee the operation and maintenance of campus facilities. The Royal SS team has also already been working alongside the School Leader and governing board in evaluating potential options.

- (6) Explain the organization's plan to maintain the independent facility.

The Nevada Strong governing board will have a facilities committee that oversees big picture facility issues and receives regular facility reports from the School Leader and EMO. Additionally, a Business Administrator will be on campus in order to a specific focus on operations and facilities.

## **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?

Together, the Nevada Strong Team will create an Emergency Management Plan as required by the State of Nevada and patterned after the Emergency Operations Plan supplied as a resource from Coral Academy of Science. We expect the governing board to appoint a Committee to draft this plan with the School Leader's direct input. Once approved, this plan will be reviewed and approved annually.

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

Attachment 14 is attached as requested. These coverage recommendations are subject to additional consult with brokers and, ultimately, governing board approval.

## **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.

### **Accounting and payroll:**

Nevada Strong anticipates contracting with our EMO, Royal SS, for our back-office and business service needs. While newly established as an EMO, RSS has a tremendous history is operating, managing, launching, and supporting high-quality charter schools. As an EMO, RSS will have the capacity to hire personnel who are experts in various, specific areas of school management and accounting. This allows Nevada Strong to benefit from a team that can provide more specialized support than a sole staff bookkeeper or accountant would be able to provide. Nevada Strong will also contract directly with a payroll service provider; managing this provider will be part of the EMO's contract. Since processing payroll is relatively straight forward, after ensuring execution capacity, the cost will likely be the determining factor in selecting a vendor.

### **Purchasing:**

The governing board is ultimately the fiduciary and will establish an annual budget. The Board's fiscal policies and procedures will identify bidding, RFP, and approval requirements that purchases at select thresholds must follow.

### **Audits:**

The governing board will contract directly with a state-approved 3<sup>rd</sup> party auditor. This is one of the checks and balances that the Board will manage directly to provide assurances that the finances are being handled appropriately and in the best interests of students. The Board will request several proposals and will balance the budget with proved track record when selecting the auditor.

### **Processes and Systems; Policies and Procedures**

Nevada Strong has a decided advantage as we look to implement our processes and systems informed by best practices. We have a collection of financial processes, systems, and policies from several operators from which to begin our draft. Our Board will begin with the draft policies from Futuro Charter Academy and work with RSS and the governing board of other local charter schools to refine as appropriate.

(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.
- (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.
- (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.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Attachment 15 is attached as requested.

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

Attachment 16 is attached as requested.

- (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).

Nevada Strong only has immediately planned to open/operate one campus. As such, Attachment 21 is not applicable.

- (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.

Annually, the Board will formally evaluate the School Leader and EMO against clearly established metrics that were previously outlined. Additionally, the Board will secure an independent audit each year, which will serve as the ultimate check and balance vs. internally and EMO generated accounting reports.

Ultimately, the Board is responsible for the budgeting process and establishing governing policies and procedures. The Finance Committee will be tasked with drafting the necessary policies and budgets and bringing recommendations to the Board. Purchase thresholds will be established to define what bid/quote/approval/procurement requirements must be met before an item can be purchased; a policy is defining "prohibited purchases" will be adopted; bank reconciliations will occur monthly. All purchases must fit within the approved budget or must be approved separately by the Board. An electronic purchase approval process will be designed to make sure the purchase is necessary, cost-effective, and in the budget. As fiduciaries, the Board expects to relay on their EMO (Royal SS) to help manage this process. Per the draft services agreement, RSS is tasked with drafting budgets for approval, preparing financial statements and reports as requested or required

by law, cooperating with the independent auditor, and maintaining accurate and complete financial records as required by the governing board and all applicable regulations and laws. The Board retains the right to audit the books and records at any time and at their sole discretion.

- (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.

Neither the Nevada Strong Governing Board nor our proposed EMO has not operated additional campuses; as such Attachment 17 is not applicable.

- (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.

Both the Nevada Strong Governing Board and our proposed EMO have not operated additional campuses; as such Attachment 18 is not applicable.

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