

4. ACADEMIC PLAN

MISSION & VISION

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

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

MISSION

Our mission, in which we ground all of our work, purpose, and strategies: **With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.**

Sage Collegiate Public Charter School (“Sage Collegiate”) is a school whose blueprint is designed upon the examples of the most successful urban charter schools throughout the country. Our Lead Founder, Sandra Kinne, visited and analyzed more than 50 high-achieving schools that leverage their autonomies to successfully educate at-risk students growing up within low-income communities. Sage Collegiate is built upon the educational philosophy that all children can achieve if given the access, opportunities, and expectations to do so and these proof points and best practices of schools that are the highest performing in their state that epitomize this philosophy. These schools, including BES school Equitas Academy in Los Angeles,³² Brooke Charters Schools in Boston,³³ and BES school University Prep in Denver,³⁴ are recognized schools for closing the achievement gap for high-need communities and lauded for their high expectations of students in low-income communities. Like the leaders of these exemplar schools, Sage Collegiate leaders have an unwavering belief that all students can achieve at high levels and a deep-seated commitment to providing a structured, ambitious, and supportive school community that ensures success for all scholars.

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.*

We believe all children are entitled to a high-quality, rigorous, college preparatory education regardless of their zip code, socio-economic status, home language, race, or ethnicity. As Clark County School District Superintendent Jesus Jara has stated, “*Right now the Clark County School District is serving about 320,000 students. Each one of these kids only has one shot at school.*” There is an urgency in Clark County right now to ensure all of our students have an equitable opportunity to attain an education that prepares them to get to and through college, to be on a path for a life of opportunity, and to be able to compete in a global community.

³² Equitas Academy, founded by a BES Fellow and continuously supported by BES through all years of its operation, was identified as one of the top 10 schools in Los Angeles County for closing the achievement gap. The school, which was also named a Blue Ribbon school in 2016, consistently outperforms state and district schools. <http://laschoolreport.com/report-finds-charters-lead-the-way-in-closing-achievement-gap-in-la/>.

³³ Brooke Charter School students scored #1 in the entire state of Massachusetts on the state exam, the PARCC. Brooke scholars outperformed students in the least impoverished communities, and Brooke schools had the most growth for all schools in Massachusetts. <http://24br521z7u01jar919r7w9uj.wpengine.netdna-cdn.com/wp-content/uploads/Brooke-PARCC-2015.pdf> Ms. Kinne has visited Brooke schools six times since August 2016

³⁴ University Prep in Denver, founded by a BES Fellow and continuously supported by BES in all years of its operation, was recognized as a top 10 school for closing the achievement gap in its community. <http://educationqualityindex.org/scores/top-schools/#state=Colorado&city=Denve>.

To be full participants in our global society and effective learners in the 21st century, and to be able to create lives of economic and social opportunities for themselves and their families, all of our children must have equitable access to educational attainment. This includes mastering foundational academic skills and ensuring character development, to include developing the hope and determination that will drive them to success in school and life. Our proposal aligns with the vision outlined by the new Nevada Governor, Steve Sisolak, who said education in the state is a priority for his new administration. *“The budget and priorities that I will outline tonight are focused on this objective: making sure that Nevada’s economic recovery reaches every family, that our schools prepare every child to reach their potential, that our health care system is there for every Nevadan that needs it. ... There is no issue more important to me than making sure every child in every classroom gets a great education.”*

We have studied the best practices of high-performing urban charter schools across the country, and we have analyzed current research on effective best practices to put students in low-income, low-performing communities on a clear, measurable, and unfaltering path to college. As research shows, replication of best practices is most successful when school leaders adhere to the model while adjusting for community needs. *“The key is in capturing the essence of what made the original model successful, while still allowing for some local adaptation.”*³⁵

What this looks like for students’ life outcomes and the impact on the community is that we have students – students from low-income families, whose native language is not English – have the skills, education, and capacity they need to get to and through college and be able to compete in a global society for jobs and opportunities. Children from Las Vegas in a high needs community get the same access to high-quality learning that students in Summerlin and or the Lakes already have access to; children most at-risk get the opportunity to become the leaders of their generation and community through an equitable education.

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

Our guiding principals are akin to our Core Tenets and include the following:

- **ALL students can achieve regardless of race, ethnicity, of socio-economic background.**
Measure: Proficiency on state- and nationally-normed assessments across all subgroups.
- **Our core tenets inform our philosophical approach and work toward our mission.**
Measure: Participation and engagement in the character education program; stakeholder surveys.
- **Literacy is everything.**
Measure: Students read at or above grade level and make significant annual growth as measured by STEP reading assessments and NWEA MAP Reading Assessments.
- **Quality instruction is executed through effective teaching techniques and academic rigor. Exemplary teaching leads to exemplary results.**
Measure: Teacher evaluation rubrics, academic walk-through data, academic audit data.
- **College starts in Kindergarten and It takes a Village.**
Measure: Bi-annual family survey satisfaction data, average daily attendance, family participation in school meetings and events, LifeWork completion percentages

³⁵ Lake, Robin J. “Identifying and Replicating the ‘DNA’ of Successful Charter Schools.” Center on Reinventing Public Education, May 2007.

The foundational priorities identified in our vision, combined with the demonstrated needs of our community, drive all of our decisions, and are all measurable and clear in all years of the charter term, as outlined in “**Academic Goals.**”

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

Our proposed school fulfills all of these six statutory purposes as evidenced below.

a. Improving the academic achievement of pupils: By committing to creating transformational change and setting a goal to be in the top quarter of schools within the state on the Nevada Education Performance Framework and Charter School Performance Framework, Sage Collegiate represents an opportunity for students to dramatically raise their academic achievement, and have opportunities of choice and quality beyond the current options of the 89107 and 89108 zip codes. Our mission focuses on academic achievement and college success.

b. Encouraging the use of effective and innovative methods of teaching: Sage Collegiate offers teaching strategies and methods not found in the traditional district option, including, but not limited to blended learning opportunities daily in all classrooms, Cognitively Guided Instruction (CGI) to enhance conceptual understanding and rigorous problem-solving in math starting in the earliest grades and aligned with more rigorous national standards. Our education program includes strong, research-based curriculum and innovative teaching techniques that will allow all students to benefit from new and more effective ways of teaching and learning.

c. Providing an accurate measurement of the educational achievement of pupils: We will implement a data-driven model, founded on a robust and strategic assessment system with targeted timeframes for assessment, including on our annual calendar, that effectively support action planning from the data these assessments provide. We regularly use comparative, norm-referenced, and state-mandated assessments to actively monitor progress of all students, including, but not limited to the NWEA-MAP assessments in reading and math three times a year; STEP literacy assessments, every six weeks; and SBAC assessments annually. Our mission, core tenets, and guiding principles, require that we measure our results to monitor the degree to which we are achieving our mission to not only attain success in relation to neighboring schools but also compared to an objective, national bar.

d. Establishing accountability and transparency of public schools: Sage Collegiate is focused on the academic and long-term life success of every student, and as informed by our college preparatory mission, Sage Collegiate has outlined our commitment to strong, absolute, growth, and comparative results in exchange for the autonomies granted by an authorizer: budget, hiring, and general academic program, as outlined in the ‘Driving for Results’ section. We will operate within all required open meeting laws and regularly present academic and operational updates available to the general public in an organized and easy-to-interpret manner, as well comply with all state and SPCSA reporting. Our mission is to model the high expectations and capacity we aim to develop in our students. Sage Collegiate believes excellent

schools are open and transparent, share their results on the school’s website and for public consumption, and collaborate with other educators and schools to share best practices and continuously grow.

e. Providing a method for public schools to measure achievement based upon the performance of the school: We welcome the opportunity to collaborate and benefit from the public sharing of performance data. As detailed elsewhere, we will use nationally-normed assessments, including the NWEA MAP and STEP. Given the demographics of the community in which we plan to locate, we anticipate being a proof point of what is possible and showing, through data, that demographics do not determine destiny. This statutory responsibility is aligned with our mission of seeing students excel in K-8, and get to and through college for a life of opportunity.

f. Creating new professional opportunities for teachers: We provide developmental opportunities for teachers through 20 full days of Professional Development plus weekly blocks of PD (on Fridays). Teachers will be observed daily, will be supported daily through morning team huddles that address cultural and instructional priorities, and will receive regular video-based and live coaching to better their instructional practices. We will grow our staff and have an internal pipeline that serves the leadership needs of the school as we grow.

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.*

Sage Collegiate is a school whose proposal is designed upon the examples of the most successful urban charter schools throughout the country. Sage Collegiate is built upon the educational philosophy that all children can achieve if given the access, opportunities, and expectations to do so. We learn and emulate the best practices of proof point schools. It is designed with the notion that one’s demographics or zip code does not determine one’s destiny, and that equitable, excellent education should be available to all children regardless of their race, ethnicity, socio-economic background, or first language. And this all starts in Year 1 through the programs and philosophies described throughout our application, ensuring that from Day 1, our students will experience academic rigor.

We aim to be in the top 25 percent of schools throughout Nevada, and we have put ambitious, attainable goals in place to ensure, first and foremost, that students have a high-quality education and access to opportunity in high school, college, and life, and that we meet our goal of being a top Nevada school through students’ academic achievement. To do this, Sage Collegiate has outlined a detailed plan grounded in research and proven results from other schools. Our approach for Sage Collegiate that will produce ambitious results and lead to transformational change is supported by several key design elements.

- **Extended time.** We provide 183 days of learning. Our days are, on average, two hours longer than those of the local district. Research shows that extended learning has strong impact on low-income, minority student achievement.³⁶ We believe extended time benefits the achievement of all students and professional development of all staff, while minimizing the impact of potential disruptions such as tardiness, sickness, and testing.
- **Character-Based Education.** Via our Core Tenets and Core Values, students learn strong habits and traits that allow them to develop strong, positive character. Through our culture, incentive structure, community meetings, and character education lessons, students are motivated and develop life-long habits that will help them achieve in high school, college, and life.
- **Structure + Zest = All scholars learn.** Scholars cannot learn in chaos. A structured culture with reliable routines, predictable practices, and constant enforcement ensures our school has an environment conducive to learning for all. Additionally, our daily Morning Motivation and Community Closing, as well as our Weekly Jubilees allow for celebration, zest, and recognition of scholars for their achievement, positive behavior, and academic growth. Recognitions like Scholar of the Week and peer Put Ups allow for a joyful, festive environment coupled with structure and intentionality.
- **Exemplary teachers, exemplary results.** The effect of teaching on learning is greater than ethnicity or family income, school attended, or class size.³⁷ Ambitious, high capacity, and proficient adults thrive in a supportive, collaborative, and professional environment, and we recruit, develop, and retain teachers whose actions are aligned with our academic priorities and goals, and we support our team through robust and targeted professional development geared to the academic needs of our students and the growth needs of our teaching staff.

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.)*
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.*

- **Programs: Field Studies**

In addition to our curriculum and courses, scholars engage in intentional, standards-aligned, and instructionally-based field studies.³⁸ At minimum, scholars participate in 2-to-3 content-driven field studies each year and an end-of-year (EOY) field study that provides scholars with exposure to cultural, historical, and/or regional experiences they would otherwise not have and provide a better understanding of their world. We have a plethora of cultural and instructional resources at our fingertips here in Southern Nevada; our scholars need exposure and access to help support their academic achievement and prepare for college and a life of opportunity.

³⁶ Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. —How New York City’s Charter Schools Affect Achievement, August 2009 Report. Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

³⁷ Center for Public Education. *Teacher Quality and Achievement Research Review: Insights from Tennessee and Texas*. 2005. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student->

³⁸ We use the phrase field studies in lieu of field trips to better describe the intentionally planned experience our scholars will have. Field studies complement the classroom experience and are designed with our vision and mission at the forefront. EL Education’s Ron Berger best explains the rationale for the terminology in a “Classroom Discussion Q & A” with *Education Week*. “At EL Education we use the term **fieldwork**, rather than **field trips**. This is not just a semantic difference. *Fieldwork is not sitting on a miniature train looking at sites, and it’s not just taking a tour of an historic home or walking through an aquarium. Fieldwork is what adult professionals do: research in the world. It may happen to take place in an historic home or an aquarium, but the students are not there as passive listeners. They are there to conduct research for their studies: taking notes, taking photos, interviewing experts.*”

http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2016/12/response_leveraging_field_trips_to_deepen_learning.html.

Research shows that field trips/studies positively impact students' critical thinking skills, historical empathy, and tolerance, as well as increases their interests in museums and cultural experiences. Children from high-poverty schools, as well as students of color, typically benefit at two to three times the rates as the total sample in a recent study. Researchers also find the impact on younger students to be greatest, as they make "exceptionally large improvements in the observed outcomes."³⁹ These field studies are in addition to our semi-annual college campus tours, which provide scholars and their families a better understanding of the college experience, envisioned attending and graduating college, and provide exposure to college communities. Field studies include, but are not limited to, the Discovery Children's Museum, The Smith Center, Valley of Fire State Park, the Hoover Dam, Springs Preserve, Gilcrease Orchard, and Great Basin National Park.

▪ **Principles: Exemplary teaching, Exemplary results**

In 2008, President Obama affirmed educators and acknowledged the influence teachers have on students. *"It begins with the understanding that from the moment our children step into a classroom, the single most important factor in determining their achievement is not the color of their skin or where they come from. It's not who their parents are or how much money they have. It's who their teacher is."*⁴⁰ The impact a single teacher has on a student's life trajectory is powerful. Research shows that the effect of teaching on learning is greater than ethnicity or family income, school attended, or class size.⁴¹ Ambitious, high capacity, and proficient adults thrive in supportive, collaborative, and professional schools, and we recruit, develop, and retain teachers and staff who live and breathe the mission, and whose actions are fully aligned with our school's purpose.

We set aside \$5000 each in Y0 and Y1 to focus on staff and conduct exhaustive local and national searches to ensure only high-quality, high-capacity individuals with the appropriate credentials teach and work with our students. We are able to connect with potential teachers and staff through the far-reaching organizations of Teach For America, TNTP (formerly The New Teacher Project), Opportunity 180, and UNLV, as well as drawing upon the national/regional/local network of educators of Lead Founder and Proposed Executive Director Sandra Kinne as a result of her work with Teach For America and Building Excellent Schools.

To develop all teachers and staff and ensure they are ready to lead high-quality instruction and create a structured, ambitious, and supportive school culture, our staff receives at least three weeks of purposeful professional development before the school year begins. We practice procedures and systems to ensure they are effective, efficient, and fine-tuned before presenting them to students and implementing them schoolwide, and we practice instructional lessons as a team, providing real-time feedback and re-practice sessions before the start of the school year. Throughout the year, we collaborate within and across grade levels and backward plan starting with the end-of-year assessments during three weeks of staff development days. We meet weekly as a professional learning community, for two hours on Fridays, to allow for concentrated collaboration and professional development. Across the year, we have 20 full days for professional development and 35 abbreviated school days that allow for two hours each of professional development.

Throughout the year, teachers are observed weekly and receive immediate feedback to best improve their practices and impact student achievement. "The purpose of instructional leadership is not to evaluate

³⁹ Greene, Jay P. et al. "The Educational Value of Field Trips." *Education Next*, Winter 2014, Vol. 14, No. 1. <http://educationnext.org/the-educational-value-of-field-trips/>.

⁴⁰ <http://www.denverpost.com/2008/05/28/full-text-of-obamas-education-speech/>

⁴¹ Center for Public Education. *Teacher Quality and Achievement Research Review: Insights from Tennessee and Texas*.

teachers but to develop them.”⁴² School leaders spend 60 minutes weekly with each teacher to provide targeted professional and instructional growth, knowing that when teachers feel supported, are strategically developed, and work in a professional culture, they enjoy their work, flourish, and want to contribute long-term.

To keep our highest-performing, most effective instructors and staff, we provide leadership and extension opportunities whenever possible. Research shows that teachers tend to stay in the profession and in schools when they work in collaborative, supportive settings that allow them to get consistent feedback and grow as educators. *“When schools do provide new teachers with meaningful leadership and partnership, the new teachers are significantly more likely to remain in the profession. ... The more support we provide, the more new teachers we tend to hang on to.”*⁴³ For example, when schedules permit, teachers may go observe at another BES school such as Futuro Academy and Nevada Rise Academy here in Las Vegas or Equitas Academy in Los Angeles during one of our school breaks. We work with other high-performing, high-expectations schools and with Building Excellent Schools to design summer leadership residencies for our strongest teachers to continually advance their skills and knowledge. Teachers are encouraged to seek external opportunities for development during breaks and summers, such as working at one of Teach For America’s Summer Institutes or coaching through TNTP’s summer intensive summer training programs for Teaching Fellows. For weekly professional development sessions, teachers identify a particular strength and lead a portion of training on that area of expertise. This allows teachers to develop their skillsets and for peers to learn from one another. Whenever possible, following the leadership models of Excel Academies⁴⁴ and Brooke Charter Schools, we promote staff to leadership positions from within.

- **Structure: Structure + zest = All scholars learn.**

Scholars cannot learn in chaos. Extensive research shows that students with behavior problems are more likely to have academic deficits.⁴⁵ Studies also show that school wide structures and consistent routines and procedures can positively impact a multitude of factors that impact student achievement, including student attendance, instructional time on task, and academic engagement.⁴⁶ A structured culture with reliable routines, predictable practices, and constant enforcement ensures our school has an environment conducive to learning for all. Additionally, our daily Morning Motivation and Community Closing, as well as our Weekly Jubilees allow for celebration, zest, and recognition of scholars for their achievement, positive behavior, and academic growth. Recognitions like Scholar of the Week and peer Put Ups allow for a joyful, festive environment coupled with structure and intentionality.

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

Sage Collegiate will drive growth among students at all achievement levels, accelerating the achievement of those who are most behind, as follows:

- **Structure for Supporting All Students:** As a data-driven school, we assess students’ progress frequently through assessments, including the WIDA-APT assessments to establish language levels; STEP reading assessments; NWEA-MAP; and unit assessments and other forms of formative data.

⁴² Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers* San Francisco, CA: Jossey- Bass, 2016

⁴³ Ibid.

⁴⁴ Boston’s Excel Academies, founded and continuously supported by a BES Fellow, are more than a dozen years old and have a well-established history of exceeding state standards. They are recognized as one of the state’s leaders for closing the achievement gap. <http://educationequalityindex.org/scores/top-schools/#state=Massachusetts>.

⁴⁵ Putnam, Robert et al. *“Academic Achievement and the Implementation of Schoolwide Behavior Support.”* Positive Behavior Interventions and Supports: OSEP Technical Assistance Center. PBIS Newsletter. Volume 3, Issue 1. <https://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf>.

⁴⁶ Ibid.

Our small group literacy instruction and blended learning strategies. Our Professional Development and Data Days allow intentional opportunities for the Sage Collegiate team to analyze, interpret, and plan strategically using data.

- **Structures to Support ELL Students:** English Language Learners will be grouped heterogeneously with peers to be able to practice language development and discourse through Kagan strategies and other techniques with peers at different ability levels. We will carefully track language acquisition data through Advanced English Language Development support, up to and including sub-separate supports, as needed.
- **Structures to Support Students with Special Needs:** We use best practices of inclusion to the greatest extent possible, and we will closely monitor and invest in the success and needs of our all students through our data-driven approach. We will supplement this with the use of Response to Instruction and Intervention (RtI²) education models, which will strategically support the achievement of all of our scholars.
- **Structures to Support Academically Deficient Students:** Academically deficient students will be homogeneously grouped during literacy and math instruction to better support their development and provide Tier 2 and Tier 3 interventions, up to and including sub-separate supports as needed.
- **Structures to Support Academically High-Performing Students:** Students who demonstrate achievement and capacity above grade level and are consistently high-performing students will receive extension opportunities to ensure they have adequate opportunities to develop and are being academically challenged. Students will be homogeneously grouped during literacy and math instruction, ensuring consistent, systematic exposure to advanced material.

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 389.018.⁴⁷*

The proposed academic program is driving force for the fulfillment of our mission and ensuring strong student achievement. As required by NRS 389.018,⁴⁸ we provide instruction in K-8 in all core subjects, including English Language Arts, Mathematics, Science, and Social Studies, and the Arts, Computer Education and Technology, Health, and Physical Education.

Curriculum and Instruction

Our curriculum is designed around and aligned to Nevada Academic Content Standards in every grade, providing a robust and rigorous educational foundation that prepares all scholars for college and career. Our standards and curriculum are aligned vertically, from Kindergarten through 8th grade, to ensure continuous skill acquisition in preparation for selective high schools and college. Standards and curriculum are also aligned horizontally with each grade level, meaning, for example, during a reading block, a 1st grader who needs to retell stories, including key details, will be able to also apply this strategy in Math to solve word problems. For Upper Academy scholars, horizontal alignment looks like 5th graders converting like measurements in math and science and representing and analyzing data using those measurements. Horizontal alignment in Middle School, looks like 8th graders in Social Studies, tracing the origins and development of slavery, per standard 8.7, and connecting the systemic implications of slavery to the experiences of individuals like John Howard Griffin through his auto-biography *Black Like Me*.

⁴⁷ Per exchange with SPCSA on July 10, this appears to be a citation typo. We speak to the criteria, per the SPCSA’s evaluation rubric throughout the section that follows.

⁴⁸ <https://www.leg.state.nv.us/NRS/NRS-389.html>.

Our academic design is centered on mastery of foundational skills in core content areas of literacy, mathematics, science, and social studies, all based on the Nevada Academic Content Standards and new Next Generation Science Standards. We put additional attention and have a schoolwide focus on literacy to ensure all scholars have early literacy success that allows them to have higher levels of achievement throughout their academic learning experiences and in college and career. The literacy program is designed on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

Our curriculum design and instructional strategies are rooted in scientifically-based research and follow the examples of the highest-performing schools in California, New York, Massachusetts, and New Jersey.⁴⁹ These high-achieving, high-poverty charter schools' successful practices and intentional instruction serve as models for Sage Collegiate. Teachers use research-based, standards-aligned scope and sequence developed specifically for our school and modeled on multiple research-based resources and include the nationally recognized resources from Brooke Charter Schools. Boston-based charter schools, namely Brooke Charter Schools, far outperform their traditional public school counterparts.⁵⁰

Literacy is Everything: To ensure scholars are firmly on a college path and set up for success in middle school and beyond, Sage Collegiate focuses on literacy and sets ambitious goals of all scholars reading at or above grade level by the end of second grade. Research shows that more than 74% of children who enter 1st grade at risk for reading failure will continue to struggle to read into adulthood.⁵¹ Students who are unable to decode or read beginning material fall further and further behind in school and are prevented from obtaining an education that would allow them a life of opportunity. “Unfortunately, reading failure is disproportionately prevalent among children living in poverty. In many low-income urban school districts, the percentage of students in the fourth grade who cannot read at basic level approaches 70%. The educational and public health consequences of this level of reading failure are dire. Of the 10 to 15% of children who will eventually drop out of school, more than 75% will report difficulties learning to read.”⁵²

In our Lower Academy (K-3rd), the focus in Kindergarten through 2nd grade is developing the foundational literacy and writing skills all readers need. Our scholars develop decoding skills, phonemic awareness, and reading fluency through intentional instruction in literacy for 200 minutes each day. In Blended Learning, Word Study, Guided Reading, Discourse, and Writing, students will acquire the skills, knowledge, and habits they need to read at or above grade level and meet or exceed proficiency standards. **Appendix 4** breaks down our literacy components for K-2.

In 3rd grade, we move away from direct phonics instruction, (unless needed individually,) and transition from “learning to read” to “reading to learn.” Students begin word study, through research-based programs such as *Words Their Way*, and apply their foundations to understand word parts, spelling

⁴⁹ Through the BES Fellowship, Lead Founder and proposed Executive Director Sandra Kinne visited, studied, and developed a strong understanding of nationally recognized, high-achieving charter schools such as Brooke in Boston; BES school South Bronx Classical in New York, and North Star- Valisburg Elementary in Newark, NJ. These schools have an average of 70% students who qualify for free/reduced lunch and 94% are students of color. South Bronx Classical outperforms the highest-performing district, Chappaqua, on the PARCC exam, Brooke Charter Schools are the highest performing schools in the State of Massachusetts; North Star schools consistently outperform other schools in New Jersey.

⁵⁰ “*Charter School Performance in Massachusetts.*” CREDO: Center for Research on Education Outcomes, Stanford University. February 28, 2013. https://credo.stanford.edu/documents/MARreportFinal_000.pdf.

⁵¹ Farr, Steven. *Teaching as Leadership*. San Francisco, CA: Jossey Bass, 2010.

⁵² Lyon, G. Reid. National Institute of Child Health & Human Development. “Reading Disabilities: Why Do Some Children Have Difficulty Learning to Read? What Can Be Done About It?” *The International Dyslexia Association's Quarterly Periodical, Perspectives*, Spring 2003, Volume 29, No. 2. <http://dyslexiaida.org/>.

patterns, and language construction. As a unique element of our academic program, 3rd graders also begin Latin studies to better develop their vocabulary. As reported in *Education Week*, Latin allows children to learn about morphology, (a study of word forms,) and word patterns, which greatly improves their ability to gain meaning from unfamiliar words, which helps with overall reading skills. “This is one of the most promising ways for developing word knowledge,” said Timothy Rasinski, literacy education professor at Kent State.⁵³ As demonstrated at BES school South Bronx Classical Charter School, Latin increases students’ understanding of the meaning of words and provides for a more developed, deeper vocabulary, which leads to higher academic achievement in language arts.

In our Upper Academy, students continue studying Latin to support their continued vocabulary and language development. Students also spend more time on text, analyzing literature, and participating in discussion about their books. Guided reading, writing and grammar, reading comprehension, book club, and Read Aloud continue to be key literacy components. **Appendix 4** breaks down our literacy components for 3rd – 5th grade.

English Language Arts: In Middle School, our focus on literacy shifts to an even deeper analysis of literature, intentional incorporation of social justice and civil engagement texts, and scholars’ role as global students in a 21st century as encouraged by textual themes and robust text-based analysis.

Providing scholars with this level of engagement, through high-quality, rigorous, culturally-relevant texts is the aim of our English Language Arts program in Middle School. **Appendix 4** breaks down our literacy components for 6th- 8th grade.

Mathematics Program: Our math instruction is designed entirely to align with Nevada Academic Content Standards and includes a multi-disciplinary approach to ensure we connect mathematics instruction to science learning. From Kindergarten through 3rd grade, Sage Collegiate scholars have a daily mathematics instruction focused on computation and a second math block daily that focuses on application and other critical math skills (calendar, money, number line, etc.). In Kindergarten, we introduce counting skills and the concepts of addition and subtraction. To create a basic foundation for place values, we expand students’ number knowledge to include 11-19. Our teachers help students grasp a basic understanding of measurement by comparing “measurable characteristics.” They also introduce problem-solving skills and other mathematical practices in age-appropriate ways. Details are provided in **Appendix 4**.

For each subsequent grade, teachers use scaffolding techniques to build students’ math skills focusing on the following categories: 1) operations and algebraic thinking, 2) number and operations in base ten (and beginning in third grade to include fractions) 3) measurement and data; and 4) geometry. In 4th grade, math classes include mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). The math program also gives the school an opportunity to provide remedial instruction and individualized support, as needed, as well as provide advanced and expansive mathematics instruction.

In our increasingly global society, Sage Collegiate scholars need to compete with college graduates from across the world. Per researchers at Harvard University, just 6% of U.S. students are advanced in math. Compared to Taiwan (27%), Hong Kong (24%), and Finland (21%), our students are ill-prepared to

⁵³ Heitin, Linda. “Can Latin Help Students Build Vocabulary?” *Education Week*. April 13, 2016.

compete for mathematics careers.⁵⁴ We provide a comprehensive math program that develops scholars' strong foundational skills and appreciation for math, including procedural computation, and a deep conceptual understanding. We recognize the needs for students to be able to analyze math problems, explain how to solve them (not just find the answer), and complete high-level conceptual work. In our Lower and Upper Academies, we use research-based curricula, such as *Bridges in Mathematics* and *Engage NY*. In grades K-2, we use *Everyday Counts Calendar Math* to practice/review/discuss math concepts and meet performance goals. We also use Cognitively Guided Instruction (CGI), a practice of many high-performing schools in low-income communities, that builds on children's natural problem solving abilities and allows students to 'unpack' a problem based on their experiences, prior knowledge, and innate ability to want to find solutions. Rather than focus on what the word story is about, students think how to solve them. "Students learn to look for the mathematical relationships that are a part of the story and use them to get started on a solution."⁵⁵

In Middle School, students are required to enroll in a math course every trimester. All Sage Collegiate mathematics courses will comply with required Nevada Academic Content Standards for Mathematics. As a college preparatory school, we aim to have our 8th graders take Algebra I. This will allow them to be on an accelerated pathway for college ready mathematics courses in high school. We provide the Scope and Sequence for grades 6th- 8th in **Appendix 4**.

Science: Across all grade levels, we implement rigorous instruction based on Next Generation Science Standards (NGSS) and Nevada Academic Content Standards, so that scholars will be competitive scientists in a world community with high demand for skilled workers in science, technology, engineering, and mathematics. Using research-based curriculum like the Full Options Science Systems (FOSS), teachers provide a hands-on, project-based instructional program that allow scholars to develop and master scientific knowledge and skills. Scholars develop an appreciation for science and its application through the study of multiple scientific fields, the scientific method, experiments, and presentation of discoveries. We integrate reading, writing, and math skills into our science coursework for additional practice and skill development.

In Middle School, a strong understanding of scientific knowledge, concepts, and the scientific method is a critical component of a college-preparatory education and allows scholars the opportunity to develop a strong foundation in an ever-changing 21st century and global community with technology moving at accelerated speeds. While we cannot predict all the skills and proficiencies our 6th – 8th will need for their future in college and career, we provide content and curriculum aligned with the State Standards and provides the foundational skills and knowledge necessary for a college pathway. Additional details are provided in **Appendix 4**.

History/Social Studies: In our Lower and Upper Academies, our teachers ground their instruction in Nevada Integrated Social Studies Standards and use curriculum such as Scott Foresman Social Studies. Teachers will rely on primary and secondary sources to bring the past to life and engage students in thoughtful debate around critical questions related to community, state, and national history. We use social studies classes as an opportunity for cross-curriculum instruction and teach our students how to decode and understand non-fiction texts, how to take clear notes – a required skill for student success in

⁵⁴ Hanushek, E., P. and L. Woessman Petersen. "U.S. Math Performance in a Global Perspective." Harvard Kennedy School, November 9, 2010. Accessed Tuesday, October 4, 2016. <http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%2BPeterson%2BWoesmann%202010%20PEPG%20report.pdf>.

⁵⁵ Carpenter, Thomas, et al. "Children's Mathematics: Cognitively Guided Instruction." Portsmouth, NH: Heinemann, 2015.

later grades and college. We explore expository writing skills through frequent short-answer paragraphs, and participate in education field studies.

In Middle School, the study of History/Social Science provides an opportunity for students to build investment and interest in the world around them, both on a local scale and the global community at-large. History and social science promote learners' understanding and engagement with their world, helping them understand the complex connections and layers of different forces, especially as it relates to current events and systemic influences. We will use History/Social Science to motivate students to and provide a platform for providing a constructive and critical analysis of the world's history, as well as apply problem solving skills on a micro- and macro- level to show them how to personally create change within their neighborhood, communities, state, and nation. Critical to becoming 21st century learners and influences, Sage Collegiate scholars will develop intellectual independence through the ability to analyze classroom texts, as well as becoming informed community members, school leaders, and future voters. Analysis of our social media and news, and current events, and a solid understanding of our democratic government, capitalist economic system, and power of the people to create change will be at the heart of our standard-aligned content. Connections in History/Social Science will be made to our curriculum in the Enrichment course for Civic Engagement and Community and our ELA Elective Race, Gender, Class, and Culture. Students are required to enroll in a History-Social Science course every trimester. Additional details are provided in **Appendix 4**.

Enrichment: Enrichment classes are an opportunity for scholars to expand their learning beyond core content and develop skills, life-long habits, and appreciation for physical fitness and the performing arts. Aligned with our mission of ensuring all students achieve academic success, are college ready, and have access to a life of opportunity, our Enrichment studies provide exposure to a variety of content, develop a range of skills for the 21st century, and both meet and grow the interests of children ages 5-14. Our Lower Academy's themed Enrichment is "Performing Arts," Upper Academy has "Communications," and Middle School students' Enrichment is focused on "Life Skills."

Additionally, given the increasing and alarming rate of childhood obesity in Nevada, as reported by the state's Division of Public and Behavioral Health, physical education in school is critical. The state reports that one-third of Nevada children entering Kindergarten in Fall 2016 were considered overweight or obese.⁵⁶ Given obesity rates tend to be greater in low-income communities, as well the intensifying need to address trauma given family and students' concern, we focus on students' physical and socio-emotional well-being through Physical Education and Mindfulness.

Though there are no state requirements for Physical Education for elementary students in Nevada, and while middle and high school students are required to take PE, there is no mandated amount of time each day/week. Therefore, while we will adhere to the Nevada state standards for Physical Education,⁵⁷ we will also adopt the practices and requirements of our neighboring state, California, for the execution of Physical Education for our K-8 Sage scholars. Per California state requirements, students in 1st grade through 6th grade must have a minimum of 200 minutes of physical education every 10 days. We go beyond these requirements, providing an additional 20 minutes each week in K-5 for a total of 240 minutes of PE every 10 days. In Middle School, 7th and 8th graders must have 400 minutes every 10 days. We increase this by 50 additional minutes every 10 days for a total of 450 minutes. (For consistency of skill development, to support positive physical health, and in keeping with our vision across all grade

⁵⁶<http://dpbh.nv.gov/uploadedFiles/dpbh.nv.gov/content/Programs/Obesity/dta/Publications/2017%20Annual%20Obesity%20Report.pdf>

⁵⁷http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Health_and_PE/Nevada%20K-12%20PE%20Content%20Standards%20with%20footnote.pdf

levels, Kindergarteners will follow the guidelines of 1st grade, and 6th graders will have the same amount of PE minutes as 7th & 8th graders.) To provide strong Physical Education instruction, we use resources and instructional components from the Presidential Youth Fitness Program,⁵⁸ which promotes healthy eating, fitness for life, and basic fitness concepts. Fifth and 7th graders take California's Physical Fitness Test.

Further, to develop long-term non-cognitive skills that allow for more autonomy and positive, long-term decision-making, students in all grades, participate in Mindfulness instruction and practices. As research shows, *"perceived early social competence at least serves as a marker for important long-term outcomes and at most is instrumental in influencing other developmental factors that collectively affect the life course."*⁵⁹ Practicing Mindfulness allows students to develop life- long coping habits, conflict resolution strategies, and problem-solving approaches that often elude children from low-income, high-crime communities.

In our Lower Academy, K - 3, students also alternate between performing arts instruction: Art, Music, and Dance. Our performing arts courses teach students speaking skills, such as articulation, diction, and enunciation, as well as the physical awareness of face and body. Music and art instruction allow students to reason abstractly, attend to precision, and look for patterns and repeated reasoning in projects-based learning. The Arts provide students with additional opportunity for creativity, critical thinking and problem solving, communication, and collaboration.

In our Upper Academy, 4th and 5th grade, students continue with required Physical Education courses and Mindfulness, and they have enrichment in Public Speaking, Coding, and American Sign Language. These innovative enrichment courses create unique opportunities for students in a low- income community to develop communication skills and strategies and provide exposure to which they would not otherwise have access. As citizens of a global community, they will be able to 'speak' in multiple manners, thus, in accordance with our school's mission, setting scholars up for long-term program's mission is *"to provide a model for fitness education that supports teachers and empowers students to adopt an active lifestyle."* Additionally, research shows American Sign Language (ASL) supports development in literacy, vocabulary, socio-emotional well-being, and overall communication skills. ASL is "an effective tool for establishing communication between home and school, aids teachers with classroom management, has been shown to promote a more comfortable learning environment and initiates interest in and enthusiasm for learning."⁶⁰

In 6th -8th grade, scholars continue with required Physical Education courses and Mindfulness. Their Enrichment courses focus on "Life Skills" with the goal of developing their understanding of their personal roles and responsibilities through Speech and Debate, Health and Nutrition, and Civic Engagement and Community. For Speech and Debate, scholars will continue the skill development from 4th and 5th grades' Public Speaking and enhance their communication and critical thinking skills by studying and applying rhetorical strategies and effective oratorical interpretations to understand tone, voice, and style, and use effective communication techniques in speech and debate practice. Using resources and curriculum influenced by organizations like the National Speech and Debate Association and aligned with Nevada state standards, scholars in Middle School will develop proficiency in communication through speech and debate.

⁵⁸ <https://www.hhs.gov/fitness/programs-and-awards/presidential-youth-fitness-program/index.html>.

⁵⁹ Jones, D., M. Greenberg, and M. Crowley. "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness." *American Journal of Public Health*. November 2015, Vol 105, No. 11.

⁶⁰ Daniels, Marilyn. *Dancing with Words: Signing for Hearing Children's Literacy*. Bergin & Garvey: 2000.

In addition to enriching their critical thinking capacity, scholars will develop skills in conjunction with our focus on physical health and socio-emotional well-being including nutrition, sexual health education, and injury prevention and safety. As required by state law, students in 5th and 8th grades will be required to take sex health education,⁶¹ and we will use guidance from the state and local district to support this instruction.⁶² We will adhere to state laws and provisions requiring parental/care-giving guardian for said classes.

To create lives of opportunities for themselves and their families, students must be actively engaged in their community and understand the policies and practices of society that impact them. Middle School scholars, through a school-designed curriculum modeled on BES school Democracy Prep’s Civics program,⁶³ 6th, 7th, and 8th graders will become actively involved in their community to learn about the democratic process, better understand community engagement, and develop their capacity to become the leaders of their community. With the support of our instructional team, scholars will volunteer in the community, participate in regional events such as the MLK Day parade, and develop an understanding of what it means to be an active citizen in a democratic society by supporting GOTV efforts during election season.

Through enrichment courses, Sage Collegiate scholars have skill development in art, music, dance, public speaking, speech and debate, coding, American Sign Language, Sexual Health Education, and nutrition ensuring they are exposed to a wide-range of content that will allow them to best prepare an ever-changing, rapidly-moving, global community.

Figure 6 shows sample curriculum we will consider for instructional use, which will be decided and finalized during the Incubation period following authorization.

Figure 6: Sample Curriculum for Consideration

Subject	Sample Curriculum	Sample additional materials
English Language Arts	Reading Mastery Words Their Way Fountas and Pinnell Latin: Classical Academic Press Zaner Bloser (handwriting) Writing Without Tears (handwriting) Engage NY: ELA	IXL (blended learning curriculum) Reading A-Z
Math	Engage NY Bridges for Math CGI Everyday Counts Calendar Math	IXL (blended learning curriculum)
Science	FOSS (Full Options Science System) HMH Science Dimensions	
Social Studies	Scott Foresman Social Studies	

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*

⁶¹ <https://ccsd.net/parents/resources/pdf/sex-ed/SexEdOpGuide-May-2016.pdf>.

⁶² <https://ccsd.net/parents/resources/pdf/sex-ed/SexEdOpGuide-May-2016.pdf>.

⁶³ Democracy Prep was recognized by the American Enterprise Institute as one of the country’s leaders in civic education. <https://www.aei.org/?s=democracy+prep>.

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.

INSTRUCTIONAL STRATEGIES

Enable Diverse Learners. Our community and mission-driven work will allow all children, regardless of race, ethnicity, or socio-economic background, to learn and thrive at the highest levels of achievement. Aligned to our mission, we therefore prioritize instructional strategies meant to enable diverse learners to achieve. These include: (1) Modality Based Instruction; (2) Small Group/One-on-One Remedial Support; (3) Extended Time; (4) Modified Instructional Strategies; (5) Tiered Approach to Instruction; and (6) Enrichment for Advanced Students.

- **Modality Based Instruction - Rap, Rhythm and Rhyme & Kinesthetic Learning.** Chanting and rhyming create excitement about learning and help children to remember critical concepts. Research from the Indiana University of Pennsylvania, Indiana cites the use of music to support the literacy development of young English Language Learners (ELLs). Music effectively supports ELs with vocabulary acquisition because songs are an effective way of not only helping ELs acquire new vocabulary, but also teaching the pronunciation of those words. In the *Early Childhood Education Journal*, research finds that despite a teacher’s level of musical training, the value of ...enhancing literary instruction through music is vital in today’s classroom. This is particularly true for ELL [students].”⁶⁴ Sage Collegiate instruction includes daily cheers and chants to reinforce school culture and academic concepts and rhymes and chants which push vocabulary development and accurate pronunciation of less familiar words. Music and chants also contribute positively to our culture of zest and allow for children to enjoy learning more. Physical activity maintains student engagement. Scholars can learn new concepts with hand signals, finger snaps, and other gestures. Similarly, teachers use cheers and gestures to reward individual or group academic performance while instruction occurs.⁶⁵
- **Small Group/One-on-One Tutoring.** Daily, targeted interventions provide opportunities to deliver focused instruction in precise areas of concerns for struggling students. A Literacy Teacher during each Literacy block provides a two-teacher model for our literacy instruction in our Lower Academy, which allows for small group instruction and additional support for our most struggling scholars.
- **Extended Time.** We provide 180 days of learning from 7:30 AM – 4:00 PM. Research shows that extended learning has strong impact on low-income, minority student achievement.⁶⁶ We believe extended time benefits the achievement of all students and professional development of all staff, while minimizing the impact of potential disruptions such as tardiness, sickness, and testing. Our calendar complies with all state and, in alignment with CCSD practices, we note:
 - Students experience summer learning loss and lower income students lose more ground than more affluent peers. Cumulative effects of summer learning loss increase gap between lower income and more affluent students.⁶⁷
 - RAND Education analysis finds —summer vacation may have detrimental learning effects for many students...[and] disproportionately affects low-income students, particularly in reading...differential learning rates between low-income and higher- income students contribute substantially to the

⁶⁴ Paquette, Kelli, “Using Music to Support the Literacy Development of Young English Language Learners,” *Early Childhood Education Journal* 36, August 2008, (3) pages 227-232.

⁶⁵ International research also indicates kinesthetic instruction results in academic gains for all students. Coffield, F., Moseley, D., Hall, E., Ecclestone, K. (2004). *Learning styles and pedagogy in post-16 learning. A systematic and critical review. London: Learning and Skills Research Centre.*

⁶⁶ Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. —How New York City’s Charter Schools Affect Achievement, August 2009 Report. Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

⁶⁷ Harris, C. et al. “The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review” *Review of Educational Research*, Vol 66, Issue 3, September 1996. <http://journals.sagepub.com/doi/pdf/10.3102/00346543066003227>.

- achievement gap.⁶⁸
- The study also finds that —low-achieving students need more time to master material and that spacing learning over time is an effective instructional technique.⁶⁹
 - 2008 study finds —[e]xpanded learning time . . . particularly beneficial for ELLs. . . . Time plays a unique role in the educational career of the English-language learner. Time affects the facility of learning a new language and the likelihood of high school graduation, especially among immigrant ELLs in high school.⁷⁰
 - Our extended schedule benefits teacher professional development and enables a three week, school-based summer professional development, supplemented by a full week of training and onboarding for new teachers that would not be possible on a traditional schedule⁷¹ and allows us to better develop exemplar teachers.

Modified Instructional Strategies. Sage Collegiate believes that instructional strategies must embrace diverse learners and ensure every student has the skills s/he needs for academic achievement, college readiness, and a life of opportunity. As such, professional development and instructional design support the differentiation of instruction based on student needs. We have specific professional development during the summer about how to adapt instructional strategies for exceptional, EL, struggling, or gifted students. During these sessions, teachers learn a strategy, rehearse it as though they were in the classroom, and critique each other’s implementation.

Among others, strategies research identified as leading to the success of special needs students with a rigorous curriculum include, but are not limited to:

- Use an overhead projector/ELMO with an outline of the lesson or unit.
- Provide clear photocopies of notes and overhead transparencies.
- Provide students with chapter outlines/study guides that cue key points in their readings.
- Ask questions in a way that helps the student gain confidence.
- Keep oral instructions logical and concise. Reinforce them with a brief cue.
- Repeat or re-word complicated directions.
- Frequently verbalize what is being written on the chalkboard.
- Give assignments both in written and oral form.

Sage Collegiate’s entire design meets the needs of students whose traditional performance puts them at risk of academic failure. Through initial assessments administered including the NWEA-MAP and STEP, staff analyzes a baseline set of data, informing us of which students are entering below grade level. Our program incorporates elements proven effective in ensuring academic success for students most at risk. We differentiate instruction for the most at-risk students through tiered grouping. In a traditional setting, tiered groupings are used to deliver interventions to students who are falling behind.

- **Tiered Approach to Instruction.** In the RtI² approach, all students are screened for educational difficulties. Those students found to be at risk of having academic challenges are monitored on a regular basis after high quality instruction is implemented. Those students who do not respond with adequate progress are given interventions specially geared to correction of the identified problem.

⁶⁸ Sloan McCombs, J. et al. “Making Summer Count.” Rand Education, The Rand Corporation, 2011. http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf.

⁶⁹ Ibid.

⁷⁰ Lazarin, Melissa. “A Race Against the Clock.” Washington, D.C. Center for American Progress. 2008. <https://cdn.americanprogress.org/wp-content/uploads/issues/2008/12/pdf/ell.pdf>

⁷¹ Importance of extended professional development time before start of school and during school year are outlined in: Odden, A. (2009). *Ten Steps to Doubling Student Performance*. Corwin Press. In it, the author argues for the importance of professional development hours and strategic placement of those hours as critical components of teacher performance in urban schools.

Figure 7. Tiered Approach to Instruction

Tier	Benchmark	Intervention	When
Tier 1	On grade level, falling behind in mastery of some subject area standards	Differentiation occurs inside classroom and within our Core Curriculum.	Students benefit from daily focus on literacy and interventions occur at an individual teacher’s discretion.
Tier 2	<ul style="list-style-type: none"> ▪ Inadequate Progress on bi-weekly assessments ▪ Needs additional intervention to remediate uneven prior learning or master missed standards 	<ul style="list-style-type: none"> ▪ Supplemental instruction in fundamental skills to remediate learning or practice skills ▪ Extra help/tutoring to master standards (repetition of instruction in small group) ▪ Weekly on-going assessment of skills learned to monitor progress 	<ul style="list-style-type: none"> ▪ Student receives additional intervention during literacy block i.e. additional practice at computer, retelling of story on audiocassette, pull-out with a teacher ▪ Student ends day in small group instruction to receive extra tutoring in math ▪ Student works with additional teacher at a small group during writing workshop
Tier 3	<ul style="list-style-type: none"> ▪ Inadequate Progress on Interim Assessments ▪ Needs intensive intervention to either remediate uneven learning or master standards 	<ul style="list-style-type: none"> ▪ Small group intensive intervention in fundamental skills ▪ One-on-one instruction ▪ Daily Assessment of skills learned to monitor progress and if there is no progress, potentially refer for evaluation for learning issues 	Pulled for an additional instructional block during literacy centers as often as possible, receives one- on-one tutoring during writing and math at a corner table within a classroom a daily assessment during afternoon tutoring

While we would never delay identification of a student’s special needs because of our tiered intervention process, we do believe it enables a rapid response to student delays in progress. If none of the interventions have a desired impact on student progress, the school will use data from previous tiers to determine the best remedy for the student’s struggles. For students identified as having either special needs or identified as ELL, Sage Collegiate’s curriculum is still appropriate and our college readiness mission remains relevant. Students with special needs benefit from a structured curriculum as research demonstrates that specific instructions and clear goals are integral to the success of many students who require either academic or behavioral modifications. ELL student benefit from additional time and multiple opportunities to practice English through reading, writing and speaking in small settings.

Academic Enrichment for Intellectually Gifted Students. Each teacher of a Gifted and Talented student is assigned to monitor the student’s progress and recommend adaptations to the student’s Advanced Learning Plan (ALP). All teachers include an advanced HW section and work creatively to identify strategies to differentiate lesson plans for more advanced students. Each ALP has a section on acceleration strategies in daily enrichment activities and tutoring opportunities. Each day’s Essentials of Excellence (E²) block allow gifted students to be grouped and receive academic enrichment as appropriate: i.e. advanced math theory, chess club. Since advanced students still participate in daily small group comprehension lesson, teachers can differentiate instruction to provide enrichment by increasing text

rigor, planning more complicated checks for understanding, increasing student leadership in literature discussions, and increasing the ratio of individual reading to teacher-led reading.

Instructional Consistency. Instructional consistency supports academic achievement, assists leadership in supporting teachers, and encourages positive student behavior. We achieve instructional consistency through an emphasis on common language and consistent techniques that ensures all staff share common instructional expectations. Prioritized strategies include: (1) The Taxonomy of Teaching; (2) Gradual Release; (3) Sage Collegiate Board Configuration; and (4) Common Room Design.

Taxonomy of Teaching. Sage Collegiate uses a variety of academic, behavioral, and advanced instructional techniques as outlined in *Teach Like a Champion* that reinforce student expectations and build high levels of student engagement.⁷² Intentionally using these techniques as part of a school’s programming and culture is inspired by Doug Lemov who developed a set of specific and concrete actions, paired with a library of over 700 video clips of highly-effective teachers in action, to provide teachers with actionable tools to drive greater student achievement and a shared language to discuss and support teacher effectiveness. During Summer Staff Development, we select 8-10 core techniques as a schoolwide professional development focus and differentiate for specific teachers as the year continues. Based upon the best practices from schools eradicating the achievement gap throughout the country, and as detailed in **Figure 6**, Sage Collegiate educators use the following best practices and instructional strategies to ensure high student-achievement and gap-closure.

Figure 8. Core Instructional Techniques

Skill	Type	Description	Example
100 Percent	Behavioral and Academic	Behavior: Method in which a teacher expects everyone’s full participation to complete a task or activity associated with learning and will not continue instruction until all students have complied. Academic: There is a difference between right and partially right. When responding to an answer in class the teacher holds out for an answer that is 100% right. Students should not be told an answer is correct when it is not.	The teacher asks students to sit in STAR so s/he can give directions and waits to speak until two students whose eyes are not at the front of the room. “When there is 100%, we are ready,” s/he says in a calm, yet assertive tone.
Do it Again	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and requires that students repeat the process if it is not done well or by all students.	During a whole class transition from desks to the carpet, a silent procedure, three students make noise. The teacher stops the class and directs them to return to their seats so they can do this transition again. In an excited voice, s/he says, “Let’s see if we can be at our seats in 15 seconds!”

⁷² Instructional Techniques taken from *the Teach Like a Champion and Teach Like a Champion 2.0*, both by Doug Lemov. Mr. Lemov is a Managing Director with Uncommon Schools and the founder of Rochester Preparatory Charter Middle School in Rochester, NY. Through the BES Fellowship, Lead Founder Sandra Kinne has received extensive training on Teach Like a Champion taxonomies. In her role as an instructional coach with Teach For America, Ms. Kinne also received training on these taxonomies and led trainings on these strategies.

Positive Framing	Behavioral	Teacher uses economy of language and speaks in a positive manner to remind students of expected behavior and the habits of the class.	Teacher provides directions to students about habits of the class. When a student slouches, the correction is not “Don’t slouch,” it is “We sit up.”
No Opt Out	Academic	Process in which a student who answers incorrectly is not able to give up on the learning process. We have high expectations for student performance and a teacher should not accept, “I don’t know” for an answer. Instead, the teacher prompts the student to attempt to answer. If the student genuinely does not know the answer, the teacher will call on fellow scholars to assist. Then, the student will be asked the same question or be given a similar question to answer correctly.	Teacher calls on student, Tahirah, during Reading Mastery and asks her to read aloud the word “mug” during individual turns. Tahirah does not know the answer. Teacher calls on another student, Alejandra, to give the sound out the word ‘m’ ‘uh’ ‘guh.’ Alejandra correctly reads the word. Teacher returns to Tahirah, who gives the correct response “mug.” The teacher affirms Tahirah on her correct answer.
Strong Voice	Behavioral and Academic	Teachers provide clear, intentional verbal and nonverbal habits, particularly at moments when teacher needs to manage control. Teacher uses economy of language, do not talk over, refusal to engage, square up/stand still, and quiet power.	Teacher leads students in singing morning chant. Teacher signals its end by tying an imaginary bow with his fingers and zipping his lips. Students remain silent.

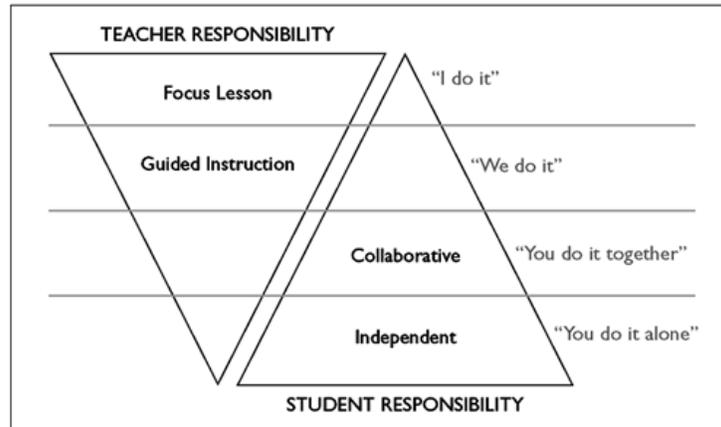
Using a coaching cycle based on student achievement data and instructional observations, we continue to use taxonomy techniques to drive teacher professional development using a consistent language and a focus on what will most impact student achievement.

Gradual Release ‘I do/we do/you do.’ Echoing the classical framework of grammar, logic, and rhetoric, each lesson begins with the teacher demonstrating the concept/skill – I do; and then providing opportunities to practice the concept together, We do. Finally, students practice the concept independently; You do, until they reach individual mastery.

This process of gradual release as outlined in **Figure 9**, adopted from Fisher and Frey⁷³ promotes the growing independence of student in the content. Through the course of a lesson, students can complete the assignment independently and at higher levels than when first introduced. As teachers give more guided opportunities for students to practice a skill or concept in smaller and smaller groups, students are provided with both more time and more independence so they can work on problems autonomously.

Figure 9. Gradual Release: I, We, You

⁷³ https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf



Sage Collegiate Board Configuration (CBC). All teachers at Sage Collegiate use a common board configuration called Sage Collegiate Board Configuration (SCBC). The SCBC consists of the Objective, Essential Question,⁷⁴ Vocabulary, Do Now, and LifeWork; it sets student academic expectations and serves as a visual cue to manage instructional pacing. Adapted for more simple use in the Lower Academy (K-3), in the Upper Academy (4th- 5th) and Middle School (6th-8th) the SCBC requires the following:

- Class and date are updated and posted on the board.
- Essential Question provides over-arching, big picture question of what scholars need to answer and connects to other objectives and instruction within the unit.
- Objectives provide specific goal(s) for the day. Objectives are measurable, ambitious learning goals directly connected to standards developed in the curriculum.
- Do Now is a silent, pen to paper 4-5-minute activity that focuses students immediately on class work and allows teachers to quickly assess student understanding of a specific topic.
- Lifework is required in all academic classes each day and provides students with the opportunity to practice and reinforce that day’s skill and content knowledge.

Common Room Design. Simply stated, Sage Collegiate believes the classroom must be an environment conducive to learning. This includes structure and zest; it does not mean silence or chaos. Rather, there is a healthy buzz of student engagement and purposeful, productive activity. Every feature, from desk to displayed work, poster to projected images should be purposeful and intentional so as to contribute to our mission and ensure all children are academically successful, ready for college, and able to have a life of opportunity.

At Sage Collegiate, scholar homerooms are subject to change at various points in the year and flexible small groupings require that children occasionally receive instruction in rooms beside their homeroom. The following is a non-exhaustive list of features all Sage Collegiate classrooms share: LifeWork (homework) guidelines; monthly calendar; rules/expectations sign; word wall; behavior chart, Core Values, Voice Level poster, college paraphernalia; classroom job list; hall passes, evaluation instructions; classroom library, mission statement; computer stations; reading carpet; Put-Ups board.

⁷⁴ Essential questions are grounded in McTighe and Wiggins research and have seven key characteristics: 1. Is open-ended; 2. Is thought-provoking and intellectually engaging; 3. Calls for higher-order thinking; 4. Points toward important, transferable ideas; 5. Raises additional questions; 6. Requires support and justification; 7. Recurs. Adopted from McTighe, Jay and Grant Wiggins, *Essential Questions*. Association for Supervision & Curriculum Development, Alexandria, VA: 2013

PROFESSIONAL DEVELOPMENT

With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity. To fulfill this mission, we believe that exemplary teachers produce exemplary results. Teachers are the key levels in students’ lives, and we know the impact a single teacher has on a student’s life trajectory is powerful. The effect of teaching on learning is greater than ethnicity or family income, school attended, or class size.⁷⁵ We also know that when teachers feel supported, are strategically developed, and work in a professional culture, they enjoy their work, flourish, and want to contribute long-term. *“People who love going to work are more productive and more creative. ... Inspired employees make for stronger companies and stronger economies.”*⁷⁶

A core tenet of our school is that with exemplary teachers, we have exemplary results. To live out this tenet, we have a robust, in-depth scope and sequence for professional development. This ensures we have mission-driven, team-aligned staff who are supported and challenged to be high- skilled, high-capacity educators who provide a high-quality education to the scholars of. Through annual, monthly, weekly, and daily intentional, strategic, and well-planned professional development, our teachers and staff become exemplar educators who educate students to meet or exceed grade level standards.

Specifically, our Professional Development includes:

- Building Excellent Schools Follow-on Support
- Coaching - Classroom Observations and Debriefs
- Coaching – Classroom Videotaping and Debriefs
- Data Analysis and Evaluative Skills Development
- Excellent Classroom and School visits
- Grade Level Team Development
- Individual Check-ins
- Instructional Rounds
- Leadership Development
- Onboarding and Orientation
- Professional Development Sessions
- Summer Staff Development
- Summer Staff Orientation
- Whole Team Professional Development

Our four priority areas encompassed by all professional development opportunities are: (1) school and classroom culture of achievement, (2) effective instructional practices, (3) curriculum content and development, and (4) common schoolwide routines, practices, and language. **Appendix 5** provides extensive details about the elements of our Professional Development plans for our teachers and staff.

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

- **Screening and Identification of Diverse Learning Needs**

We anticipate a significant portion of students will be performing below grade level when they first enroll. Sage Collegiate is committed to working with students who are achieving below grade level in order to help them meet expectations and attain high levels of academic achievement.

⁷⁵ Center for Public Education. Teacher Quality and Achievement Research Review: Insights from Tennessee and Texas. 2005. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html>.

⁷⁶ Sinek, Simon. *Start with Why*. NY: Penguin, 2009.

A student at Sage Collegiate will be considered low-achieving if s/he meets the following criteria:

- Performing one level or more below his/her actual grade level on class assignments and assessments, including a score of Below Basic or Far Below Basic on the SBAC and equivalent scores on nationally-normed assessment, such as the NWEA MAP
- Earning below 70% in one or more core subjects, therefore signifying the danger of qualifying for retention
- Not on track to make at least one grade level of growth in reading, writing, and math

Our school model is responsive to the needs of students requiring additional supports and structures to ensure 100% of students are performing at grade level by the end of second grade, including: a two-teacher literacy model, blended learning, extended time in literacy and math, extended school day and year, small group differentiated instruction, RtI², reserved tutoring time during the school day, and language acquisition and development support, and daily homework and character reflection signed by parents.

Upon enrollment, students complete the STEP reading assessment that is administered every 6-8 weeks to determine student growth and adjust small group instruction around targeted skills. Additionally, we will use the NWEA-MAP tests, administered three times each year, and on-going formative assessments to identify students' needs and any necessary interventions, which is ongoing process for all students through their academic career, per the Nevada guidelines regarding Response to Intervention and Instruction (RtI²). We will leverage our PD and Data Days to evaluate the growth of students-below grade level and will adapt our day to address specified needs of students.

We outline our Tiered Approach to Instruction in **Figure 5**, above. If a scholar is identified as needing the formal RtI² process by a teacher or staff member, the student will be referred to and discussed by the RtI committee, which is led by, in Year 1, the Coordinator of Student Services, prior to implementing any Tier 3 intervention. Notification to parent/family will be sent home by either the classroom teacher or the Coordinator of Student Services if it will require a sub-separate placement. The RtI process will include a parent conference to gather any relevant medical/educational information about the student's prior support. Data will be collected in 9-week cycles, led by the lead teachers and Coordinator of Student Services (and similar roles in years beyond Year 1). The results of interventions will be reported to and discussed among the RtI committee so as to identify growth, continued support needs, and/or potential changes for interventions. If benchmark progress is made toward goals, the student will be kept in Tier 3 intervention until s/he achieves in the 25th percentile of a national-normed assessment or at the discretion of the informed RtI committee based on non-normed assessment subjects for general monitoring. If a student does not show growth after three separate 9-week cycles, or at the discretion of the Executive Director in consultation with the Coordinator of Student Services, the student may be presented to a contracted psychologist for consideration and consultation regarding qualification for Special Education and/or the Coordinator of Student Services for additional intensive support in the areas of need.

▪ **Strategies and Support to Reach All Learners**

Overall, our educational program are designed to reach all learners. Instruction will be delivered using the high-impact, researched, and proof-point strategies communciated and developed by the proposed Executive Director and the Manager of Curriculum and Instruction (Director of Curriculum and Instruction, in later years). Small groups and individualized instruction will be flexible, driven by data collected through intentional assessments. The support for all learners, at all Tier levels, includes:

- **Extended Time:** We have 183 days of instruction, and our school day is 7:30 a.m. – 4 p.m. (M-T) and 7:30 a.m. – 2 p.m. (F).
- **Blended Learning:** Scholars have independent digital learning during literacy blocks.
- **Taxonomy of Teaching:** We will use a variety of research-based, proven behavior, academic, and advanced teaching techniques to build teacher skill and student engagement.
- **Small Group and Individual supports (Tier 2 and Tier 3)**
 - **Blended Learning:** During literacy, independent rotations will utilize engaging, individualized computer programs, like IXL, to give scholars quality attempts to practice key math and reading concepts. [Individual – remediation, practice, and extension for accelerated]
 - **Whole Brain Teaching:** A fast-paced set of academic cues and call and response strategies to vary output formats between written and oral responses to master grammatical skills [ELL support strategy]
 - **Small Group/Individualized Tutoring:** Time provided for daily targeted group instructions to pre-teach and re-teach, all grounded in assessment data. [Small Groups, IEP/ELL/Skill/Extension]
 - **Flexible Ability Reading Groups:** Quickly adjusted groups will include students who need extra support in specified skills and to ensure students are reading at the appropriate level (i.e., not frustration level). The groups are predominantly used for reading instruction. [Small Groups, IEP/ELL/Skill/Extension]
 - **Goal Setting:** All scholars will set and track absolute achievement and growth goals, including behavioral goals when appropriate. [Individual – remediation, benchmarked progress, above-level ambitious goals]

▪ **Measures of Success**

All support systems and practices will be evaluated for effectiveness and efficacy by tracking individual data for students identified for and serviced by intervention. Students will be progress-monitored weekly if they receive Tier 2 or Tier 3 intervention. Given our projections of 25% ELL and 70% economically-disadvantaged students, based on current community trends, we expect to have remediate and reclassify a significant number of students from Tier 3 and Tier 2 over time into Tier 1 performance. Sage Collegiate has a 5-year strategic plan to define success of interventions as having the student population on nationally-normed assessments that mirror national benchmarks through this sliding scale:

- Year 1: 80% of students classified as Tier 2 or Tier 3 are reclassified at least one Tier above their beginning of the year benchmark by end of year across all subject areas.
- Year 3: 70% of students perform at Tier 1 on nationally-normed assessments across all subject areas; 20% of all students perform at Tier 2 across all subject areas; 10% of all students perform at Tier 3 levels across subject areas at the end of the year.
- Year 5: Sage Collegiate will reach the ideal population distribution of students performing within the 3-Tier model of 80% Tier 1, 15% Tier 2, and 5% Tier 3 on nationally-normed assessments across subject areas.⁷⁷

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.*

▪ **Identification of Students**

⁷⁷ <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>

Starting on day one, Sage Collegiate will use diagnostic testing annually to determine the needs of student. The assessments used for benchmarks and on-going monitoring include the STEP and NWEA/MAP assessments, which will establish students' levels in core subjects. All Kindergarten students who indicate at registration/enrollment that they have a second language/mixed language at home will be assessed for English proficiency using the WIDA-APT probe. New students who enroll in grades 1 or above will be assessed using the more robust WIDA-MODEL diagnostic. All new students will undergo a records review to request any relevant documents such as IEPs, and we will request a parent meeting with all new students who receive IEP services and/or with an established 504 plan, which will allow us to have parental input in our implementation of support.

With the support of a leadership team member, all grade levels will review the educational records of the incoming cohort, including relevant IEPs, 504s, RtI files, WIDA-ACCESS, and EOY assessments, such as NWEA-MAP and STEP assessments, when considering the final composition of classes, initial student grouping, and planned support structures.

Research-based Curricular Programs for Sage Collegiate that 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 have been identified in **Figure 5**.

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?*

▪ **Strategies and Support for Gifted and Talented Learners**

Sage Collegiate is committed to providing additional challenge for students who perform above grade level. The special needs of identified gifted and talented students will be primarily addressed through differentiated classroom instruction. Sage Collegiate's program for gifted and talented students and those performing above grade level will provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. Our criteria will extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Differentiated curriculum based on the core curriculum will be provided during the regular school day through cluster grouping, enrichment opportunities during Electives and Essentials for Excellence (E2), as well as through an accelerated math pathway in Middle School. Other differentiated learning activities will include optional after-school and Saturday school (beginning in Y5 and beyond), independent and acceleration in Middle School, and access to funded pre-college academic summer programs, and online college-level courses offered to high-school age youth such as the Summer Institute for the Gifted (SIG) or Stanford University's Education Program for Gifted Youth (EPGY).

Sage Collegiate staff development will provide teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students' needs. Teachers will receive training to differentiate lessons to meet the needs of advanced learners and will provide learning experiences that meet the special needs of these students with regards to the pace of lessons, the depth of content presented, and the variety of processes used and products created. Additionally, families be provided with information regarding gifted and talented programs and services provided to students.

Process for Identifying Students as Gifted and Talented

The identification process as stated below will be based on consistent demonstration of advanced performance beyond what is expected for students earning a 4 on our grading scale and on student work and assessments in addition to criteria described below, beginning with a referral by the student's teacher or parent/guardian (after consulting with the teacher). A Student Success Team (SST) will gather documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The SST will make a preliminary recommendation for consideration on the eligibility of the student to the Executive Director and School Leadership team. When such a recommendation is made by the SST, the parent/guardian will be notified, in writing, of the student's eligibility. The recommendation will be forwarded to a qualified provider for intellectual ability testing, for high achievement or specific ability designation. Students who meet the eligibility criteria described below will be classified as gifted and talented and receive support as described below.

The SST will be a school site team, which reviews individual student strengths and problem areas. It therefore will monitor the performance of all student subgroups (included those classified as Gifted and Talented). The SST will plan, strategize and organize resources for addressing problems and concerns. A student will be selected for discussion by the SST by a classroom teacher (or school leadership team member or parent/guardian) who indicates that the student's learning, behavioral and/or emotional needs are not being adequately met under existing circumstances. Categories under which a student may be identified as gifted include intellectual ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers.

A student may also be identified under the category of high achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as SBAC. Another criterion considered is a GPA of 3.5 or above. A student may be identified under the category of specific academic ability. These students consistently function for three consecutive years at highly advanced levels in either Reading or Math on standardized tests such as NWEA MAP.

Gifted Education Plan

Sage Collegiate will set clear expectations for the school community and provide a quality, standards-based gifted and talented program that demonstrates academic rigor. Sage Collegiate will provide a written description of gifted and talented program to parents. Progress of gifted and talented students will be monitored based on data in their personal learning plan and by disaggregated interim and state assessment data.

The gifted and talented program will include:

- Flexible grouping of students
- Differentiated instruction in the classroom in all areas of the core curriculum
- Family involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students, to provide professional development for teachers in the instruction of gifted students, and to provide family education on strategies to address the needs of gifted and talented students. We want scholars ready for Advanced Placement (AP) and advanced courses in selective and competitive high schools throughout Greater Los Angeles.

- **Acceleration.** Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally, all the online digital program providers will take students from where they are and move them forward, regardless of their current level. For example, SIG and EPGY both have online programs students may access during the instructional day.
 - **Grouping Practices.** Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore, grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.
 - **Regular Classroom.** Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers will:
 - Create an environment that is responsive to learners
 - Assess each learner's knowledge, understanding, and interest
 - Differentiate and individualize the curriculum to meet each learner's needs
 - Evaluate learning and teaching, reflecting on the information obtained from formative and summative assessments to adapt the learning plan and modify instruction and/or the instructional program as needed
 - Progress of students in this subgroup will be monitored through the SST process.
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.*

Sage Collegiate will provide several enrichment opportunities for all learners, especially students who are performing and progression at or above grade level. In executing the RtI process, students who are above grade level will be grouped in extension groups to begin previewing and learning academic material from forthcoming units and/or grade levels. Students who are at or above grade level will engage in literature circles, which may include books and stories with lexile levels that meet/exceed the lexile band for their current grade level. This will extend their reading Zone of Proximal Development (ZPD) through reading at their independent level. Students will be encouraged to read books independently within their ZPD range, which may be at or above grade level.

In reading and math, teachers will include and plan extension activities for students who are at or above grade level, which may include additional challenge problems, differentiated LifeWork, and/or recurring independent centers/activities that require at/above grade level work. All students will also have access to and use IXL, to reinforce and further develop their reading performance through practice.

As students move into upper grades and are more independent and able to self-regulate their learning and working style, they will have opportunities for more project-based learning and other independent study work to foster their ability at their level and better prepare for high school and college.

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

Grade level promotion is determined based on attendance, student mastery of content as depicted in final grades, and final exam requirements. Since we anticipate a student population performing below and potentially significantly below grade level, we have added a growth metric to our policy in grades K-2, at which point Sage Collegiate is committed to having 100% of our student population reading at or above grade level. **Figure 10** outlines our grade level promotion requirements.

Figure 10. Promotion Criteria

Grade Level	Attendance Requirement	Grade Component	STEP Level/Fountas & Pinnell Requirement	Exam Requirement
K - 2	Absent ≤ 15 days	Math interim tests average ≥ 80%	<ul style="list-style-type: none"> ▪ Kinder = STEP 3 or higher ▪ 1st = STEP 6 or higher ▪ 2nd = STEP 9 or higher 	n/a
3 - 5	Absent ≤ 15 days	Core Content mastery average ≥ 80%	<ul style="list-style-type: none"> ▪ 3rd = STEP 12 or F&P Level P ▪ 4th = F & P Level ▪ 5th = F & P Level V 	Score of Proficient or Advanced on Interim assessments, and NWEA MAP, and/or SBAC in all subject areas
6 - 8	Absent ≤ 15 days	All interim tests average ≥ 70% (ELA, Math, Science, and Social Studies)	n/a	All final exam scores average ≥ 70% (ELA, Math, Science, and Social Studies)

▪ K-2 Promotion

To ensure scholars are fluent readers and have met the school goal of reading at or above grade level by the end of 2nd grade, promotion requirements in grades K-2 are based on literacy and math proficiency and attendance. To be promoted in Kindergarten through 2nd grade, scholars must earn the following:

1. Reading at/or above grade level OR demonstrated at least 5 STEP levels of growth
2. Mastered mathematics standards with at least 80% proficiency
3. Have no more than 15 days absent for the school year.⁷⁸

To determine whether a scholar is reading at grade level, we use a comprehensive literacy assessment, such as STEP (Strategic Teaching and Evaluation of Progress) in grades K-3. **Figure 9** outlines proficiency levels as measured by the STEP assessment.

Figure 11. Correlation between STEP, Grade Levels, and Fountas and Pinnell levels

Grade LEVEL	STEP	Fountas and Pinnell Level
Beginning Kinder	Pre	n/a
Mid Kinder	1	A
End of Kinder	2	B
End of Kinder/Beginning of 1st	3	C

⁷⁸ As in all grade levels, we will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances.

Early/Mid 1 st	4	E
Mid/Late 1 st	5	G
End of 1 st /Beginning 2 nd	6	I
Beginning 2 nd	7	K
Mid 2 nd	8	L
End of 2 nd /Beginning of 3 rd	9	M
Beginning 3 rd	10	N
Mid 3 rd	11	O
End of 3 rd /Beginning of 4 th	12	P
4 th	n/a	Q/R/S
5 th		T/U/V
6 th		W/X/Y
7 th - 8 th		Z

▪ **3rd – 5th Promotion**

To be promoted in 3rd – 5th grades, scholars must earn the following:

1. A grade of at least 80% in every core class, and
2. Reading at/or above grade level
3. A score of Proficient or Advanced on Interim assessments, and NWEA MAP, and/or SBAC in all subject areas; and
4. Have no more than 15 days absent for the school year.

▪ **6th – 8th Promotion**

Middle school students who have received lower than a 2 (70%) in three or more courses for the academic year are eligible for retention. The Executive Director prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the scholar to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the scholar’s parents, teachers, Executive Director and/or School Leadership Team. Any student who receives below a 70% in one or two core content classes will be invited to attend Summer Prep⁷⁹ and may retake the end-of-year exam(s) in the subject(s) needed after the summer remediation provided. The student must pass the exam(s) with a score of 70% or higher to receive credit for the course. A student’s final annual grade will be calculated as the average of their three trimester grades.

Sage Collegiate does not endorse social promotion and is committed to helping students achieve the necessary skills to progress from grade to grade annually. To advance to the next grade level each student must earn promotion by demonstrating mastery of essential knowledge and skills. Sage Collegiate has clearly defined expectations for what students should know and can do at each grade level in each subject to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion to the next grade is dependent upon mastery of all core content. We monitor daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child’s academic progress. Scholars who have IEPs are promoted to the next grade based on successful completion of the goals of the IEP in alignment with the school’s promotion policy.

▪ **Communication with Families Around Academic Progress, Promotion and Graduation**

⁷⁹ Beginning in Y5, Summer Prep will be offered to Middle School students completing 6th – 8th grade for who may be retained. Summer Prep will provide remedial support and to help students meet grade level standards. Some rising 6th graders may be invited for accelerated learning opportunities.

Sage Collegiate’s School Leadership Team and teachers will have a formalized and family- friendly system for communicating with students and parents about all aspects of their students’ academic and social development including promotion and progress toward high school and college readiness. The school’s promotion requirements will be clearly outlined in the school’s Student and Family Handbook, which each family will receive in their home NWEA: MAP language upon submitting their intent to enroll form. Families will receive the updated and revised Student and Family Handbook annually at orientation each summer.

Sage Collegiate will communicate early, clearly, transparently and frequently with students and families around promotion/retention decisions. While we recognize, per state, federal and district statutes, that we cannot require parent participation or communication from our families, we will go to great lengths to invest our families in the communication structures and partnership practices that we know will best support our students’ success. Despite these efforts, parent participation will never be a condition of initial or continued enrollment at Sage Collegiate.

Formal family communication around promotion decisions and progress toward graduation will happen through five key structures and routines throughout the year at Sage Collegiate:

- Home Visits for all new families and annual Family Orientations for all students
- Academic Progress Reports (every six weeks)
- Weekly/monthly advisor check-ins (in Middle School)
- Trimester report cards
- EOY retention meetings

▪ **EOY retention meetings**

Upon the conclusion of trimester three, final grades for the year will be calculated, and individual letters communicating promotion decisions for students in good academic standing and for those slated to attend Summer Prep will be mailed home. Students facing retention will be asked to come into Sage Collegiate with a care-taking family member to meet with the Executive Director to discuss the plan for the following year. We anticipate that, given the extensive communication that will have preceded this meeting around the student’s academic status, families will be well- prepared for this decision. The tone and focus of the meeting will center on how best to support the student in the upcoming year, how the student can prepare to have a markedly more successful year, and how re-doing the grade level will better position the student for future academic success.

PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

This section is not applicable to our application.

PRE-KINDERGARTEN PROGRAMS

We do not plan to offer a pre-kindergarten program at this time. This section is not applicable to our application.

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

This section is not applicable to our application.

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.

- *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.*

Sage Collegiate is set up for success as a school designed on the successful practices of high poverty, high-performing schools nationally and aligned to the needs of our school community. As such, we continuously measure our performance against these excellent schools and against a local, state, and national cohort that demonstrates that our scholars are successfully competitive with the nation’s top-performing scholars. With ambitious, measurable outcomes compared against the highest performing schools in the nation and across Nevada using nationally-normed assessments and other standards-based tools, and through triangulating data on a school, state, and national level, we work aggressively and strategically to build high academic results for every scholar and share our longitudinal, comparative, and absolute goals, measures, and outcomes with the greater school community.

For purposes of this application, and to establish the validity of goal-setting measures:

- **Absolute Measures** refer to achievement on a criterion-referenced assessment at a particular score, as created by a 3rd party
- **Growth Measures** refer to positive percentile movement of a norm-referenced assessment or growth over a previous score on a criterion-referenced assessment
- **Comparative Measures** refer to publically available results by which a comparison sample may be determined using a cross-section of at least three schools with similar demographics, FRL percentage population, and special education population statistics.

ACADEMIC GOALS

- **Goal 1: Students will achieve mastery in English Language Arts.**
 - **Absolute Measure 1.01:** At least 60% of Kindergarteners will be at Step 3 by the end of the school year, demonstrating 1st grade reading readiness as measured by the STEP assessment.
 - **Absolute Measure 1.02:** At least 70 % of students in 1st grade will be at Step 6 by the end of the school year, demonstrating 2nd grade reading readiness as measured by the STEP assessment.
 - **Absolute Measure 1.03:** At least 70% of students in 2nd grade will be at Step 9 by the end of the school year, demonstrating 3rd grade reading readiness as measured by the STEP assessment.
 - **Growth Measure 1.04:** At least 70% of students in 3rd grade will grow a minimum of three steps of reading per year, as measured by the STEP assessment each year, as tested.
 - **Growth & Comparative Measure 1.05:** In a cohort analysis of longitudinal growth, the average annual increases of percentiles among students in Reading Comprehension on the NWEA MAP is at least 8 percentile points, until the average percentile score reaches 85%.
 - **Absolute Measure 1.06:** Annually, 90% of scholars will demonstrate a minimum of one full year

- of academic growth.
- o **Absolute Measure 1.07:** At least 50% of students who have attended the school for two or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
 - o **Absolute Measure 1.08:** At least 60% of students who have attended the school for three or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
 - o **Absolute Measure 1.09:** At least 70% of students who have attended the school for four or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
 - o **Absolute Measure 1.10:** At least 80% of students who have attended the school for five or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
 - o **Comparative Measure 1.11:** All students have attended the school for two or more years, on average, attain proficiency rates that are at least 5% greater than those of similar schools on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
 - o **Absolute Measure 1.12:** At least 65% of 8th graders will receive a score that is considered a 'benchmark' score, indicating college readiness on the Spring PSAT- 8.
 - o **Growth Measure 1.13:** At least 80% of all EL-identified students will show at minimum one level of growth on Nevada's English Language Proficiency Assessment (WIDA).
 - o **Absolute Measure 1.14:** At least 80% of all EL-identified students will be re-designated proficient within three years of enrolling in the school, as measured by the WIDA.
- **Goal 2: Students will be proficient in Mathematics.**
 - o **Growth & Comparative Measure 2.01:** In a cohort analysis of longitudinal growth, the average annual increases of percentiles among students in Mathematics on the NWEA MAP is at least 8 percentile points until the average percentile score reaches 75%.
 - o **Absolute Measure 2.02:** Annually, 90% of scholars will demonstrate a minimum of one full year of academic growth.
 - o **Absolute Measure 2.03:** At least 50% of students who have attended the school for two or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
 - o **Absolute Measure 2.04:** At least 60% of students who have attended the school for three or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
 - o **Absolute Measure 2.05:** At least 70% of students who have attended the school for four or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
 - o **Absolute Measure 2.06:** At least 80% of students who have attended the school for five or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
 - o **Comparative Measure 2.07:** All students have attended the school for two or more years, on average, attain proficiency rates that are at least 5% greater than those of similar schools on the Smarter Balanced Assessment for Math.
 - **Goal 3: Students will be proficient in Science.**
 - o **Absolute Measure 3.01:** At least 60% of 5th and 8th grade students who have attended the school for two or more years will score proficient or advanced on the Nevada Science Criterion Referenced Test.
 - o **Absolute Measure 3.02:** At least 75% of students will meet or exceed standards as measured by interim and unit assessments aligned with Next Generation Science Standards.
 - o **Comparative Measure 3.03:** All students have attended the school for two or more years, on

average, attain proficiency rates that are at least 5% greater than similar schools as measured by standard-aligned assessments.

- **Goal 4: Students will be proficient in Social Studies.**
 - o **Absolute Measure 4.01:** At least 75% of students will meet or exceed standards as measured by interim and unit assessments aligned with Nevada Social Studies Standards.

- *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, and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.*

In accordance with state laws and regulations, Sage Collegiate will conduct all proficiency assessments aligned to the Nevada Academic Content Standards and through the administration of the SBAC tests, and any other criterion-referenced or state-mandated assessments. Administration of all high-stakes, mandated assessments will be overseen by the Executive Director with support from the Leadership Team. Further, Sage Collegiate will use several additional assessments to track student achievement and growth in order to best support instruction and meeting goals. The planned assessments are outlined in **Figure 12**.

Figure 12. Assessment Tools, Subject, and Grade Level

	Reading	Writing	Math	Science	Social Studies
K	STEP NWEA: MAP	Internal Interims	Internal Interims NWEA: MAP	Internal Interims	Internal Interims
1st	STEP NWEA: MAP	Internal Interims	Internal Interims NWEA: MAP	Internal Interims	Internal Interims
2nd	STEP NWEA: MAP	Internal Interims	Internal Interims NWEA: MAP	Internal Interims	Internal Interims
3rd	STEP NWEA: MAP SBAC	Internal Interims	Internal Interims NWEA: MAP SBAC	Internal Interims	Internal Interims
4th	Fountas & Pinnell NWEA: MAP SBAC	Internal Interims	Internal Interims NWEA: MAP SBAC	Internal Interims	Internal Interims
5th	Fountas & Pinnell NWEA: MAP SBAC	Internal Interims	Internal Interims NWEA: MAP SBAC	Internal Interims SBAC	Internal Interims
6th	NWEA: MAP SBAC End-of-Year (EOY) exam	Internal Interims End-of-Year (EOY) exam	Internal Interims NWEA: MAP SBAC	Internal Interims SBAC	Internal Interims

7 th	NWEA: MAP SBAC End-of-Year (EOY) exam	Internal Interims End-of-Year (EOY) exam	Internal Interims NWEA: MAP SBAC	Internal Interims SBAC	Internal Interims
8 th	NWEA: MAP SBAC End-of-Year (EOY) exam	Internal Interims Practice PSAT: Writing & Language test	Internal Interims NWEA: MAP SBAC	Internal Interims SBAC	Internal Interims

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.*

As related to the Nevada School Performance Framework and the Charter School Performance Framework, Sage Collegiate intendds to track and report students’ annual performance on state proficiency assessments (ELA and Math in grades 3-8, and Science in grades 5 and 8) and average percentile performance of NWEA MAP assessments in grades K-2.

Figure 13: Assessment Goals

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
75 th percentile performance on NWEA MAP	3 times annually – Beginning of Year, Middle of Year, End of Year	25 th percentile BOY Kindergarten ; 50 th percentile 1 st – 8 th	75 th Percentile average EOY or 5% average cohort growth over previous interim	75 th Percentile average EOY or 5% average cohort growth over previous interim	75 th Percentile average EOY or 5% average cohort growth over previous interim
Top Two Tiers of Proficiency in State ELA Exam (SBAC)	Annually starting in 3 rd grade (Y2: 2021-22)	60%	Spring 2021: 75%	Spring 2022: 80%	Spring 2023: 80%
Top Two Tiers of Proficiency in State Math Exam (SBAC)	Annually starting in 3 rd grade (Y2: 2021-22)	60%	Spring 2021: 75%	Spring 2022: 80%	Spring 2023: 80%
90% Proficiency in Science CRT exam	Annually starting in 5 th and 8 th grade (2023-24, 2026-27)	80%	Spring 2024: 80% proficient of above	Spring 2027: 90% proficient or above	

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

Teachers receive extensive professional development through out each school year, including at least 3 weeks in the summer prior to the start of the school year. There are a total of 20 days of Professional Development, including Data Days, and every Friday, we have early dismissal so teachers and staff can engage in 2 hours of focused, intentional professional development. This includes training and support with assessments, checks for understanding (CFU) techniques, and high-level questioning. These techniques will be supported through the use of live-coaching and the Nevada Educator Performance Framework’s annual goal-setting process.

Teachers are observed daily through formal and informal observations, and their unit and lesson plans will be reviewed with particular attention to the quality of formative and summative assessments, as well as high-level questioning and prompting strategies to allow teachers to gather information from student responses during lesson.

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.

Sage Collegiate’s planned assessment systems are nationally-recognized, and in the case of one, recently state-mandated third-party assessments. Teachers and staff will receive all mandatory professional development from the assessment vendor to ensure delivery of valied assessment resultes with inter-rater reliability for comparative purposes. Our assessment systems are:

- STEP reading program – Developed and produced by the Urban Education Institute⁸⁰
- NWEA Map Assessment – Developed and produced by the NorthWest Evaluation Association⁸¹

These assessments are rigorous and aligned to the Nevada Academic Content Standards, our performance goals as articulated in this section for the purposes of the SPCSA and wil be directly aligned with our curriculum.

To know that our students are making progress, the goal is for students to show at least 5 percentile points growth on the NWEA MAP assessment results until they have at least reached the 75th percentile mark, ensuring they are on a college-bound trajectory. For the STEP assessment, it has clearly defined benchmarks for the beginning, middle, and end of the year for K-2. These are identified in **Figure 12**. The benchmarks are our trimester goals for all students.

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

Our calendar contains 5 full Professional Development/Data Days, as well as 35 abbreviated Fridays for Professional Development. During those PD times, we will set aside intentional, purposeful time to be responsive to the needs of students given assessment data and results. Teachers and school leadership will work collaboratively to address whole school trends and identify specific needs for support in particular grade levels.

The Executive Director and all leadership team members who are responsible for coaching teachers will monitor curriculum and instructional changes to provide support if a school-wide intervention is

⁸⁰ <https://uchicagoimpact.org/our-offerings/step>.

⁸¹ <https://www.nwea.org/>.

necessary. Triggers would include student data, noted actions during formal and informal observations, and identified trends by Leadership Team members. Support will be provided through weekly professional development sessions on Friday, as well as in live-coaching, modeling, weekly meetings, and targeted feedback. If the data suggests a corrective measure is needed at the classroom level, the ED and Manager of Curriculum and Instruction (and in later years, the Director of Curriculum and Instruction) will intervene to support specific teacher(s) through the implementation of an Individual Professional Development Plan (IPDP). IPDPs will include individualized goals, benchmarks, and targeted support beyond the regular observation and coaching cycles to urgently improve the performance of a teacher and her/his impact on student achievement. Additional resources may be diverted to support a teacher, such as coaching from multiple leadership team members, external professional development (i.e., conferences, BES Weekend Warriors), and/or peer mentoring and coaching. Improvement will be monitored on short cycles and tracked through observational data and student achievement data.

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

Following each window of interim assessments, the Sage Collegiate team conducts an analysis of data during PD/Data Days and Friday PD blocks. This is to ensure teachers can adjust instruction to meet the needs of students in order to ensure strong achievement. Results of data analysis will generally result in changes to skill groupings; re-teaching or tailored lessons; differentiated instruction and/or LifeWork; changes to scope and sequences so as to spend more time on specific skills; and/or informing the decisions of the RtI or SST committees and leadership regarding interventions, promotion, retention, and specific academic considerations for students.

All staff and instructional team members will be trained on the use of STEP and NWEA MAP assessments to ensure they are proficient in reliably assessing students and that they are proficient in analyzing and using the reports and data generated by students' results. Teachers will also be coached and developed to build remediation and extension plans for students based on the data.

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.

As a data-driven school, we will track progress toward goals frequently, and we have interim measures taken at regular 6-8 week intervals. Beginning in Kindergarten and through 3rd grade, students will be assessed on STEP four to five times a year. Students will also be tested three times a year using the NWEA MAP, per recent legislation and best practice of other high-performing, high-need schools.

In all years with Kindergarten and in Y1 with 1st and 2nd grade, and as needed beyond that, we will use a variety of assessments to establish benchmarks and skill levels, including assessments that provide information around letter/sound identification, sight words, basic numeracy, and other CORE Phonics Survey areas of focus.⁸²

The goal is to achieve a comparatively strong score on STEP and NWEA, per our goals of at least 5 percentile point growth or a 75th percentile score. This benchmark applies to mid-year and end-of-year assessments in all grades.

⁸² http://www.scholastic.com/dodea/module_2/resources/dodea_m2_tr_core.pdf

FIGURE 14: K-3 Goals and Assessments

Goal	Assessment	Trimester 1	Trimester 2	Trimester 3
STEP Level 3 (Kinder)	STEP Reading	1	2	3+
STEP Level 6 – 1 st grade	STEP Reading	3	5	6+
STEP Level 9 – 2 nd grade	STEP Reading	6	8	9+
STEP Level 12 – 3 rd grade	STEP Reading	9	11	12 (end of step)
NWEA MAP Assessment	NWEA MAP – Reading	+5 percentile growth or 75 th percentile	+5 percentile growth or 75 th percentile	+5 percentile growth or 75 th percentile
NWEA MAP Assessment	NWEA MAP – Math	+5 percentile growth or 75 th percentile	+5 percentile growth or 75 th percentile	+5 percentile growth or 75 th percentile

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

All data will be kept in dashboards and reports provided by the contracted vendors of the assessment programs. STEP, NWEA MAP, and SBAC assessments all provide reporting within a secure dashboard. Sage Collegiate will maximize the use of Infinite Campus when appropriate, but we will need to create password-protected data analysis dashboards for staff and Board use.

Further, all students will have their own Data Binder which contain checklists for mastery of standards across all subjects, sample work, unit assessment results, and interim and summative assessment results. This will allow students, and their families, to review and track their progress and growth as well as invest students in their academic achievement.

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

Sage Collegiate is committed to supporting all students and diverse learners and educates all students for academic achievement, college readiness, and a life of opportunity. We will actively recruit students who have been identified as having disabilities or limited English proficiency. Our small school environment is designed to meet the individual needs of all students, and we specifically address the needs of English Language Learners, students from socio-economically disenfranchised communities, high-achieving students, students achieving below grade level, students in Special Education, and foster and homeless youth.

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

Given the population we intend to serve, we anticipate a significant percentage of our students to be identified as ‘at-risk’, which we define using the historical and contemporary definition: students in high-poverty households; underserved students – that is, students in low-performing schools with limited access to opportunities to excel; students of color, who are traditionally and increasingly underserved; students whose native language is not English; and students who have identified special needs. Given the planned location of our school, as well as our purpose and mission, we anticipate a significant number of enrolled students who can be identified as ‘at-risk.’ We discuss multiple methods and approaches to supporting and ensuring their achievement throughout the application, including in the sections Meeting the Need, Academic Plan, Transformational Change, and Culture, among others.

Sage Collegiate’s mission and vision are designed to serve students who are considered ‘at risk’, and our educational program is designed based on more than 40 high-performing schools in low-income, high-needs communities throughout the country. Sage Collegiate’s proposed existence is built on the best practices and proof points of other schools in communities similar to that in which we plan to locate in Las Vegas.

For the purpose of enrollment and our lottery, as specified in the Student Recruitment and Enrollment section of this application, we define English Language Learners as those students residing in a household in which English is not the first language and/or it is a mixed language status home. Students who qualify for free or reduced lunch, in accordance with federal guidelines, will be considered economically disadvantaged. They align specifically with ‘at-risk’ populations to serve. Both of these categories will be self-reported, first through the lottery application and then verified through submitted paperwork at the time of enrollment, including the Home Language Survey and the voluntary Income Verification form.

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

Broadly defined to include any student at-risk academically, the Response to Intervention, or Response to Instruction and Intervention (R²) model, is previously outlined.

RtI, or RtI² as it is becoming known, is an instructional model for individual students who underperform and is based on observable, objective deficiencies. Upon enrollment in Sage Collegiate, and at the beginning of each school year, we will use a diagnostic to begin groupings based on students' achievement results. All students scoring below the national 30th percentile will be considered for automatic Tier 2 support, and possibly direct Tier 3 support based on their proficiency levels. All students who receive any form of sub-separate support in Tier 3 will require parental notification, education and medical history checks, and formally tracked RtI interventions in 9-week cycles.

Groupings are flexible, not permanent, and we expect students to move tiers as they make progress. Given context of the local district and are targeted community, we anticipate that our target percentage for instructional tiers will be as follows for K-2, in Year 1: Tier 1 – 70+%; Tier 2 – 20%; Tier 3 – 10%. Ultimately our goal is to reduce the groupings by 3rd grade and beyond given the extended day and year and additional supports, to the following projected amounts: Tier 1 – 80+%; Tier 2 – 15%; Tier 3 – 5%. Students who may be at risk of academic failure will receive intervention including, but not limited to:

- Small Group and Individual supports (Tier 2 and Tier 3)
 - **Blended Learning:** During literacy, independent rotations will utilize engaging, individualized computer programs, like IXL, to give scholars quality attempts to practice key math and reading concepts. [Individual – remediation, practice, and extension for accelerated]
 - **Whole Brain Teaching:** A fast-paced set of academic cues and call and response strategies to vary output formats between written and oral responses to master grammatical skills [ELL support strategy]
 - **Small Group/Individualized Tutoring:** Time provided for daily targeted group instructions to pre-teach and re-teach, all grounded in assessment data. [Small Groups, IEP/ELL/Skill/Extension]
 - **Flexible Ability Reading Groups:** Quickly adjusted groups will include students who need extra support in specified skills and to ensure students are reading at the appropriate level (i.e., not frustration level). The groups are predominantly used for reading instruction. [Small Groups, IEP/ELL/Skill/Extension]
 - **Goal Setting:** All scholars will set and track absolute achievement and growth goals, including behavioral goals when appropriate. [Individual – remediation, benchmarked progress, above-level ambitious goals]

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?*

Interventions related to behavioral concerns of students and the ways we will support behavioral needs are outlined, specifically, in the sections on “**School Culture**” and “**Discipline.**” If students demonstrate ongoing behavioral challenges and concerns, students will be referred to SBIT – the Student Behavior Intervention Team. The Student Behavior Intervention Team (SBIT) will use a systematic, problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SBIT will review the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student.

An SBIT is akin to an SST (Student Success Team, in which the focus, there, is on academics). A variety of students can benefit from an SBIT, particularly those who have demonstrated behavioral concerns and for whom early intervention has not helped.

Members of the SBIT team will include the Executive Director; Coordinator of Student Services (and later the Director of Student Services); at least one student specialist focused on Special Education; a General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment; at least one other General Education teacher from each academy; an Enrichment teacher; and the Manager of Community and Culture.

Anyone who has on-going concerns about a student's behavior concerns can refer that student for SBIT consideration; anyone who is connected with that student may provide information to the SBIT meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. Meeting attendance may be restricted by the Executive Director in consultation with the student's parent or guardian in order to preserve student confidentiality. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child's unique needs.

The plans created by an SBIT will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation. SBIT plans do not take the place of nor do they conflict with any specified behavior target goals in a student's IEP or 504 accommodation, which may result if the interventions shows marginal or no progress. Any discipline requiring the loss of learning time in the case of a student who has an identified disability will be subject to a manifestation hearing, as described in this application's Discipline section.

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.*

Sage Collegiate values all of its students and will provide services for a continuum of needs for all students in fulfillment of its mission. Proposed ED Sandra Kinne has extensive experience as a classroom teacher instructional coach, and school administrator with students identified with special needs. She has worked at a school for emotionally disturbed students, and as an AP, she sat in on numerous IEP meetings for students with mild, moderate, and severe disabilities. She has also attended and facilitated manifestation hearings, and she supervised teachers on the Special Education team. As a teacher, she was responsible for implementing IEPs and supporting students with special needs and ensuring they had access to an appropriate education in the least restrictive environment.

Additionally, proposed Board Member Mia Arterberry has extensive experience in education, including as a teacher, charter school administrator, and coach, and she has worked with and coached teachers to support children identified with special needs.

The planned Coordinator of Student Services will need to have experience working with students with special needs, as well, and Sage Collegiate looks forward to contracting with a support service provider with an extended and proven track record of success.

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?***

Upon enrollment, we conduct intake activities during which we ask parents to identify if their child has an existing IEP or has received special education services. As a public school, we will not seek this information as part of the enrollment process to ensure against a perception of bias. We secure necessary documentation to ensure students receive required accommodations and modifications in alignment with the requirements of their IEP or 504 Plan. We conduct Child Find by reaching out to preschools and school districts to determine if students have ever been identified in accordance with IDEA. To comply with Child Find requirements, we will also establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review. This process will also ensure we do not over-identify or mis-identify a student.

Our Executive Director and our Coordinator of Student Services (CSS) oversee this process and work with general education teachers to ensure all students' needs are being met and all services are being provided. The CSS will be a licensed special educator.

Our instructional practices integrate frequent, strategic academic monitoring of all students through national normed assessments and six-week interim assessments. Our staff receives ongoing PD in the summer and throughout the year on delivery of scientifically-based academic and behavioral interventions and supports led by our Coordinator of Student Supports. Staff will also receive crises training.

Our frequent internal assessment program provides an efficient means to identify students struggling academically or behaviorally and to take quick action to meet students' needs. Weekly, each teacher reviews students' progress based on homework (LifeWork), classwork, quizzes, and projects. School leaders and staff monitor assessment data on a regular basis. For students identified as not meeting minimum levels of progress, we will use a pre-referral, response to intervention process or RtI. For those students, teachers and administrators and the CSS work together to design a proactive intervention plan to bolster the student's academic progress and monitor the impact of the plan for six weeks. Our commitment, particularly with students in the early stages of their educational career, is to provide additional academic and behavioral support to promote success to the greatest degree possible in the general education environment. If the intervention plan is considered unsuccessful, not resulting in student academic or behavioral improvement, we will meet with the child's parent/guardian and discuss next steps, including whether evaluation for special education eligibility and related services is needed.

With written parental approval, the school will conduct testing, either in-house or accessing an appropriately licensed educational psychologist. Once tests have been conducted and results received, a conference will be reconvened with the parents, the CSS, student’s teacher, and other appropriate staff, and a decision will be made as to eligibility for special education services. If the student is eligible, an Individual Education Plan (IEP) is developed. Each IEP will be reviewed at least once each school year and each student will be re-evaluated at least once every three years. We will evaluate any student for a disability when a legal guardian so requests.

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The CSS will serve as the Section 504 coordinator to ensure students’ legal rights are met and their special needs are effectively served.

For our 8th grade students transitioning to high school, by the end of April, the IEP team will determine the plans after reviewing current levels, current accommodations, and all aspects of the student’s success and needs. A determination about the student’s diploma path will be made with the input of the IEP team and the individual students’ families to ensure the students’ long-term success.

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.

Sage Collegiate is committed to serving students across a wide range of needs and will offer the full continuum of services for students with disabilities. At a minimum, and with the acknowledgement that our staffing needs may change based on student enrollment, our first year will begin with a Coordinator of Student Services, who will have certification in Special Education. This person will be in charge of compliance and execution of all milde and moderate disability services and will provide push-in support as needed. In Year 2, we will have Student Services Specialist/Special Education teacher, in addition to the Coordinator. Should we need another person on the Special Education team in Year 1, we will hire for that role early or contract out. We plan to add an additional person in that role in Year 2, and we will adjust our staffing as needed to meet the needs of our student population.

Figure 15: Continuum of Services, Year 1 and Year 2

Sub-Separate placement	Plan
0-50%	<ul style="list-style-type: none"> ▪ Coordinator of Student Services (SPED certification, required) ▪ Student Services Specialist/Special Education Teacher (SPED certification, required) ▪ Contracted support services, inc PT/OT, Speech, Psychologist
> 50%	<ul style="list-style-type: none"> ▪ Adjust Special Education budget to contract an additional Special Education provider or hire an additional Student Services Specialist/Education Teacher (SPED certification, required) or paraprofessional to handle severe or > 50% placements following enrollment window

Figure 16: Continuum of Services, Year 3 and beyond

Sub-Separate placement	Plan
0-100%	<ul style="list-style-type: none"> ▪ 2- 3 fully Student Services Specialists/Special Education Teacher ▪ Contracted support services, inc PT/OT, Speech, Psychologist
Severe or intensive needs	<ul style="list-style-type: none"> ▪ Adjust Special Education budget to contract an additional Special Education provider or hire an additional Student Services Specialist/Education Teacher (SPED certification, required) or paraprofessional to handle severe or > 50% placements following enrollment window

We will also work closely with the Student Support Team of the SPCSA, our LEA, to ensure we’re in compliance with all state and federal laws and providing the best approach and support to our students.

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

The Coordinator of Student Services (and later the Director), will be welcomed to participate in grade level PLCs to foster collaboration and ensure alignment across teams. In addition to PLC meetings, general education teachers and Special Education teachers/Student Service Specialists who are team teaching in an inclusion or mainstream setting will collaborate on a weekly basis for planning purposes. Informal discussion are had on a daily basis among the Special Education team and general teachers at the end of each lesson and adjustments related to pacing of instruction may be made based on informal assessments data gathered.

On PD Days and Data Days, the Coordinator/Director and Student Service Specialists will work collaboratively with teachers to analyze data, plan support, and ensure the needs of individual students’ within their caseloads are addressed. Teams will communicate for planning and assessment purposes, ensuring students with assessment accommodations have the appropriate support available during testing, for example.

The Coordinator/Director of Student Services will serve on the Leadership Team, so as to be able to elevate concerns, share progress, and identify development needs with the collective team to implement solutions and continue what works.

Teachers will share their instructional lesson plans in a common, privacy-protected shared drive, such as Google Docs, to ensure all team members have access to teachers’ plans to best support students, particularly those with special needs. The Coordinator/Director of Student Services will be responsible for monitoring the general education lesson plans to ensure students with an IEP are provided the appropriate accommodations and modifications outlined and required in their plans.

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

We open with K-2, and the slow growth model provides an opportunity to adjust our staffing based on student needs as we grow. Given CCSD’s population of students who receive Special Education

services⁸³ – 12% - we anticipate serving a student population of students identified with special needs of at least 10% based on the student demographics of our targeted community.

- Year 1: K-2
 - Given the district’s percentage of identified students who receive Special Education, as well as our targeted community, we anticipate our student population with disabilities to be at least 10%. Our staffing model reflects this, and we will adjust staffing if our student population exceeds anticipated amounts.
 - The process of enrollment will include a request for information from the family and previous school, when applicable, for any prior IEP.
 - Through the RtI process, students will be evaluated for qualification of services in consultation with a contracted licensed psychologist.
- Year 2 and beyond
 - Given the district’s percentage of identified students who receive Special Education, as well as our targeted community, we anticipate a student population of students with disabilities to be 10%. Our staffing model reflect this, and we will adjust staffing if our student population exceeds anticipated amounts.
 - The process of enrollment will include a request for information from the family and previous school, when applicable, for any prior IEP. We will account for IEPs in backfilled seats.
 - Through the RtI process, students will be evaluated for qualification of services in consultation with a contracted licensed psychologist. Special attention will be paid to age benchmarks for particular developmental delays, IEPs, or any other qualifications in Speech services based on disability around the ages of 6,7 or 8 and beyond to evaluate or re-evaluate eligibility.

In addition to our full-time hiring commitments, our budget assumes an overall \$1500 contracted SPED per student, and a \$3458 weighted funding per Special Education student as a conservative estimate for providing services that are not currently predicted or to address necessary staffing changes. The combination of pre-planned hiring for professionals in Special Education, all of whom will be certified/licensed in Special Education, and a very conservative budget allocation around services provides us the ability to responsibly allocate human resources to Special Education and also ensure flexibility to contract necessary services required by any student who enrolls in Sage Collegiate.

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?*

Sage Collegiate will provide extensive Professional Development, as discussed. All teachers and staff will receive training and development related to working with students in Special Education prior to the start of the school year, including on topics such as Child Find, the Student Success Team, classroom intervention, the RtI and IEP processes, planning for accommodations/modifications, and communication with families. Special Education team members will receive additional, ongoing, specialized professional development to best support them in their roles. They will also facilitate training for general education teachers and the team, given their expertise in the subject. As discussed above, there will be frequent collaboration and co-planning opportunities through data analysis, PLCs, and team meetings.

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.*

⁸³ <https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf>

Sage Collegiate and the team is aware of a trend of excessive discipline for students with disabilities, as well as the public perception that charter schools don't serve students' needs, particularly when discipline issues arise. As a public charter school, we are committed to serving all students and meeting their needs in accordance with their individualized plans. All staff, instructional and otherwise, will receive training and development to best support students with specialized needs and ensure all disciplinary issues are appropriately addressed for the well-being of all students.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct through a manifestation hearing. Sage Collegiate, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Sage Collegiate, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If Sage Collegiate, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided Sage Collegiate had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and Sage Collegiate agree to a change of placement as part of the modification of the behavioral intervention plan.

If Sage Collegiate, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Sage Collegiate may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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

Students qualifying and receiving services in Special Education will be monitored daily through informal observation gathered during instruction. Special Education teachers/specialists are required to monitor students' progress toward IEP goals on a weekly basis through assignments and assessments. The data from this progress monitoring is shared with students' parents on a trimester basis, with more communication shared as warranted based on student performance.

All curricular and instructional decisions will be monitored by school leadership, specifically, at minimum, the Executive Director and the Coordinator/Director of Student Services. Random audits of students' files may be conducted to ensure compliance with state, federal, and authorizer requirements. We will work in close collaboration with the Nevada Department of Education, the SPCSA, and the US Department of Education to ensure oversight and ongoing evaluation of the progress of students identified with special needs.

We will work with our authorizer to conduct Special Education self-checks and audits to ensure we are compliant with all state and federal laws, and our Coordinator of Student Services will monitor student records, changes to law, and professional development to ensure we are fully compliant.

9. 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.

This is not applicable to our school.

English Language Learners

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

All incoming students at Sage Collegiate will receive a home language survey for parents to complete as part of the enrollment process. Students with a home language other than English whose English proficiency has not been assessed will take the W-APT to determine their English proficiency level during Family Orientations, Home Visits, or the first week of school. Results of the assessment will be used to determine whether a student qualifies for services as an English Language Learner and for purposes of creating homogeneously grouped classes.

Misidentification will be avoided by ensuring the appropriate administration of the W-APT and using teacher observation data to provide the assessment to students who may have been missed or for whom incorrect information may have been gathered.

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

Teachers and parents will receive students' reports for all assessment results, including W-APT, WIDA MODAL, and WIDA Access. Results will be shared in the students' home language, when applicable, to ensure full support and open communication. Teachers will use assessment results for small group arrangements and to ensure mixed-language ability peer groups, per best practices, and to support discussion and promote English language acquisition. Depending on a student's placement, such as

Newcomer or Advanced English Language Development, parents will be notified of the sub-separate support structures will put in place. Additionally, we will consider adopting the California ELAC model as an addendum to Cafectios or Family Nights, to ensure families understand the assesment process, support for ELL students, and to help develop their own skills for supporting students at home.

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

The WIDA assessments will be administered by a member of the Leadership Team at the Executive Director’s direction. The team member will have the appropriate and necessary training, as will the Coordinator of Student Services, who will support the ED in overseeing the execution of the assessment, will be TESL endorsed. The test will be administed during the assessment’s specific testing window. The Executive Director and the Coordinator/Director of Student Services will process student data and share with the appropriate instrutional staff, students, and families. Given our anticipated population for both students and families, we will prefer instructional staff to be bilingual in English and Spanish, and for instructional staff to have their TESL endorsement. We will ensure staff have significant professional development to support ELL students and respond to their unique needs.

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

As previous discussed, the staff will receive 20 days of Professional Development, including Data Days, and 35 abbreviated Fridays throughout the year. Included in our Summer Professional Development and through intentional planning through the year, teachers will receive training on supporting, planning for, and teaching to ELL students. Our core instructional program is designed to meet the needs of ELLs, and all students, particularly ELLs, will benefit from our intense focus on literacy and our innovative instruction of Latin beginning in 3rd grade. It is our goal to have all EL-identified students re-designated as Fluent English Proficient within three years of becoming a Sage Collegiate scholar.

All teachers will receive training and use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students, and all middle school teachers will receive additional professional development with Project GLAD⁸⁴. Incorporating SDAIE and GLAD strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students’ zone of proximal development. Both SDAIE and GLAD provide:

- Access to the core curriculum,
- English language development, and
- Opportunities for social integration into the multicultural classroom community.
- Project GLAD strategies that will be incorporated include metacognitive approaches that support “how an answer was arrived at, not merely what the correct answer was”; flexibly grouped cooperative activities; “reading and writing to, with, and by students”; and “ongoing assesment and evaluation.”

⁸⁴ “What is Project GLAD?” Project G.L.A.D. 2013. <https://begladtraining.com/>.

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

As identified in **Figure 4**, we will use the following ELA curricula across various grade levels: Reading Mastery, Words Their Way - Fountas and Pinnell, Latin: Classical Academic Press, and Reading A-Z, which has an ELL component. These reading and language curricula were specifically chosen given their successful implementation observed at schools within the BES network and their effectiveness with students who are English Learners.

Beyond the strategies our teachers use in their mainstream classes, ample time during Literacy and our Essentials of Excellence (E²) blocks each day will be used for additional targeted English language instruction. The school will use proven methodologies including increased time for reading and math and individualized instruction for ELL students. Examples of instructional models that may be employed to support our ELL students include:

- Front loading of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Use of native language, when necessary, to clarify words or concepts
- Highly-skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy and math instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages
- Blended learning using IXL
- In-school tutoring to meet students’ academic and developmental needs at each grade
- Phonics, decoding, fluency groups during Literacy blocks and (E²)
- Extensive independent reading at each student’s level
- Frequent use of “turn and talk” and other cooperative learning strategies

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

Classroom teachers will be the primary monitor of students’ progress, given their direct work with students in the classroom and through classwork, LifeWork, writing samples, small and whole group work, reading instruction, and informal and formal assessments. Teachers and grade level teams will work collaboratively using interim assessments. At the school level, the Coordinator/Director of Student Services will lead ongoing monitoring.

We will exit all students identified as English Language Learners from individual support models who reach proficiency as defined as 5.0 Composite or 5.0 Literacy scores on the WIDA ACCESS assessments, per the goal of the state DOE and the authorizing agency, SPCSA.

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

As mentioned in other sections, we will have a robust parent/family engagement approaching, including monthly Family Nights. These events will include opportunities for parents to expand their own learning

to better support their students at home. Our monthly Cafecitos provide opportunities for school leadership to better inform families of school activities, including the WICA assesment process and purpose. Home Visits and Family Orientations for new students also provide the Sage Collegiate team a chance to share programs, activites, and procedures with parents.

Our newsletters and other school-wide communication will be distributed in both English and Spanish. A bilingual translator will be available for school-wide events and parent-teacher conferences.

As mentioned above, we will consider adopting the California ELAC model as an addendum to Cafectios or Family Nights, to ensure families understand the assesment process, support for ELL students, and to help develop their own skills for supporting students at home. We will determine the appropriateness of this model in Year 1, once we have a concrete measure of our ELL student population and more accureate projections based on enrollment.

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

This is not applicable to our application.

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?*

Identification of homeless/migrant students is critical to ensuring all of our students are served and supported appropriately. First and foremost, we will adhere to the federal McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435), ensuring homeless students' access to the same free, appropriate public education as provided to other children and youths.

Students who are homeless and related subgroups such as foster children, will be identified by school personnel through the registration and enrollment process, and supported through coordinated activities with other entities and agencies. Sage Collegiate will use the "Residency Questionnaire" provided by the SPCSA⁸⁵ to quickly assess a student's homeless status so as to immediately support and to avoid misidentification. Once students have been identified, the Executive Director, the Coordinator of Student Services, and/or the Coordinator of Operations and Family Liaison will work with the school to locate additional support services on a case- by-case basis. A trimester evaluation of academic performance for all students in this subgroup will be conducted by the Executive Director and/or School Leadership Team to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

Additionally, staff will take part in McKinney-Vento training, and all staff will be familiar with the school's referral process, should a staff member suspect a student/student's family of hardship. In the case of a referral, the Executive Director or designee will investigate, making a final decision after family contact. The school staff will work with local community partners to ensure families have access to appropriate resources.

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

⁸⁵ http://charterschools.nv.gov/ForSchools/For_Schools/.

Sage Collegiate will consult with the Las Vegas Office of Community Services, as well as the Support Staff of the SPCSA as related to McKinney-Vento, to ensure any student/student family has the relevant information available in the appropriate, mandated timeline. We will also with local and state agencies to maintain current information for timely distribution to families.

If/when a student is appropriately identified as homeless, excessively transient, and/or a recent migrant, the Executive Director or designee will urgently and diligently provide guidance to the family on the availability of services in the community. These services include, but are not limited, to Shade Tree, Salvation Army, Las Vegas Rescue Mission, ThreeSquare, Family Promise Las Vegas, Catholic Charities, and Nevada Partnership for Homeless Youth.

- 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.*

This is not applicable to our application.

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.*

With a commitment to excellence for all and a belief in the power of an education, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity. In order for us to achieve this mission, we must create a student-centered environment of learning where students and staff feel safe and championed, and where a growth mindset around achievement and high expectations for all are maintained. We have a warm-strict atmosphere, where there are clear procedures and practices, rituals and routines in order to minimize disruption and confusion for students. We expect much of our students and staff and therefore provide strong supports and affirmation to create a joyful, positive, well-designed atmosphere for students and teachers to thrive and become sages of society.

Using research-based and resources of best practice, including Paul Tough's *How Children Succeed*, Ellen Galinsky's *Mind in the Making*, Carol Dworkin's *Mindset*, Angela Duckworth's *Grit: The Power of Passion and Perseverance*, Doug Lemov's *Teach Like a Champion* and *Practice Perfect*, Lee Canter's *Assertive Discipline* and *No-Nonsense Nurturing*, Richard Curwin and Allen Mendler's *Discipline with Dignity*, and *The Skillful Teacher* from the Research for Better Teaching, we train all staff – from Operations to Instructional team members – on the skills and techniques that align with our 'firm but fair, consistent is caring' approach to school culture, behavior management, and discipline.

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

Through our student recruitment sessions, info booths, our Home Visits, and Family Orientations, we will share our plan for culture with families and students. There will be opportunities for families to provide feedback, ask questions, and engage in conversation with the founding team about our positive school culture. Families will be offered a survey (available online and in paper copies) to provide input and feedback on their vision for culture at Sage Collegiate. Additionally, we will use videos of instruction and culture-building activities and documented practices from other high-performing schools that offer a snapshot of what families can expect for students at Sage Collegiate.

- 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.*

For families, our Home Visits and Family Orientations prior to the start of the school year provide their first experience with our school culture and lay the foundation for what to expect. This approach allows families to ask questions and take preventative measures before students begin the school year, establishing a collaborative problem-solving approach with families. Each family is also provided with a copy of our Student & Family Handbook in their home language, which thoroughly outlines the details of our discipline policy and consequences for misbehavior.

For students, their participation in and present at Home Visits and Family Orientations help them to begin to understand our approach, philosophy. Through our first-week of school, which focuses on our Student Orientation, students learn the expectations of the school, our cultural habits, repeated practice of routines and procedures, and modeling of expectations, students quickly acclimate and embody our core values. This orientation to our culture and behavior expectations allows students, and families, to better understand our practice and philosophy and recognize that our actions and expectations are aligned. Students must understand our expectations and be taught the skills before consequences are given in order to enhance a positive school climate and avoid negative, disruptive behavior. For students who enter mid-year, we will provide student onboarding through specific and intentional activities, such as a partnering with a student peer ambassador during lunch and recess and team building with classmates during E².

For staff, we spend the first day of Summer Staff Development each year revisiting our core values, defining them, discussing them, and re-familiarizing our mission and vision. We also review our expectations of each other, breaking down the levels and layers of our shared professional values. By focusing on our core values and shared expectations from Day One, we give our staff a frame of reference for our daily interactions, a shared language with which we communicate, and a standard of professional conduct through which we will treat one another. This fosters a strong sense of shared mission, vision, and team, and it provides transparent, conveyed expectations about Sage Collegiate so there is no doubt or confusion of our purpose, mission, and vision. Finally, we have shared texts/articles that all staff members read and discuss to ground us in shared work.

- 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*

We detail this below in the section on Discipline. The focus of our discipline policy is on positive reinforcement.

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

We have detailed our Core Tenets and outlined our approach to engaging students in them. Through Summer and weekly, on-going Professional Development, we review our processes, discuss tweaks and overhals, and we practice procedures and enforcement of our policies and practices that allow for students to meet expectations. Teachers also get bi-annual surveys to provide feedback on processes, and in coaching sessions, staff and their manager discuss how individual team members are aligned and identify what additional training and support they may need.

Additionally, our shared staff reading, (see **Appendix 6**) throughout the year allow us to align on expectations and execution of school procedures.

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

School culture is paramount to Sage Collegiate’s success. At least bi-annually, stakeholders will take surveys. Students will have the chance to provide their feedback; families will have the chance to share feedback and respond to questions that relate to school culture; and staff will take surveys with questions that speak to the staff and student culture. Leadership Team members will also evaluate behavior data to ensure behavior goals are met and the impact of disruptive behavior on the culture is minimal, while the impact of positive behavior is contagious to the culture. Monthly Cafecitos and Family Nights will also provide measurements of engagement and participation by families. Additionally, we have school wide goals against which we measure our progress and success.

Figure 17: Family Engagement goals

Annual Goal: Sage Collegiate will ensure a minimum of, on average, 80% of parents are in attendance for family events.		
School Action Host monthly family night, including Conferences, Literacy Night, and Fall Festival. Annual events such as Family Orientations and Home Visits. Follow up with families, as needed.	Method of Assessment Track parent/family attendance.	Person(s) Responsible Executive Director, Manager of Community and Culture
Annual Goal: Family satisfaction with the academic program, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
School Action Monthly Family events such as Literacy Nights, Fall Festival, and Family-Teacher Conferences; Weekly Reports; Weekly Newsletters; Home Visits; Family Orientation	Method of Assessment Online or paper/pencil survey	Person(s) Responsible Executive Director, Manager of Community and Culture
Annual Goal: Family satisfaction with the school’s communication, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
School Action Monthly Family events such as Literacy Nights, Fall Festival, and Family-Teacher Conferences; Weekly Reports; Weekly Newsletters; Home Visits; Family Orientation	Method of Assessment Online or paper/pencil survey	Person(s) Responsible Executive Director, Manager/Director of Operations, Director of Development and Community Outreach

Additionally, we will track student behavior data and progress toward students’ individual goals and classwide behavior goal to assess the impact of our culture plan.

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 culture, behavior management, and support is grounded in addressing the needs of all of our students, including and especially those with socaial and emotional needs. We intentionally

incorporate mindfulness to help students develop life-long coping habits, conflict resolution strategies, and problem-solving approaches that often elude children from low-income, high-crime communities. As we discussed in a prior section, multiple studies of students in high-stress, high-poverty communities in the Bay Area showed that students had a “significant decrease in anxiety and a significant increase in resilience compared to non-meditating students,” and benefits included reduced stress, increased emotional intelligence, reduced suspensions, and increased attendance and academic performance.⁸⁶ Mindfulness sets students up with positive habits, practices, and mindsets that will help them fulfill a life of opportunity, part of our school’s mission.

Our character building approach, informed by current research⁸⁷ and practice-proven successes of the highest-achieving charter schools serving the highest-need communities, and to guarantee the success of all learners, Sage Collegiate is built upon seven tenets in which we firmly believe:

- | | |
|--|--|
| 1. College starts in Kindergarten. | 5. Exemplary teachers, exemplary results |
| 2. Literacy is everything. | 6. Data drives instruction |
| 3. Structure + zest = All scholars learn | 7. It takes a village. |
| 4. We lead with urgency | |

Student support services to address academic performance as well as social-emotional health will vary based on student need and might include tutoring, mentoring, referrals to relevant community partners, and more. Academic and social-emotional needs will be identified, and progress will be monitored through the SST process and will be based on disaggregated performance data and observations. Performance data tracked will be disaggregated by subgroup to ensure that all subgroups are making progress and that appropriate interventions are provided.

For students who struggle to meet behavioral expectations, we commit to their development and finding solutions that will allow them to meet goals, be successful, and contribute positively to the school’s culture. We have parent conferences at the end of each trimester and will be intentional about parent communication and outreach to have more with individual students’ families, if students’ needs warrant a conference. We also have monthly Family Nights, which allow us to engage and build relationships with families to better support their students. Regular outreach and touchpoints by teachers, including Sunshine Calls, allow staff to highlight the positives for each student not just the needs for growth. Our weekly and intentional Professional Development allows us to quickly develop team members so we can respond rapidly and appropriately to any behavior concerns.

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.*

Our discipline policy, including the means to promote positive discipline, preliminary lists of offenses for suspension or expulsion, the rights of students with disabilities in disciplinary actions, description of the appeal process, and how families will be informed of the school’s discipline policy can be found below.

BEHAVIOR MANAGEMENT

Following the model of logical consequences and identifying the need for a growth mindset around student behavior, recognizing that students learn from their mistakes, we take a restorative approach to our school

⁸⁶ Rosenthal, Norman. “Using Meditation to Help Close the Achievement Gap.” *The New York Times*. June 2, 2016.
⁸⁷ Specific research includes “*The 90 90 90: A Case Study*” (<http://www.tehamaschools.org/files/90.pdf>), The Character Lab (<https://characterlab.org/>), and Paul Tough’s *How Children Succeed*.

management and provide opportunities for students to reflect on their behavior. We have clear, schoolwide expectations and consequences, and they are consistently upheld by all staff members.

Schoolwide Rules

To build and maintain a strong school culture, we have schoolwide rules: 1) Follow directions the first time they are given. 2) Be a SAGE Scholar. 3) Keep hands, feet, and objects to yourself. 4) Listen attentively and silently to the speaker. 5) Be respectful of yourself, others, and the school itself.

Through Scholar Orientation during the first week of school, we explicitly teach schoolwide procedures and repeatedly practice procedures and routines so that students learn and internalize these school expectations and are given examples and definitions of each rule. For example, scholars learn that being respectful to yourself, others, and the school includes doing your own work (not cheating), keeping our shared spaces clean, and allowing classmates to focus and stay on task by not interrupting them. Keeping our hands, feet, and objects to ourselves means not poking a peer. Following directions means adhering to the posted/communicated voice level expectation. We connect our rules and expectations to our core values: We are audacious, brilliant, curious, and determined. We have zest, integrity, and purpose. We emphasize what we do, who we are, and what we must do to foster college ready actions, habits, and mindsets. These practices and routines allow scholars to feel safe in school because they know what to expect, and we are able to move into academic content and learning quickly.

We balance our structure with joy and zest. Through such elements as Morning Meetings (both school-based and in our classrooms), Weekly Jubilees, Scholars of the Week, routinized songs and chants, daily Put Ups, Sunshine calls to families, whole class/college and individual recognitions of achievement, and systemized Positive Consequences, we infuse celebration with instruction and find the fun in learning. Our warm-strict school culture allows students to meet and exceed expectations, build strong character, and develop the skills, habits, and mindsets that produce excellence. Our approach to behavior management and school discipline is clearly communicated to families when they apply to the school through an information packet and online video and during Home Visits for all new families and Family Orientations for all families, and in the Student and Family Handbook. Lower and Upper Collegiate families receive daily reports of students' behavior, and as part of students' nightly Life Work assignments, parents must review their child's behavior from the day and sign the daily report. Weekly for Middle School students allow families to stay informed of scholars' progress and trouble shoot concerns.

We teach students how to manage their own behavior and develop self-autonomy and accountability for their choices and actions. The goal of our discipline policy is both to maintain a physically, emotionally, and intellectually safe learning environment for our students and to help students develop into positive, engaged members of their communities who embody our core values: We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose. As students grow from Kindergarten through 8th grade, we support their character development and independence as they develop their own moral code, helping students move from compliance to the development of their personal ethical code.

In Lower and Upper Collegiate, when students violate a rule and fail to meet expectations, they receive an immediate consequence and clip change. Teachers communicate this clip change through purposeful, crisp language in a neutral tone. For example, if a student fails to track a peer, she would drop a level on the clip stick and the teacher will communicate this change in a neutral tone: "Tahirah, tracking, clip down." Teachers encourage students' positive behavior and intentionally seek opportunities to praise students for improved behavior. All staff seek to follow a 4:1 ratio for behavior; that is, for each negative consequence given, four scholars are positively recognized for making good choices. Students have opportunities to

move up the clip stick by meeting expectations. When a student moves up the clip stick, the teacher communicates this in a similar manner but with a bright face: “Tahirah, nice job tracking, clip up.” Teacher smiles. The fluidity of these clips changes allow students to immediately change their behavior, as well as support the notion of learning from one’s mistakes and developing a growth mindset that helps students understand they are not their behavior and their behavior is a choice, and they can choose better.

In the Middle School, Sage Collegiate moves to a merit/demerit paycheck-based behavior system similar to that of Excel Collegiate and Brooke Charter Schools both high-performing charter schools at which Ms. Kinne spent multiple days during the BES Fellowship.

Positive Consequences

Students may receive “merits,” or positive points, on their Core Value Tracker when exceeding expectations. Such behavior includes, but is not limited to, picking up trash without being asked (Integrity), actively participating in classroom community (Purpose), or working hard even when they are struggling (Determined).

Incentives and Reinforcements

Merits will be considered for schoolwide benefits, such as schoolwide auctions, school store purchases, etc. Points are also averaged over time, and those averages are considered when determining whether a student can participate in non-instructional events, such as Fall Festival and Middle School dances. In Middle School, we intentionally create space and opportunity for increased student autonomy and choice as it relates to their schedules and responsibilities. These freedoms, however, must be earned over time by showing our Core Values. As such, points on student’s Core Value Trackers are cumulative over time. At various markers, students are awarded specific privileges such as wearing a college T-shirt on Friday rather than their school uniform shirt. With space permitting, we will have a student lounge, similar to that at Freedom Prep,⁸⁸ where scholars can earn the opportunity to access this space during their lunch break. When scholars abuse a freedom, their privilege is revoked, they have a focused conversation with their advisor to develop a plan to earn back their opportunity.

Infractions and Negative Consequences

A student can be assigned a demerit for a rule infraction. Any student earning more than 2 demerits during a class will be sent to the Executive Director or the Dean of School Culture. Additionally, any double-demerits awarded for gross indiscretions, such as gross disrespect to staff or other students, results in the student being sent to the Executive Director immediately. At any point of the week that the student’s Core Value Tracker falls below 50 points, s/he loses lunch privileges, and may not eat with their peers. The student also receives Friday detention if the paycheck dips below a 75-point average by Friday. Detentions are served with the Dean of School Culture during Independent Study and Leadership classes on Fridays and select Enrichment blocks during the week, if warranted. For students with repeated detentions, the Dean of School Culture and/or the Executive Director will meet with the scholar and a care-taking family member to create an action plan to address recurring behavior choices and set goals for the student’s behavior.

We recognize that it is inevitable that students will occasionally make mistakes as they grow and learn how to navigate the world. At Sage Collegiate, it is our goal to quickly demonstrate to students when their behavior is unacceptable, provide an appropriate consequence, and help them resume their education as quickly as possible.

⁸⁸ <https://freedomprep.org/>

We are also aware that student behavior stems from a variety of sources and seek to address the root cause of student misconduct. By weaving academic intervention opportunities into the school day, we expect to alleviate much of the student misconduct typically rooted in low academic achievement. Students will receive daily support through Essentials of Excellence (E²), and for Middle School scholars, during Morning and Afternoon Advisory, and targeted math and literacy classes to allow them to feel academically successful and engaged. Attendance-related concerns will be addressed proactively through collaborative problem-solving with parents, as students who are not present cannot learn.

Additionally, we focus on Restorative Justice practices. Restorative Justice, coupled with our Mindfulness instruction, provides scholars with applicable strategies and practices that develop their character, mindsets, and habits, and well as support their autonomy and interpersonal communication skills, critical for high school, college, and life preparation.

Sage Collegiate's behavior support approach is based on the development of our core values, paired with a tiered system of consequences and interventions, including but not limited to: demerits; detention (served during lunch); loss of privileges; referral to Executive Director or Manager of Community and Culture; Restorative Justice Community Circle; parent phone call or letter home; parent conference; community service; In-class suspension; In-school suspension; Out-of-school suspension; and/or expulsion

We aim to address student misconduct and detrimental behaviors in a way that strengthens relationships and focuses on the behavior rather than simply the rule breaking, connecting students' choices to our school's core values and the impact on the student, her/his peers, and the learning environment. Students who routinely struggle to make correct choices or meet expectations will meet with the Executive Director and/or the Manager of Community and Culture and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, appropriate consequences for the continued misconduct, and identification of supports needed to successfully meet expectations. The Sage Collegiate philosophy and practice seeks to support individual growth and development of each child, while preserving a safe and supportive learning environment for the school community.

Additional details about our Behavior Management can be found in **Appendix 10**.

- 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.*

There are two types of suspensions: In-School Suspension (ISS) and Out-of-School Suspension (OSS). In the event of an ISS, the student is expected to report to school with limited privileges, and may miss certain instructional periods, and may be in a separate room monitored by appropriate staff. In the event a student is assessed an OSS, the student is not allowed to be on the school campus or at any school sponsored activity during the term of the suspension.

The suspension of a student will be at the discretion of the Executive Director of Sage Collegiate or the Executive Director's designee. As a result of both forms of suspension, the student will be required to make up any missed assignments, presentations or exams in a timeframe equivalent to their suspension. For example, if a student is suspended for one day, they will have one day upon return to make up any relevant tasks. At the discretion of the Executive Director, the student may be allowed to stay after school to receive time and support to complete any missed assignments. Parents of a student who is placed on suspension will be notified in case of an OSS and an ISS. The Executive Director may require a parent conference take place before the student can return to regular school activities. Unless a student presents a

danger or risk to the educational process, the student shall receive the following prior to a suspension of one to 10 days:

- Active management strategies
- A chance to respond to any charges against him/her
- The Executive Director, Manager of Community and Culture, or designee address the conduct with a matching consequence
- If necessary, the student may be immediately removed from class and/or school
- Parents are notified of suspension and will be required to meet with the Director or designee regarding infractions prior to the student's return to school.

Expulsion of a student will be recommended by the Executive Director and must be approved by the Board of Directors. Pursuant to NRS 392.466-4675, the ED or ED designee will notify parents/guardians of students recommended for expulsion. A student who is expelled will be subject to due process under Nevada state law. At Sage Collegiate, the due process will be as follows (subject to attorney review and Board Approval):

- The Executive Director will follow standard Nevada Revised Statue discipline policies and procedures investigating the facts, obtaining witness statements, and ensuring adherence to the due process procedures.
- If the Executive Director believes it is warranted, a student will be expelled.
- The Executive Director will report to the Las Vegas Metropolitan Police Department and all appropriate agencies, including the State Public Charter School Authority any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in Nevada Statutes.
- Expelled students will not be able to return to the Sage Collegiate campus, or any future schools associated with Sage Collegiate, in the future
- Following the Executive Director's decision to expel, there is an appeals process.

Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the Executive Director, and upon consideration the Executive Director's decision is final. An expulsion may be appealed within five (5) working days of the date the expulsion has been finalized by Board of Directors or an administrative hearing panel appointed by the Board. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the Sage Collegiate Board of Directors. The decision of the panel of representatives of the Board and Executive Director will be final.

In the event of a decision to expel a student from Sage Collegiate, the school will work cooperatively with the local district, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

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?*

Implementation of our discipline system will be conducted in a uniform, unbiased way across all staff members. The Executive Director and leadership team are responsible for professional development of all staff in order that all staff members are able to deliver consistent consequences and any correlating character education and thus ensure a safe, welcoming environment whereby transformational academic

development is possible, along with students' social and emotional development. All final determinations for suspension or expulsion will be approved by the Executive Director.

Teachers will be expected to use judgment developed through practice-based professional development in order to administer positive and negative consequences at the classroom level for minor infractions. In the case of more serious or severe infractions, discipline including suspensions and expulsions may be deemed necessary, pursuant to NRS 392.461-392.4675.⁸⁹

Discipline data will be tracked centrally and reported to the Board for all incidents which involve student removal (reset in office) or formal discipline as involved by the Administration. The Leadership Team, and all members responsible for observing and coaching teachers, will log and analyze walkthrough data from observations to glean trends and address in school-wide professional development.

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

Given cultural and societal trends in our current climate, it will be especially critical to ensure all discipline practices and policies are applied equitably and without bias. The Executive Director and Leadership Team members will regularly review discipline data in order to ensure there is no pattern of discipline that disproportionately affects high-risk student populations. At minimum, team members will analyze discipline data of subgroups including, but not limited to: students of color, English Language Learners, gender, and students with special needs. Any patterns in discipline that generate concern for the Leadership Team will be addressed through intentional PD, through individual coaching, and/or through grade level meetings and conversations.

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

Parents at Sage Collegiate have a variety of ways to provide feedback. First, they can go to their student's teacher or other staff member with whom they have the grievance. We encourage open communication and 'going to the source' to ensure there is no miscommunication and for all parties to best understand the matter.

If a parent/guardian feels their grievance or concern was not heard, went unaddressed, or was inappropriately resolved, they can take the matter to the next level of leadership. For example, if the issue was with a teacher related to a grade, then the parent might go to the Manager/Director of Curriculum and Instruction to resolve the concern. If the matter related to a school policy, such as dress code or discipline, then the parent would go to the Executive Director, for example. The Executive Director reserves the right to enter the grievance process at any point in order to facilitate an amicable solution urgently.

Sage Collegiate will provide families with a method of filing an appeal and other grievances to the Board of Directors. This process will require a complaint be filed in writing to the Chair of the Governing Board and will be a method of direct communication between the parent and the Board Chair of Sage Collegiate without requiring the knowledge of the school's staff.

The Board of Directors will maintain policy of assessing the level of the grievance and as a policy directing families to go to the source of the concern or through the leadership chain. Per the discretion of the Board Chair, the Board will not be compelled to investigate all grievances, only the previously mentioned approaches of addressing a grievance, or those credibly suggesting material **and egregious** violations on the part of Sage Collegiate staff or management, or a documented lack of responsiveness by Sage Collegiate staff or management.

⁸⁹ <https://www.leg.state.nv.us/nrs/NRS-392.html#NRS392Sec461>.

6. Discuss any required dress code or uniform policy.

Sage Collegiate’s culture, practices, and policies are all driven by academic excellence for all and our mission to educate all students for academic achievement, college success, and a life of opportunity.

A clear, specific, appropriate student dress code, which we call **student professional dress attire**, is a critical component of the culture at Sage Collegiate. It ensures more time on task and focus on instructional content because teachers and staff do not need to spend time addressing student attire and all students, regardless of family income, home language, or other demographics share one college-bound identity through our common uniform. Teachers and staff also adhere to a strict professional attire to model professional dress and lead by example.

Scholars are expected to wear their complete uniform to school every day. The first shirt and uniform pants, shorts, or skirt will be provided by Sage Collegiate. Additionally, in Middle Schools, the school will provide the blazers and ties upon scholars’ earning of these pieces. Families may purchase school uniform shirts from the office. Local vendors, such as Wal-Mart and Target, and online vendors will be identified for other uniform pieces, i.e., pants, shorts, shoes. We will work with families on a plan for purchase in the instance of multiple students or particular economic hardship. We outline the specifics of our student professional dress attire in **Appendix 7**.

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.

Sage Collegiate’s annual school calendar, schedule, and school structure are all driven by academic excellence for all and our mission to educate all students for academic success, college readiness and a life of opportunity. *“Demanding that students learn more in the same amount of time is especially counterproductive for students who are behind in grade level, have limited English proficiency, or have special needs.”*⁹⁰ Research shows that extended learning has strong impact on low-income, minority student achievement.⁹¹ As such, our calendar exceeds the requirements of the state, as outlined in NRS 388,⁹² and our schools exceeds required annual instructional minutes, as outlined in a “Guidance Memo” from the then-Superintendent of Instruction, including: 21,600 minutes for Kindergarten; 43,200 minutes for 1st and 2nd grade; 54,000 minutes for 3rd -6th grade; and 59,400 minutes for 7th and 8th graders.⁹³

Figure 18: Instructional Time Comparison

	Instructional Days	Average Daily Hours		Total Annual Hours	
		Elem.	Middle	Elem	Middle
National Average ⁹⁴	180	6.7	6.7	1206	1206
CCSD, as of 2018-19	180	6.5	6.5	1170	1170

⁹⁰ Farbman, David, and Clair Kaplan. *Time for a Change*. 2020 Education Opportunity. Fall 2005.

⁹¹ Hoxby, Caroline M., Sonali Muraka, and Jenny Kang. “How New York City’s Charter Schools Affect Achievement, August 2009 Report.” New York City Charter Schools Evaluation Project, Second report in series. Cambridge, MA: September 2009.

⁹² <https://www.leg.state.nv.us/NRS/NRS-388.html>

⁹³ http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Guidance_Memos/2017/FY17GuidanceMemo17-01ContingencyDays.pdf

⁹⁴Institute of Education Sciences: National Center for Education Statistics. https://nces.ed.gov/programs/digest/d11/tables/dt11_176.asp.

Sage Collegiate	183	8.5	8.5	1555	1555
Differences w/National Average	+3	1.8	1.8	+220.5	+220.5
Differences with CCSD	+3	+2	+2	+385	+385

At Sage Collegiate, we believe students deserve more time to learn and excel and that extended time benefits student achievement and professional development for staff, while minimizing the impact of potential disruptions such as illnesses, tardies, and testing. Our annual calendar supports our core tenets and vision.

1. Figure 19: Proposed 2020-21 School Year Calendar

07.01-07.03 Office Closed 07.13-07.31 Staff Professional Development	JULY 2020 <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		JAN 2021 <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							01.04 NO SCHOOL: Staff Professional Development Day 01.12-01.15 MAP Assessments 01.18 NO SCHOOL: MLK Day <i>18 days Total Days of Instruction</i>
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KEY	No School: Students & Staff	Staff PD/Data Day	Parent/Teacher Conferences	School-wide Assessments	Half Day for Students	End/Start of Trimester	First Day/Last Day of school																																																																																								

For the 2020-21 school year, the first day of school is August 3, 2020; the last day of instruction is Thursday, May 27, 2021. There is no school on the following federal/state holidays: Labor Day (09.07.20); Nevada Day (10.30.20); Veteran’s Day (11.11.20); Martin Luther King, Jr Day (01.18.21); and President’s Day (02.15.21). The calendar also provides breaks for a brief Fall Break that coincides with Nevada Day and Election Day. The breaks for Thanksgiving, Winter, and Spring, align with CCSD’s expected planned breaks.⁹⁵ In addition to interim assessments, students will participate in nationally-normed assessments at the beginning, middle, and end of the school year, as well as the state-required SBAC in 3rd – 8th grade and MAP testing in K-8.⁹⁶

Figure 20: Calendar Overview

DATE	EVENT	DATE	EVENT
June/July 2020		January 2021	
June 29 – July 3	SCHOOL OFFICE: Closed	Mon., Jan. 4, 2021	NO SCHOOL: Teacher Professional Development Day
Mon., July 6	SCHOOL OFFICE: Open.	Tues., Jan. 5	School resumes for students
Mon., July 13 – Fri., July 31	Staff Professional Development	Tues., Jan. 12- Fri., Jan. 15	MAP Assessments
August 2020		Mon., Jan. 18	NO SCHOOL: Dr. Martin Luther King, Jr. Day
Mon., Aug. 3	First day of school (Half-day)	February 2021	
Mon., Aug. 3 – Fri., Aug. 7	Student Orientation (half-days)	Mon., Feb. 1 – Wed., Feb. 3	Interim/STEP Assessments
Mon., Aug. 3- Thurs., Aug. 6	After-School BOY Assessments (by assigned times)	Fri., Feb. 5	NO SCHOOL: Data Day
Mon., Aug. 10	Instruction begins: Full Day all students	Mon., Feb. 15	NO SCHOOL: President’s Day
Tues., Aug. 18-Fri., Aug. 21	MAP Assessments	Fri., Feb. 26	Trimester 2 Ends
September 2020		March 2021	
Mon., Sept. 7,	NO SCHOOL: Labor Day	Mon., March 1 – Thurs., March 4	Parent/Teacher Conferences: Half Days for Students
Mon., Sept 21 – Wed., Sept. 23	Interim/STEP Assessments	Mon., March 22 – Wed., March 24	Interim/STEP Assessments
Fri., Sept. 25	NO SCHOOL: Data Day	Mon., March 29 – Fri., April 2	NO SCHOOL: Spring Break
October 2020		April 2021	
Thurs., Oct. 29	Trimester 1 Ends	Mon., March 29 – Fri., April 2	NO SCHOOL: Spring Break
Fri., Oct. 30	NO SCHOOL: Fall Break- Nevada Day	Mon., April 5	NO SCHOOL: Data Day

⁹⁵ The 2020-21 CCSD calendar is not yet available. The 2020-21 Sage Collegiate calendar was designed based on the 2019-20 CCSD calendar and projections based on patterns over the years, i.e., week-long Thanksgiving break, first day of school. A final 2020-21 calendar will be voted on by the Sage Collegiate board once the CCSD calendar is available.

⁹⁶ The state requires K-3 students to take the MAP assessment. We will continue this assessment through 8th grade.

November 2020		May 2021	
Mon., Nov. 2	NO SCHOOL: Fall Break	Mon., May 10 – Thurs., May 13	MAP Assessments
Tues., Nov. 3	NO SCHOOL: Fall Break- Election Day	Mon., May 17 – Wed., May 19	Interim/STEP Assessments
Mon., Nov. 9-Thurs., Nov. 12	Interim/STEP Assessments	Thurs., May 27	Last Day of School (students)
Wed., Nov. 11	NO SCHOOL: Veteran’s Day	Fri., May 28	Data Day/Teacher Close Out
Mon., Nov. 16-Thurs., Nov. 19	Parent/Teacher Conferences: Half Days for Students	June/July 2021	
Mon., Nov. 22-27	NO SCHOOL: Thanksgiving Break	Mon., June 28 – Fri., July 9	School/Office Closed
December 2020		<i>*Based on the 2019-20 CCSD calendar. Will be amended to reflect the district’s 2020-21 calendar.</i>	
Mon., Dec. 21 – Fri., Jan	NO SCHOOL: Winter Break		

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.

We have 183 days in our Year 1, and we always have at least 180 days of instruction each year, the minimum required by state law.

At capacity, our school will operate with three Academies: Lower Academy, encompassing Kinder through 3rd grade; Upper Academy, including 4th and 5th grade; and Middle School, 6th grade through 8th grade. This ensures a seamless transition from elementary to middle school for our scholars, as well as provides concentrated academic focuses between lower and upper elementary grades.

To fulfill our mission and vision, we begin our day at 7:30 a.m. and dismiss at 4:00 p.m. Monday through Thursday. This gives us 510-minute school day four days each week. On Fridays, students are in school, for 390 minutes, and we have two hours of Whole Team Professional Development. The extended instructional day and year allows for 87,750 instructional minutes, 2.5 times more minutes than required for Kindergartners (36,000 minutes); 1.75 times more minutes than required for 1st – 3rd graders (50,400 minutes); and more than 1.5 times the required minutes for 4th – 8th grade (54,000 minutes). **Figure 17** details a comparison of our annual and daily hours with local and national averages.

Figure 21 Annual and Daily Time Schedule Comparison (K-8)

	Instructional Days	Average Daily Hours		Total Annual Hours	
		Elem.	Middle	Elem.	Middle
National Average ⁹⁷	180	6.7		1206	
CCSD	180	6.5	6.5		
Sage Collegiate	183	8.5	8.5	1426.5	1426.5
Differences with National Average	+3	+1.8	+1.8	+220.5	+220.5

⁹⁷Institute of Education Sciences: National Center for Education Statistics. https://nces.ed.gov/programs/digest/d11/tables/dt11_176.asp.

Differences with CCSD	+3	+2.0	+2.0		
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Staff have 120 minutes of prep time during the instructional day, including weekly 1:1 meetings with school leadership for their professional development as high-performing, exemplar educators. School leaders and the Operations team provide coverage during scholars’ bathroom/snack time and lunch. Literacy teachers support enrichment and assist with coverage, as well.

Each Friday, we have an abbreviated schedule to allow for Whole Team Professional Development. Scholars dismiss at 2:00 p.m., and teachers have prep time until 2:30 p.m. We come together as a whole team from 2:30 to 4:30 p.m. to collaborate within and across grade levels. Each Whole Team PD begins with data analysis, emphasizing our core tenet of “Data Drives Instruction.” These whole staff times include, but are not limited to, classroom observation video debriefs, calibration on writing assignments, review and discussion of the progress of instructional plans, specific student data, instructional grouping assignments, and lesson plan feedback. Teachers reflect on their instructional habits and practices, and we work collectively to become exemplary educators who get exemplary results.

Appendix 8 provides explicit details on the varied Components of the Day in the Lower and Upper Academies and Middle School, as well as daily schedules. Driven by academic excellence for all scholars, these components are designed for content mastery and academic achievement.

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?

Attendance at school is critical for students’ success. If scholars miss school, they are not able to learn the content and skills necessary for academic success. At Sage Collegiate, our annual Average Daily Attendance will be at least 96%. Additionally, we will have a goal that chronic absenteeism will be lower than 3%. We will track this through daily attendance, and we will make daily calls home for ant tardy or absent students. The Executive Director and Coordinator of Operations and Family Liaison will be responsible for collecting and monitoring data. In later years, the Community Coordinator & Family Liaison (one role), the Office Manager, and the Executive Director will maintain responsibility for daily calls and conversations with families related to attendance. For students with more than 3 consecutive absences, 5 absences in a trimester, and/or more than 4 tardies in a month, a support plan will be created to ensure the student gets to school on time, every day. Incentives and recognitions will be put in place for students who meet/exceed attendance expectations, including recognition at school Jubilees, Dress Down Day passes, and uniform shirts.

Students arrive at school at 7:30. It is important for students to be on- time, every day; late students cause a disruption to instruction and daily practices. If a student is late, s/he needs to be escorted by a parent/guardian to the office and signed in with office staff. Three late arrivals will count at the equivalent of one absence for the purposes of our attendance policy. If a student is late more than 5 times in a four-week period, s/he will not be eligible for school-wide activities, such as Fall Festival or Dress Down Days.

Each time a student is late, the Coordinator of Operation & Family Liaison or the Executive Director will have a conversation with the scholar’s parents to discuss the tardiness and determine the best way to support the scholar and family to ensure the student is on time. After five late arrivals, the Executive Director will meet with the scholar’s parents/guardians, either at school or in a home visit, to review the importance of being on time to school, the impact of late arrivals on the student and class, and discuss steps to take to ensure student is on time.

Parents are expected to ensure that their child is in school every day and should not allow their child(ren) to miss a day of school except in case of a serious illness. We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of our early Friday dismissal, as well as breaks and Professional Development days, to schedule appointment and travel. Any student who misses more than 15 days of school over the course of the school year may be retained. We will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances.

A student is considered absent with excuse when the student's family has contacted the school regarding a serious student illness, religious holiday, or court-mandated appointment with proper documentation. All other absences will be considered unexcused, including but not limited to: family vacation, participation in sporting events, attendance at entertainment events, absence related to suspension, or when the family has not contacted the school with a satisfactory reasonable dismissal also disrupt learning time. We will ask that notification regarding early dismissal be given to the teacher and school as far in advance as possible but no later than 8 a.m. the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid missing class time. For consideration of instructional time and our dismissal procedures, we will not release any students within 20 minutes of daily dismissal. In consideration of students' safety, we will not accept early dismissal notices by phone. All scholars must be signed out and picked up by an adult listed on the early pick up notice and/or child's emergency contact card.

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.*

Day in the Life of Scholars⁹⁸

7:32 a.m.: Siblings Tahirah and Ibrahim (Ibby), and their cousin, Dani, arrive at Sage Collegiate in their car; Tahirah and Ibby's mom drives them. They pull up to the curb, following the signs and cones posted for safety. Staff members and volunteers greet them as they open the doors. "Buenos Dias. Good Morning." They walk into the school, where Ms. Kinne, the Executive Director, shakes their hand and asks, "Are you ready to be a wise scholar, today?" Individually, they each respond with a handshake and, "Yes, I am ready to be a sage."

Ms. Kinne directs Ibby to step aside while Tahirah and Dani continue inside. Ibby tucks in his shirt, and he follows his sister and cousin into the building. Ibby, a 2nd grader, heads to UNLV, his table. Tahirah, a 1st grader, heads to her homeroom down the hall, Harvard, and Dani, a Kindergartner, heads to her homeroom table, Howard.

In the cafeteria, Ibby and Dani hang up their backpacks at their homeroom's assigned spots. They silently follow the taped arrows to their tables, and they work on their Brain Boost work silently. They have eaten breakfast at home, so they use this time to practice grade level skills. Dani works on writing full sentences, while Ibby works on his 0s, 1s, and 2s, multiplication facts.

Ibby's teacher is at her Arrival station, checking scholars' Life Work (homework) and shakes Ibby's hand. Dani's Kindergarten teacher, Ms. Curry, follows a similar routing, shaking Dani's hand, checking scholars' Life Work, and then circulates to support Kindergarteners. Ms. Oltz, the PE teacher, has started the soft, classical music that plays while students eat and work on their morning Brain Boost. At her 1st grade table, Tahirah follows a similar routine; she hangs up her backpack, takes out her Life Work folder

⁹⁸ For more developed "Day in the Life" scenarios, please see **Appendix 9**.

and puts it in its usual spot, and she gets her independent reading book and reads silently while classical music plays softly in the background.

10:00 a.m.: After a full morning of literacy and reading instruction, 2nd grade students take a break. They are able to read independently or work on the computer while taking turns using the restroom. Ms. Blume provides supervision while Mr. Chavez, and Ms. Miranda take a brief break and transition classes. Tahirah chooses to read instead of have free time on the computer because she is close to finishing her independent reading book and wants to track her words read toward her 1 million words goal.

In 1st grade, Mr. Stevens, the Manager of School Operations arrives. He provides coverage for the scholars' bathroom break while Ms. Benz takes a 15-minute break, herself. Ibbby lines up in the hall with his classmates, and then they have seven minutes of "Brain Quest" while they enjoy a snack. In Kindergarten, Dani and her classmates take turns using the classroom bathroom, and they have a snack. Ms. Curry puts on a brain break video, and Dani decides to dance when she finishes her snack.

11:34 a.m.: "One, two, three, eyes on me," Ms. Benz calls, interrupting the quiet buzz of students working in pairs. "It is time for lunch. Please return silently to your seats, stand behind your chairs, and get your lunch book bag."

Ibbby follows her directions. He has stayed on green today, and he wants to get a good note at the end of the day. Ibbby has his independent book, one of the "Diary of a Wimpy Kid" books. Ibbby just started reading chapter books and is excited to be on track to meet his goals. In Kindergarten, Dani gets her book, "One Fish, Two Fish, Red Fish, Blue Fish," and follows Ms. Curry's directions to line up.

Ibbby and Dani see each other on the playground and play Four Square with Ms. Kinne. She is at recess today, and she has won her 1114th consecutive game of Four Square. Ibbby lost four rounds to her, but she said he showed Determination with his commitment to trying to win and not getting upset when he lost.

3:15: Tahirah transitions to the common area, and sees her brother, Ibbby, and her cousin, Dani, at their tables across the room. Tahirah has earned free choice and joins the chess table. Ibbby has also earned free choice and decides to join the domino game at his table. Dani works with Ms. Curry in a small group on short vowels for 15 minutes and then joins her peers to listen to Ms. Parker's Read Aloud.

3:44: Ms. Kinne enters the room, and calls out, "One minute." Just as they did in the morning, scholars calmly and silently put their materials away and stand behind their seat.

Tahirah and her classmates head back to their college to get their belongings and have their Afternoon Advisory. Mr. Chavez checks their homework log, which they copied down earlier in the day. Tahirah grabs her independent book to take home; she is determined to finish it before bed.

One minute later, Ms. Kinne says, "It is the day's end. Turn to a neighbor and in a voice level 1, tell them one thing you learned today." Ibbby turns to his classmate, Shanice, and tells her he learned about opinion writing. Shanice shares she learned about borrowing from the hundreds place. Dani tells a classmate she learned how to say 'bat' instead of saying 'bate.'

Ms. Oltz leads the end of the day Put Ups and who chants, "Sage Scholars, Put Up, Put Up. No putting down, we Put Up, Put Up. Help someone smile, get rid of that frown. Who has a Put Up?" Two students share, recognizing peers for something positive and helpful. With five minutes until the end of the school day, Ms. Kinne leads scholars in the Sage Collegiate chant.

Ibby shakes Ms. Benz's hand, and he and Dani follow their teachers' directions to dismiss, and they join Tahirah in the car line. They wait safely until a teacher calls for them and walks them to their car. They start their Life Work in the car, anxious to meet their goal for reading for the week and year.

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

7:30 a.m.: Scholars begin arriving. Ms. Benz's Arrival station is her class' cubby spot, where she checks scholars' Life Work (homework) while scholars silently eat breakfast. Ms. Oltz has started the soft, classical music that plays while students eat and work on their morning Brain Boost. As scholars enter the common area, they follow their well-established routine, and turn in their Life Work folder for Ms. Benz to check. Ms. Benz carefully monitors and scans the room to ensure scholars meet morning expectations and are either working or eating.

8:02 a.m.: Students are seated on their assigned spot on the carpet, in a circle so they can see each other during Morning Message. As Ms. Benz takes her seat, they put their bookmarks in their books and set them gently behind where they are seated.

"Good morning, scholars." "Good morning, Ms. Benz." "I am glad you are here today." "We are glad you are here, too." "Are you ready for a fun day of learning?" "We are." "Are you ready to be exemplary scholars?" "We are ready to be Sages." Ms. Benz's behavior narrates and names core values as she moves the Morning Message board. "Joaquin is ready. Shanice is ready. Ja'Cere, you're doing a great job this morning showing Purpose. Thank you."

"Please greet your neighbor." Students turn and shake the hand of their classmate sitting on either side of them. "Rapid round," Ms. Benz calls out. "Like a cheetah," students respond, sliding their hands in a fast motion. "Your personal goal for the day. One or two words. Start with Makai. Go clockwise. Ready?" "Ready!" "Makai, go!" Makai, "Star student." Delia, "Blue card." Yasmin, "Line leader." This continues as all scholars share their goal for the day. Ms. Benz makes a mental note of Delia's, Yasmin's, and Oneness' goals as they have struggled this month to reach them, and she wants to be sure to support. As scholars complete their rapid round, Ms. Benz recognizes them for sticking to the word count and having such audacious goals.

8:45 a.m.: At 8:44, a soft alarm on her smart phones chimes and Ms. Benz tells her group they need get ready for their transition. She stands up from the kidney table where she worked with students and gives the classroom attention signal, "One, two, three, eyes on me." Students respond, "One, two, eyes on you." "It's 8:45 a.m. We have 30 seconds to transition to our next group. Is there anyone who does not know where they are going. On your mark..." Students stand up from their seats. "Get set ..." Students push in their chairs. "Go," Ms. Benz whispers. Students move urgently but silently to their next station, and by 8:46 instruction has begun again in UNLV, Grade 2.

11:34 a.m. : "One, two, three, eyes on me," Ms. Benz calls, interrupting the quiet buzz of students working in pairs. "It is time for lunch. Please return silently to your seats, stand behind your chairs, and get your lunch book bag."

Ms. Benz monitors students as they follow her 'What to Do' directions – specific, sequential, and observable. Ms. Benz learned this strategy in her Summer Staff Development, along with other Teach Like a Champion strategies. The entire school uses similar taxonomy, and she finds the consistent helpful for teacher collaboration and students' benefits.

Scholars stand behind their chairs, with their books in gallon-sized baggies. Scholars take their books to lunch to read once they have eaten and before quiet conversation time begins. Ms. Benz appreciates that no time is wasted, and instructional opportunities are threaded throughout the day. Ms. Benz walks her class to the cafeteria, where scholars follow their routine for getting food and eating.

2:13 p.m.: Scholars begin their transition to Enrichment and gathering their belongings. Ms. Benz walks UNLV to their Art class and heads to work with Ms. Zolik on lesson plans that are due in two days for two weeks from now. The opportunity for collaborative work time is important to Ms. Benz and Ms. Zolik; it means they can brainstorm, keep their scholars on the same pace, and they can share resources. Time each day provides extensive collaboration.

After a half hour, Ms. Benz meets Ms. Kinne for their standing O3 - one-on-one – meeting. It occurs at the same time each week and is a chance for Ms. Kinne to provide instructional feedback based on her observation the previous day. Ms. Benz appreciates the regular, consistent feedback that pushes her development. In this week’s meeting, Ms. Kinne provides feedback on a CGI lesson and pushes Ms. Benz to use more economy of language, another TLAC technique, and to provide more student think time. “Don’t call on the first hands you see. Use wait time.” She praises Ms. Benz for increasing the rigor, a previous push, and they discuss an upcoming IEP review.

3:15 p.m.: Ms. Benz joins her colleagues in the common room, where Ms. Blume has brought her class after Art. Scholars have been given their table assignment, based on ELD targeted instruction, remedial support, or free choice time. Ms. Benz works with EL scholars who are in the ‘Expanding’ stage, per the most recent WIDA tests, and today’s targeted instruction is on reading technical texts supported by graphics and pictures.

4:30 p.m.: Ms. Benz signs out in the office, along with two other teachers. Her classroom is ready for scholars in the morning, materials prepared in advance. She can balance her longer day because of the intentional times for prep and professional development built into the schedule. She heads to the gym before going home, excited for the next day with her scholars.

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?*

First and foremost, as a public school, Ruby is more than welcome at Sage Collegiate. The proactive sharing of details with the school, such as the IEP, ensures we can put services in place at a quicker pace than waiting for a prior school to send us Ruby’s IEP. Upon receipt of the IEP, the Executive Director and the Coordinator of Student Services will review it and reach out to Ruby’s prior school(s) with questions and to gather any additional information to ensure we have a complete picture of how to best support her.

There are different paths in this scenario, depending on the specifics of Ruby’s IEP. One, is that Ruby’s IEP and needs may be similar to other students. There may be other students classified with moderate disabilities that require similar high percentage splits between general education classes and individualized services not in a general setting. If this is the case, the most likely response would be for the Coordinator of Student Services to review the goals in the IEP and determine support with the general education teachers and the Manager of Curriculum and Instruction (and any SPCSA School Support staff as part of the partnership with them as the LEA). We’d ensure she was incorporated into the community

without any needed adjustment in staffing, ensuring her individual needs are met by all professionals who teacher and/or interact with her.

However, there may be, for different reasons of either particularly large amounts of non-general placement time or designated paraprofessionals, that a staffing change would need to occur to meet Ruby’s individualized needs. In this case, the Coordinator of Student Services would immediately raise the matter with the Executive Director for review and to possibly contract labor or hire an additional licensed Special Education professional from the budget’s contingency funds.

As related to Ruby’s situation and this scenario, Sage Collegiate fully expects to fulfill any IEPs in any given year. The school and its leadership will ensure responsibility and considers it a sign of due diligence to be prepared for any student with an IEP, including those like Ruby. Staffing needs and budget matters will be addressed to accommodate students with IEPs to ensure services are provided and all students’ needs are met. In order to meet the needs of all students, particularly those with special needs, Sage Collegiate will ensure enough funds are provided for contracted services, appropriate and high-quality professional development in Universal Design and in providing modifications or accommodations, and appropriate curricular resources to meet the needs of students in a wide-range of ability.

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?*

The local district’s ELL population is 25%, so Alejandra is similar to a growing number of students in the district. In fact, in the zip codes of focus, Hancock ES (28%), Red Rock ES (34%), Reed ES (28%), and Culley (41%) all have more students designated as ELL than the district’s average population. Without information other than WIDA scores, including other assessment and reading level data, it is difficult to determine how to best support Alejandra through Advanced ELD or Newcomer placement. She will be immediately supported by use of her W-APT or WIDA MODEL entry data for placement according to the Expanded Zone of Proximal Development. It will be incumbent on any Sage Collegiate teacher to give the the appropriate screening assessments, such as Core Phonics and STEP Assessments, and a standard writing and math exam to figure out the traits and needs of Alejandra to make the best decisions about academic remediation vs. language acquisition support. She could be supported by on-going Tier 2 flexible grouping based on particular needs and skills, but she also may need specific ELL support and/or Tier 3 support if its deemed necessary by the teacher and/or the Coordinator of Student Services.

Family communication is critical to help families better understand the process and supports we put in place, as well as to help them support Alejandra at home. Our Coordinator of Operations and Family Liaison in Year 1, and later our Community Coordinator and Family Liaison, will be a valuable resource. Workshops and Family Nights, with opportunities to learn about strategies for supporting student development at home, will be offered monthly. Additionally, parent-teacher conferences each trimester, 6-week reports to families, and ongoing collaboration and communication between the Coordinator of Student Services, the Family Liaison, and the Executive Director, especially with families of students who have been identified as ELL, will ensure students like Alejandra are able to make significant gains on the WIDA and have high academic achievement. Additionally, an interpreter will be provided for meetings, and all materials will be sent home in English and Spanish. (With resources available in other languages of students and their families.)

Given the project population, as identified in “**Meeting the Need**”, students like Alejandra may end up being either a significant minority or a majority of students at Sage Collegiate. Nearly all curricular and instructional structures, as explained in the sections of Curriculum and Instruction, Transformational Change, and At-Risk Students: ELL Students will including contingencies to best serve significant populations of ELL students. The structure of our literacy blocks, including the small group focus that will best serve ELL students, as well as lesson plan review and observations that emphasize ELL support, will allow us to best support students like Alejandra.

If Alejandra appears to have more specific and distinctive needs from other students, we will make necessary adjustments, such as schedule modifications and/or individual or small group support. Sage Collegiate is fully committed to meeting the needs of **all** students and providing the necessary services that allow all students to succeed, regardless of what changes we need to make to meet their needs. Alejandra’s academic performance will be watched closely, and her WIDA results will be aligned to the same goals we outlined in the ELL section – becoming English proficient as defined by a Composite 5.0 or Literacy 5.0 score on the WIDA ACCESS assessment by 3 years of continuous enrollment as defined by WIDA or a comparable assessment.

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

Our initial reaction to this data table is that the data are poor. In no year is there an overall group that is proficient/advanced greater than 20.6 in Reading (201), or 32.8% in Math (2013). There is a general trend of declining scores across all scores, and the data skews toward lower proficiency even when member of the proficient/advanced group stagnate. Students are increasingly more likely to be classified as ‘below basic’ or ‘basic’ given the trends and data.

With regards to the contrast of Students with Disabilities (SWD) and Non-Students with Disabilities (NSWD) the trend is more concerning. In general, there is notable, steep decrease of performance with SWD versus fluctuations within subjects in NSWD. Further, the goal of improvement for SWD was not met in any year or any subject with the exception of 2014 in Math, where there was an increase from 0% to 14%. This would appear to exceed expectation, but when calculated as a 3-year trend, it is a 12% decrease with a net decrease of 6% per year in 2013 and 2014.

Before any next steps are determined, more information is needed, and it is important to share data with the leadership team. Depending on the year of operation, this team may include the Executive Director, Manager or Director of Curriculum and Instruction, Coordinator or Director of Student Services, and Manager of Community and Culture. State assessment data is generally released in the summer, when most staff is on hiatus, so the initial review and analysis is the responsibility of the leadership team. The recommendations of the turn-around plan will be shared with and approved by the Board of the Directors, who will receive feedback and input from the Academic Committee. The leadership team will ultimately present the plan to the full staff during the Summer Professional Development so as to target general development and also implement any changes to improve performance with the start of the new school year. The main action items have to address the following concerns:

- Concern: Declining performance of overall Special Education program
Possible next steps: Staffing changes; targeted PD; ongoing monitoring with more frequency and increased intensity
- Concern: Lack of vision of excellence in RLA across all groups
Possible next steps: Staffing changes; targeted PD; ongoing monitoring with more frequency and increased intensity; restructure staff schedule to maximize literacy push-in support
- Concern: Sustain growth and generalize results to be reflected in SWD subgroup in Math
Possible next steps: targeted PD; ongoing monitoring with more frequency and increased intensity; closer monitoring of collaboration between General Education and Special Education, specifically in Math

There is much information that may still need to be gathered and discussed in order to have a full picture and plan. Specifically, there may be considerations for providing services for individual students whose accommodations may require the team to change approaches outside of this general plan or which may require any changes to happen within the context of additional support or staffing changes. Gathering all information will require collaboration with Special Education staff members and/or consultants, families of students receiving services, and the overall staff. The leadership team will need to demonstrate urgency to outreach to families, develop an actionable plan, and share information with staff during summer professional development.

It is critical this school show dramatic and immediate improvement and to monitor progress toward relevant goals so as to show improvement on the NSPF and the CSPF. In order to track progress toward goals and be more thoughtful of benchmarks, an increase in achievement may be necessary. That is, an increase in proficient/advanced on nationally-normed assessments in Math and RLA of at least 5% in Trimester 1 and 10% in Trimester 2 in the SWD category, or updates to the strategic plan may be necessary to make the 10% goal of increasing proficient/advanced SDW.

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 Board of Directors of Sage Collegiate is guided by four critical elements:

1. Provide oversight per duty of care, duty of loyalty, and duty of compliance
2. Ensure the school's academic, financial, and organizational success
3. Set vision, establish priorities, approve policies
4. Provide support to the Executive Director and organization to ensure fulfillment of the mission

Through the school's relationship with Building Excellent Schools, continued Follow on Support,⁹⁹ and the BES network of schools, the governing board of Sage Collegiate will receive training, development, and support. During Year 0, following authorization, the Board will formalize its' existence, submit its 501c3 paperwork, and receive onboarding training and development. The governing board will be a local and **locally-controlled** board, however, and will be ultimately responsible for its development, efficiency, and sustainability. The locally-controlled board will satisfy all requirements of SB509, as well as all relevant governance statutes and best practices of charter school boards.

The board's primary members are and will be Nevada residents, with the majority, if not all, will reside in Clark County. The board membership are the citizens of the state, which has put forth the mechanisms by which a charter school may be founded in order to provide a high-quality, innovative, tuition-fee education in a non-sectarian manner. The board consists and will consist of leadership from the education, non-profit, business, and community sectors of Clark County, and it provides a diverse reputation of the community as well as the necessary – and state-mandated – skills and capacity necessary to overs a successful founding of the school as well as long-term implementation of a high-quality charter school. The board has and will continue to seek input from the community, families, other educators, and the staff as appropriate through the board committees and specifically with a parent representative on the board, as required by state statute.

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.*

Sage Collegiate will be governed by Sage Public Charter Schools, Inc. in accordance with Nevada state regulations and the Non-profit Public Benefit Corporation Law. Sage Collegiate will be governed pursuant to the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Board's proposed Bylaws, Code of Ethics, and Conflict of Interest policies are included in **Attachment 9**.

The proposed Board of Directors will consist of at least five (5) members, a minimally full board, by September 30, 2019 in anticipation of a fall capacity interview. It is the expectation by June, 30, 2020, the Board will consist of at least seven (7) board members.

⁹⁹ The costs associated with Follow on Support will be funded by local partner, Opportunity 180. As a result, these costs are not included in the budget.

To note: While on staff with SPCSA, and to avoid any conflict of interest or any appearance of conflict. Lead Founder Sandra Kinne as full-time employee at SPCSA was asked by superiors at the SPCSA to (a) not actively recruit board members and (b) not actively recruit de facto Committee to Form members. Ms. Kinne agreed and thus Board and committee recruitment was limited to a narrow window (two weeks) pre-charter submission. As such, full board recruitment and development was undertaken after July 1 when Ms. Kinne completed her employment with SPCSA.

We are actively developing the Board, and look forward to full and necessary compliment in the coming weeks. As required, we will have proposed board of at least five members in place no later than September 30 and we are in promising discussions with several strong candidates eager and qualified to serve on the Board.

The Board will consist of seven (7) to fifteen (15) Directors and will maintain an odd number of members for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The determination of need to add Directors will be based on an evaluation of the current needs of the Board, along with skill sets provided by Directors currently in place. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in its Bylaws. Selection of additional Board Members post-authorization will be the responsibility of the full Board.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board is essential for Sage Collegiate's success, and we are committed to a careful screening process to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates will be thoroughly vetted and selected according to the Board's strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates' alignment with Sage Collegiate's mission, and a commitment to a minimum of three years of service.

The Sage Collegiate nominating committee, known as the Governance Committee, will present potential Board members and officers for election by the Board of Directors, in accordance with our Bylaws. Other than Founding Directors, who will serve either one, two, or three-year terms in order to ensure staggered terms for continuity, Directors will serve a term of three years from the date of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Directors will serve staggered terms to balance continuity with new perspective. All qualified board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated Directors within a public meeting and in full compliance with Open Meeting Law. A Director may resign at any time by filing a written resignation with the Chair of the Board, unless no Director would remain. In that case, notice must be provided to the Nevada Attorney General. A Director elected to fill a vacant seat will be elected for the unexpired term of her/his predecessor.

In accordance with our Bylaws, the Board may remove any Officer or Director with or without cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, providing that a statement of the reason or reasons have been mailed by registered mail to the Officer or Director proposed for removal at least thirty days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The Officer or Director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

The Board will hold the mission of the school and will ensure Sage Collegiate carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the

school, and is responsible for providing financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance and/or accounting and will create a Finance Committee.

The Treasurer and the Finance Committee will support the Board in monitoring the school's finances as well as ensure that the school has robust financial and accounting systems and procedures in place. The Charter School's Board will be responsible for providing fiscal accountability by approving and monitoring the budget, which will be initially reviewed and provided to the Charter School Board by the Charter School staff and EdTec as the intended back-office provider. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. By the required annual deadline, the Board will contract with a CPA firm to conduct an audit and report this selection to the authorizer.

The Board will be responsible for hiring, supporting, and evaluating the Executive Director, and will set the compensation for the Executive Director to execute the day-to-day management of the school. To ensure the Executive Director is effectively implementing the mission of Sage Collegiate, the Board will evaluate the Executive Director on a yearly basis and provide a written evaluation to be placed in the personnel file of the Executive Director.

The Executive Director will be responsible for hiring, supporting, and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Sage Collegiate, the Executive Director will be responsible for providing timely reports to the Board of Directors. Each month the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with Open Meeting Law.

- 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 2018-19 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.***

The current proposed board is 20% complete with two of the minimally-required five proposed members identified. The identified proposed board members, Chris Parker and Mia Arterberry, have considerable experience in community engagement. Mr. Parker is involved with Candlelighters Internationals as a volunteer and board member and has actively engaged in community outreach. Ms. Arterberry is a former teacher and dean at the Andre Agassi campus, near our targeted community, as well as a former instructional coach with TenSquare where she worked with Quest Academy, another school near our targeted community. She currently works as a Manager of School Partnerships, Carnegie Learning.

As discussed below, Lead Founder Sandra Kinne was asked by superiors at the SPCSA to not actively recruit board members or de facto Committee to Form members, while serving on staff with the Authority. Therefore, board and committee recruitment was limited to a narrow window. As such, full board recruitment and development was undertaken after July 1, and we will have minimally-required proposed board in place no later than September 30. We respectfully request understanding of the context, and look forward to presenting board members for consideration. We submit the requested board information in **Attachment 7**.

- 4. 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.

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The proposed Board of Directors will consist of at least five (5) members, a minimally full board, by September 30, 2019 in anticipation of a fall capacity interview. It is the expectation by June,30, 2020, the Board will consist of at least seven (7) board members. Per clarification below, as Lead Founder Sandra Kinne was asked to by superiors at the SPCSA to not actively recruit board members or de facto Committee to Form members while on staff with the Authority to avoid any real or perceived conflict, out of respect for that request from SPCSA, Ms. Kinne agreed, Therefore, board recruitment and development was undertaken after July 1, and we will have minimally-required proposed board in place by September 30. We are in current fruitful and advancing discussion with multiple board candidates, and look forward to presenting those to SPCSA by time of interview.

The Board will consist of seven (7) to fifteen (15) Directors and will maintain an odd number of members for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The determination of need to add Directors will be based on an evaluation of the current needs of the Board, along with skill sets provided by Directors currently in place. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in its Bylaws. Selection of additional Board Members post-authorization will be the responsibility of the full Board.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board is essential for Sage Collegiate's success, and we are committed to a careful screening process to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates will be thoroughly vetted and selected according to the Board's strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates' alignment with Sage Collegiate's mission, and a commitment to a minimum of three years of service.

The Sage Collegiate nominating committee, known as the Governance Committee, will present potential Board members and officers for election by the Board of Directors, in accordance with our Bylaws. Other than Founding Directors, who will serve either one, two, or three-year terms in order to ensure staggered terms for continuity, Directors will serve a term of three years from the date of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Directors will serve staggered terms to balance continuity with new perspective. All qualified board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated Directors within a public meeting and in full compliance with Open Meeting Law. A Director may resign at any time by filing a written resignation with the Chair of the Board, unless no Director would remain. In that case, notice must be provided to the Nevada Attorney General. A Director elected to fill a vacant seat will be elected for the unexpired term of her/his predecessor.

In accordance with our Bylaws, the Board may remove any Officer or Director with or without cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, providing that a statement of the reason or reasons have been mailed by registered mail to the Officer or Director proposed for removal at least thirty days before any final action is taken. This statement will be

accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The Officer or Director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

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The Executive Director will be responsible for hiring, supporting, and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Sage Collegiate, the Executive Director will be responsible for providing timely reports to the Board of Directors. Each month the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with Open Meeting Law.

- 5. 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 2018-19 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.***

Due to SPCSA request as outlined above, the current proposed board is 20% complete with two of the minimally-required five proposed members identified. The proposed Executive Director is identified in Lead Founder Sandra Kinne. The identified proposed board members, Christopher Parker and Mia Arterberry, have considerable experience in community engagement. Mr. Parker is involved with Candlelighters Internationals as a volunteer and board member and has actively engaged in community outreach. Ms. Arterberry is former teacher and dean at the Andre Agassi campus, near our target community, as well as a former instructional coach with TenSquare where she worked with Quest Academy, another school near our target community. She currently works as a Manager of School Partnerships, Carnegie Learning.

As discussed below, as Lead Founder Sandra Kinne was respectfully asked by superiors at the SPCSA to not actively recruit board members or de facto Committee to Form members while on staff with the Authority to avoid any potential conflicts of interest, she respectfully agreed to SPCSA's request.

Therefore, board and committee recruitment was limited to a narrow window. As such, full board recruitment and development was undertaken after July 1, and we look forward to presenting our more fully populated proposed board that meets all number and skill requirements, to be in place no later than September 30. We submit the requested board information in **Attachment 7**.

Figure 22. Committee to Form/Proposed Founding Board status

Name	Current Role/Proposed Role	Fulfillment of NRS 388A. 240
Sandra Kinne	Lead Founder/Executive Director	Teacher Licenced; Admin licenced in CA
Mia Arterberry	Committee to Form member/Proposed Board Member	Teacher Licensed
Christopher Parker	Committee to Form member/Proposed Board Member	Finance experience with current board experience; Representative of a college/university within the Nevada System of Higher Education

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

Please see **Attachment 8** for the Board Member Information Sheets, resumes, and biographical summaries.

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

Given the Lead Founder’s most recent role, in order to not create a conflict of interest¹⁰⁰ or the appearance of a conflict of interest, committee and board recruitment was conducted in a limited time span. As she was asked by superiors at the SPCSA to not actively recruit board members or de facto Committee to Form members, while on staff with the Authority, board and committee recruitment was limited to a narrow window. As such, full board recruitment and development was undertaken after July 1. We look forward to presenting a fully complemented proposed Board in alignment with all requirements, no later than September 30 and in time for interview. Specifically we plan to add two more members by June 30, 2020 and are engaged in fruitful discussions with high-capacity individuals aligned to the school’s mission and vision.

We expect all of our board members will be residents of Nevada, with an expectation they will all reside in Clark County. These roles per 388A.240 need to be filled, and our timeline to identify and recruit them as proposed Board Members is as follows:

Figure 23. Planned Additional Proposed Board Members

¹⁰⁰ Ms. Kinne sought guidance and a ruling from the Ethics Commission related to her prior employment and the possibility of a conflict with her being the Lead Founder for this application. The Ethics Commission deemed there to be no conflict given her role with the SPCSA, and she left her role prior to the submission window. The ruling is available publicly. However, given the request to prevent a conflict or a revised opinion, she could not actively pursue a full board while on staff of the SPCSA.

Required role fulfillment	Planned onboarding date
One parent/legal guardian	By September 30, 2019
Accounting/Financial Services/Law/Human Resources Person 1	By September 30, 2019
Accounting/Financial Services/Law/Human Resources Person 2	By September 30, 2019
Accounting/Financial Services/Law/Human Resources Person 3	By June 30, 2020
Other criterion, community representative	By June 30, 2020

8. 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.

Upon authorization, the Board of Directors of Sage Collegiate will pass and immediately comply with the proposed Bylaws, Code of Ethics, and Conflict of Interest Policy. (**Attachment 9**) Prior to passage, they may be amended in accordance with authorization and to reflect authorization and being chartered in Nevada.

To reduce any actual or perceived conflict of interest, there will be a routine recusal process; all board members will receive annual training on the necessary diligence to publicly recuse themselves from taking up issues that have potential to be perceived or substantially generate a conflict of interest, as outlined in the proposed policy in **Attachment 9**.

9. 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.

The current identified, proposed board members present no actual or perceived conflict. Continued board member identification and recruitment will adhere to the proposed conflict of interest policy and state statute to ensure any actual or perceived conflicts are avoided.

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

The Board of Directors shall maintain a standing Governance Committee to self-evaluate the Board as a whole and the engagement and participation of individual board members. It may move to sanction or recommend removal of board members, as outlined in the ratified bylaws if they are not meeting their obligations. Additionally, this body is tasked with constantly evaluating the capacity of the Board and maintaining Board recruitment, as well as development plan to match its needed capacities over time.

11. 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.

Building Excellent Schools will provide training to enable the board of Sage Collegiate to meet its goals. When operating at the highest possible level, a charter school board optimizes the school’s mission, cultivates organizational sustainability, and achieves outstanding results. High performing boards operate strategically, have strong working relationships with management, build institutional memory, measure success quantitatively, and align committee work to organizational goals. From August 1, 2019, through the authorization process, and up until June 30, 2020 (prior to the 2020-21 fiscal year and the start of school on August 3, 2020) the proposed/Founding Board will receive approximately 50 hours of training.

Trainings will range from whole board to self-guided with responses to the group (i.e., for Charter School Board University) to individualized prep for the capacity interview. Sessions will include studies of effective governance, discussions of effective school missions, and canvasses of the community. Training includes the Open Meeting Law, which we will revisit at an annual organizational meeting to start the fiscal year.

To fully comply with Open Meeting Law, Sage Collegiate board members will review the Open Meeting Law meeting presentation by the State Public Charter School Authority from April 19, 2019,¹⁰¹ and they may also participate in any trainings offered by the Charter School Association of Nevada and/or Opportunity 180.

Figure 24 shows the planned process for Board Training and Development from August 2019 through June 2020 and is based on best practices of high performing charter schools in the region and within the BES Network. The Board will receive continued support from BES as part of Follow on Support in Years 1 and 2.

Figure 24. Sage Collegiate Board of Directors Planned Training and Development

Training	Time Frame	Sample Agenda Items
Founding Board Meeting 1: Mission, Vision, Governance	90 minutes, August 2019	<ul style="list-style-type: none"> ▪ Introduction of board members ▪ Governance is Governance ▪ Community Need ▪ High-performing charter schools studied through BES Fellowship
Founding Board Meeting 2: Governance, Charter School Replication, Authorization process	90 minutes, September 2019	<ul style="list-style-type: none"> ▪ Identifying and Replicating ‘the DNA’ of Successful Charter Schools” ▪ “CREDO report: Charter School Growth & Replication”
Orientation to excellent schools	Ongoing through Fall 2019, approximately 3 hours	Study of academic achievement in high performing charter schools; Discussions of tools and resources high performing charter school boards use for governance
Excellent Governance Observation	90 minutes, Fall 2019	Observation of local charter school board meeting
Preparation for Authorizer Interview	On-going through Fall 2019, individualized support as needed (10-15 hours)	Role-play sample authorizer questions on issues including mission, vision, community need, academic policy, board development, and financial management

¹⁰¹ http://charterschools.nv.gov/News/2019/April_19_2019_SPCSA_Board_Meeting_Support_Documents/

Founding Board Retreat I	October 2019, 6 hours	<p>Comprehensive training on the core elements of high-performing charter schools and Sage Collegiate. Training in the areas of:</p> <ul style="list-style-type: none"> ▪ Academic Design ▪ Assessments ▪ Accountability ▪ School Culture ▪ School Operations ▪ Enrollment ▪ School Budget ▪ Facilities ▪ Board Bylaws ▪ Conflict of Interest
Organizational Meeting	2-3 weeks after the board becomes the official governing body of the school, 90 minutes	<ul style="list-style-type: none"> ▪ Approve Bylaws ▪ Approve officers ▪ Appoint Executive Director ▪ Approve budget ▪ Approve policies: Conflict of interest, Chief executive, attendance, financial
Training in Accountability & Authorization: Board role in understanding, overseeing, and upholding promises of approved charter	12-15 hours, on-going, upon authorization - June 2020	Comprehensive training through “Charter School Board University”, small groups, role play, 1:1 individualized training around governance, authorization process, and vision.
Orientation to the Community/Community Engagement	Ongoing through June 2020	Studying the achievement gap in Las Vegas, meetings with local leaders in the faith, non-profit, and education community; Canvassing neighborhoods, meeting with families in preparation for opening
Founding Board Meeting: Financial Management, Governance	2 hours, Winter 2019-2020	Training in the area of Financial Management
Annual Board Retreat	4-5 hours, June 2020	Annual board retreat, with selection of officers, approve budget, approve any revisions to budget

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

The Board of Directors of Sage Collegiate and the administrative staff will be responsible for all aspects of the day-to-day operations of the school, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The Board of Directors will help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that resources are managed effectively. The day-to-day operations and management of Sage Collegiate will be provided by the Executive Director and the administrative staff. The Executive Director will be responsible for hiring, supporting, and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Sage Collegiate.

Each month the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with the Open Meeting Law. Each month during the school year, Sage Collegiate provides a detailed Performance Dashboard, which includes academic data along with scholar and staff attendance percentages, attrition, and discipline metrics to the Board of Directors. The Financial Dashboard is a combination of reports, including, but not limited to: cash flow, balance sheet, bank reports, a summary, and a narrative. The Board reviews the results of all schoolwide assessments within dashboards and carefully monitors progress toward the agreed-upon achievement goals. (All student data reports will comply with FERPA, protecting individual students' privacy.)

No member of the Board of Directors may enter into employment with Sage Collegiate, and no board member will be compensated as an employee or contractor of the school.

13. 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.

Additional advisory bodies may form for specific projects of initiatives, as warranted by the board. This may include a parent organization that provides input and guidance beyond that of the mandated parent board representative.

14. 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.

Any grievance regarding school operations should be directed to the Executive Director, as it is generally within the authority of the Executive Director to address the concerns. The Executive Director will establish procedures for all members of the school community, such as Office Hours, appointments, and bi-annual surveys, to share feedback and communicate formally. The monthly Cafecitos are another opportunity for families to speak with school leadership.

In the case the parent grievance relates to the implementation of Board policies, school practices, or administrative decisions, there will be an established formal process for parents to contact the Board Chair and address the grievance for consideration by the Board anonymously.

In the event of a prescribed appeal to disciplinary action, the Board may be asked to review and either uphold or change the suggestions of the Executive Director, and the Board may seek information and recommendations from additional staff members without previous designation by the ED.

In case of severe discipline issues, such as those resulting in expulsion, the appropriate individuals will be notified of a specific process to file an appeal within a proscribed time frame so the Board can review a particular action on a case-by-case basis. The appeal will require a special meeting of the board and will be subject to all open meeting laws regarding special meetings.

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

Figure 25: Governance Goals

Goal	Purpose	Outcome Measure
Sage Collegiate Board of Directors demonstrates fiduciary and financial responsibility.	Duty of care, duty of compliance	<ul style="list-style-type: none"> ▪ External, annual audit reports demonstrate the the schools meets or exceeds professional accounting standards ▪ Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to authorizer.
The Board of Directors provides effective school oversight.	Duty of care, duty of compliance	<ul style="list-style-type: none"> ▪ Board conducts formal annual review of school leader. ▪ Board conducts annual self-evaluation to assess strengths/weaknesses. ▪ Board conducts formal annual review of school’s strengths/weaknesses. ▪ Board conducts formal annual review of by-laws and policies.

The Board will maintain a standing Governance Committee to self-evaluate the Board and the individual participation of each board member. The Committee may mvoe to sanction or recommend removal of board memebtrs as outlined in the proposed bylaws.

All baord members are expected to maintain appropriate attendance and participation in committee meetings, board meetings, and strategic retreats in order to maintain good standing on the Board. Removal would be recommended by the Governance Committee and a majority vote by Directors or a psoitive finding of a breach of ethics and/or egregious conduct.

All board members are expected to conduct themselves in full compliance with all duties of loyalty and care, reveal any real or perceived conflicts of interests, recuse themselves from discussion and vote in the case of such conflict, and not involve themselves in any self-dealing. Members who fail to conduct themselves accordingly will be considred for removal in accordance with the Bylaws. Self-dealing will never be tolerated.

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*

Figure 26: Year 1: 2020-21 Org Chart

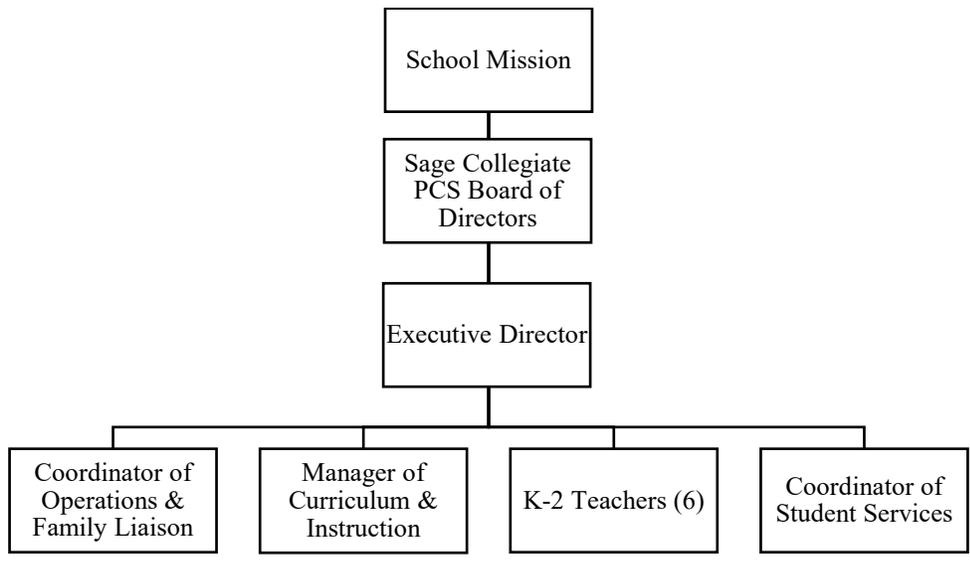
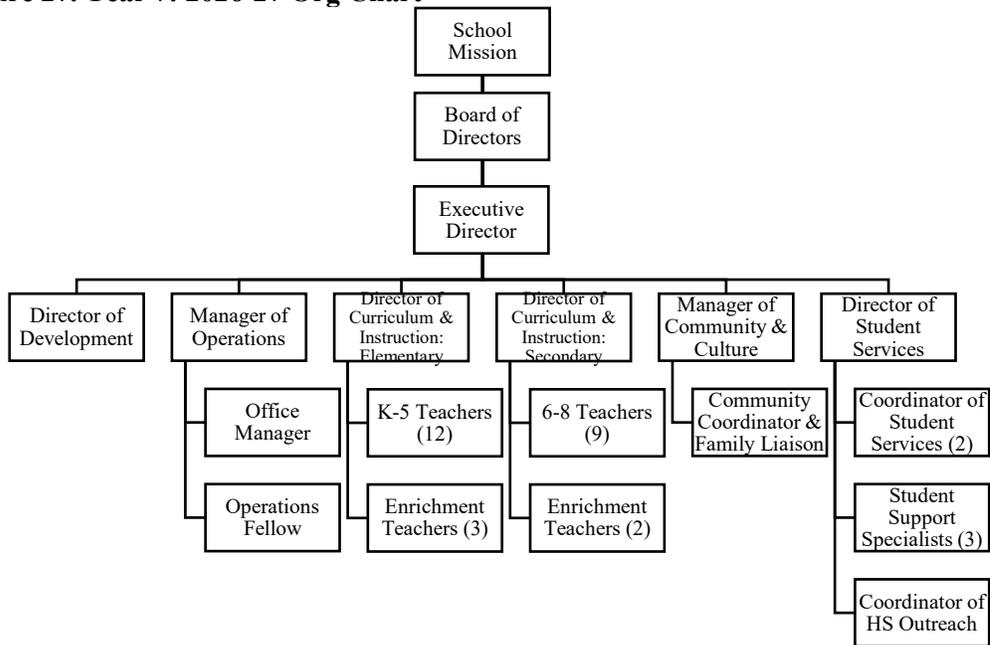


Figure 27. Year 7: 2026-27 Org Chart



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

Please see **Attachment 2**.

c. Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2018-19 school year.

Please see **Attachment 3**.

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

Please see **Attachment 3**.

1. *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.*

Lead Founder and proposed Executive Director Sandra Kinne is an experienced educator, who began teaching in 1999 in the Compton Unified School District as a Teach For America corps member. She was voted by her peers at “Teacher of the Year” at King Elementary for the 2005-2006 school year, and served in many leadership roles as a teacher, including School Site Council chairperson, Leadership Team member, lead teacher for the Gifted and Talented program at both district schools at which she taught, and was an elected CEA representative for 18 months. Ms. Kinne brings a cumulative 10 years of teaching experience, including in a special education school for emotionally disturbed students, BOCES – Kasson Road, and at a K-8 urban charter school, Southside Academy Charter School, in Syracuse, NY, where 97% of students qualified for free or reduced lunch.

For three years, Ms. Kinne served as an instructional coach in Las Vegas with Teach For America coaching 1st and 2nd year teachers in the Clark County School District; was a School Director for six months at two sites as part of Teach For America’s Summer Institute in Phoenix; and was an Assistant Principal at a middle school in Monterey Peninsula Unified School District, a Title I district. She brings experience in research evaluation, consulting on education projects – including PBS Kids. She holds a B.A. from Syracuse University, M.A. Ed. from Loyola Marymount University, and M.P.A. from Columbia University. Additionally, Ms. Kinne has a ‘Clear’ Teaching Credential and a Preliminary Administrative Services credential in the State of California. She has transferred both to Nevada and will complete the requirements for the full reciprocity of the credentials by Spring 2021.

Through the completed intensive and highly-selective Building Excellent Schools Fellowship, of which she was a 2016 Fellow, Ms. Kinne visited and analyzed more than 40 high-performing, high-expectation schools in high-poverty communities throughout the country. As a BES Fellow, Ms. Kinne has received more than 600 hours of direct development and extensive training and development on organizational leadership, financial planning and oversight, curriculum development and implementation, and school culture-building, and is completing several leadership residencies at high-achieving charter schools, working directly with high capacity leaders successfully leading high achieving teams within high poverty communities. In early 2017, Ms. Kinne completed an extended residency at Endeavor College Prep, a 2012 California Distinguished School and one of the Top 1% charter schools in California. In summer 2017, she completed a 5-week residency at Great Lakes Academy in Chicago, a high-performing exemplar school in Chicago’s South Side that has a 1+ rating from Chicago Public Schools, the highest possible rating.¹⁰² Sandra Kinne is the only identified staff member for Sage Collegiate, at this time.

As for the team’s governance qualifications, Building Excellent Schools will provide support and training for the full proposed board, and through Follow on Support (FOS), the Board – particularly the Chair – will have support and resources from the BES staff.

¹⁰² <http://www.glachicago.org/annual-report-20172018>

As a classroom teacher, Ms. Kinne's students often showed significant gains, growing more than 1.5 years on NWEA-MAP assessments and outperforming the district and state on state exams. In one year, Ms. Kinne's students scored 11 percentage points above the district average and 3 percentage points above the state average in ELA and 15 percentage points above the district average and 4 above the state average in Math. An example of her students' performance on state tests is provided in **Attachment 3**. Ms. Kinne taught for 10 years, and while teaching 4th grade in Compton, was the grade level chair. She has a Master of Arts in Education from Loyola Marymount and extensive experience with curriculum development, training, and implementation from her experiences. Given Ms. Kinne's completed Fellowship and continued work with BES, Sage Collegiate and its team will have continued access to high-performing schools from which to learn and strengthen curriculum and instruction needs. Ms. Kinne has only ever worked and/or coached in Title I schools, schools serving significant populations of at-risk students. In Compton, all of her students were students of color, and 100% qualified for free/reduced lunch. At the charter school in Syracuse, 97% of students qualified for free/reduced lunch, and 98% of the student population were children of color. She has experience with students with special needs having worked at a school that was designated a school for emotionally disturbed students, and as the Lead GATE Teacher for almost 5 years in CUSD. During the Fellowship, she received specific training around the design of a strong RtI program and developing in Special Education.

As a former Assistant Principal in a traditional district school, Ms. Kinne was responsible for managing, observing, and evaluating 15 teachers. While not directly providing evaluative feedback to teachers, Ms. Kinne did provide coaching and critical feedback for purposes of teacher growth to TFA cohorts ranging in size from 21 to 36, as well as managing a staff of 7 at two sites during TFA's 2014 Summer Institute in Phoenix. Continued involvement with Building Excellent Schools through direct coaching of Ms. Kinne and Follow on Support will support Ms. Kinne and Sage Collegiate with her continued development of performance management.

As a veteran educator, Ms. Kinne has spent countless hours engaging with parents and the community. As a teacher, she conducted Home Visits almost annually; she arranged to conduct parent-teacher conferences at parents' workplaces when the school's pre-arranged times were prohibitive; and she attended numerous students' birthday parties, communions, and family BBQs to build relationships. As a school leader, she attended community events; conducted community focus groups for issues impacting school neighbors (i.e., arrival and dismissal procedures that disrupted the school's immediate neighborhood); and represented the school at various community activities. In Syracuse, she lived just a mile from the charter school from which she worked, and on the same street as multiple students, leading to stronger family relationships (and also, students joining her for evening dog walks). In Las Vegas, as a Manager of Teacher Leadership Development with TFA, Ms. Kinne worked at dozens of schools throughout CCSD and became familiar with the communities, their families, and their needs. She has lived in Vegas for more than four years total and has extensive relations with community-based organizations like Leaders in Training and the other schools established by former BES Fellows.

As the proposed head of school for Sage Collegiate, Ms. Kinne will be fully immersed in the community, and there are strong plans, based on best practices of first-year schools, to build community and family support and establish the school as a community-centered institution. As of the submission of this application, Ms. Kinne was slated to teach 3rd grade at school in the targeted area for placement of Sage Collegiate, ensuring an opportunity to build relationships within the shared community. As evidenced in **Attachment 1**, there is support for Sage Collegiate by other school and community leaders in Las Vegas.

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

Proposed Executive Director Sandra Kinne will receive ongoing support from Building Excellent Schools in the planning year as well as in Years 1 and 2 of operation. This support will include coaching and development around hiring high-quality instructional and support staff that will fully and successfully implement Sage Collegiate's model. Leadership roles are described in **Attachment 2** and identify the minimum qualifications that are necessary for success at Sage Collegiate. The sequence of training and development through Follow on Support is outlined in **Appendix 1**.

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

A Sage Collegiate, exemplary teachers produce exemplary results. As retaining teachers and staff is a priority, we spend a significant amount of time and resources recruiting, coaching, and training our teachers, whom we see as the number one asset and most important investment that we can make as a school. We plan to be a school where teachers can develop and teach for many years; this creates deepened ties within our community, consistency for our scholars and families, and maintains institutional knowledge. We seek to grow our school leaders from within our teaching staff, and we take retaining teachers as seriously as recruiting and training.

The Executive Director will be responsible for hiring, supporting, and evaluating all school staff. When possible, all Leadership staffing will be completed by March for the following school year, and the full staff will be hired prior to the end of the prior school year. (That is, staff for the 2021-22 school year will be hired by the end of the 2020-21 school year.) The ED will establish a standardized hiring process that involves a resume review, short-answer questions, phone screen, demonstrated or taped lesson, feedback session with immediate re-teach opportunity, reference check, and a final interview. Sage Collegiate will have the proven experience of BES staff and network to support this process, including through all stages of staff selection and development. (BES will not have any management authority; they'll serve in an advisory and coaching capacity.) As the school grows, there will be opportunities for other Leadership Team members to be part of the selection and hiring process, but the ultimate decision to make an offer/hire a candidate lies with the Executive Director.

As discussed, Sage Collegiate provides 20 Professional Development days and 35 two-hour blocks of Professional Development on Fridays. Professional development focuses on strengthening instructional strategies, curriculum development, and building culture and relationships. Teachers are observed and coached to develop their skills and capacity, and support is individualized and differentiated.

One of the most important ways to affect retention is the maintenance of a highly-professional culture reflective of our shared Core Values. The professional culture is a priority for the school and an area on which we focus constantly. Modeled after Boston Collegiate Charter School and Great Lakes Academy, we will form a Teacher Retention Committee in Year 2. Anyone who is interested may join the monthly committee meetings, which meet with the School Leadership Team and make recommendations directly to the Executive Director.

Our pay structure provides for an annual bonus, for all returning staff members, based upon a trigger group. This trigger involves a schoolwide goal. In Year 1, that goal is three levels of growth on the STEP for all scholars. The group-trigger is based upon our Core Value of Purpose, and our belief that strong student achievement is our purpose for existence and that every adult in our building impacts and influences student achievement. Strong staff members are invited to remain on our team, and they receive a bonus in their first paycheck for the next school year.

In addition, as a developing school, there are a number of growth opportunities for individuals at the school as we build to capacity. For example, once a grade level has been operating for two years, the Leadership Team selects a grade level lead, and we have content team leaders in Middle School. As mentioned, we want to grow our school leaders from within, and there will be opportunities for staff to become Director of Curriculum and Instruction, Manager of Community and Culture, and Director of Development, among other leadership roles.

4. *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?*

Primarily, the role of the ED is to set the instructional and cultural vision for the school and to then guide those priorities and goals over time. As the school grows, the ED will do this will working with an increasing number of Leadership team members to execute the schools vision and ensure student achievement. The Coordinator of Operations and Family Liaison, in Year 1, and later the Manager of Operations, will assume responsibility for the operational components under the management of the ED.

The Manager of Operations will manage the Office Manager and Operations Fellow, and they will all constantly maintain the vision of the role and a vision of excellence for the school. They will be all be managed by individual supervision and an ongoing cycle of goal setting, performance management, and evaluation.

The Leadership Team will have more members focused on instructional and community responsibilities, include the Manager of Community and Culture, the Director of Development, Director(s) of Curriculum and Instruction, and Coordinator/Director of Student Services. The ED's goal will be to ensure the vision of excellence for the school is maintained and will manage through layers. These team members will have managerial responsibilities in order to empower and enable their designated team members to execute on instructional models and community priorities. The Instructional Team will include the ED, Director(s) of Curriculum and Instruction, the Coordinator of Student Services (in later years, the Director of Student Services), and the Manager of Community and Culture.

The ED is the leader of the school and s/he will manage the Leadership team to general results, and the will manage the Operations and Instructional teams separately to provide intentional direction and support. S/he will also ensure that collective staff feedback is taken into account in assessing instructional, operational, and community priorities and/or initiatives, in particular when making decisions about investment in resources and external PD opportunities.

As the leader and the person ultimately responsible for the work that will fulfill the school's mission, the Executive Director is responsible for the approval of training and staff development, which includes 20 full days and 35 abbreviated days throughout the year. This amount and intentional focus on building staff capacity will ensure the Sage Collegiate staf has the skills, capacity, and support necessary to ensure student achievement, meeting of goals, and strong school culture.

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

Over time, as the school and staff grow, we aim to have institutional knowledge through the retention and promotion of staff members. We plan to grow and develop staff, so as to have the skills, capacity, and long-term engagement of staff who know our students, families, and program. We will develop specific handbooks and manuals related to each role, including Coordinators-, Managers-, and Director-level positions in order to have collective, long-term knowlegdge transfer to individuals but stay within the role. This ensures continuous, efficient sharing of information in the event of an unexpected departure, absences, or transition. When staff leave their role and/or the school, we aim to conduct exit interviews to

gather information on why they’re departing, but, also, to be able to capture information specific to their role to ensure continuity of services and responsibilities.

STAFFING

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

Year	2020-21 (Y1: K-2)	2021-22 (Y2: K-3)	2022-23 (Y3: K-4)	2023-24 (Y4: K-5)	2024-25 (Y5: K-6)	2025-26 (Y6: K-7)
School Staff						
Executive Director*	1	1	1	1	1	1
Coordinator of Operations & Family Liaison	1	1	0	0	0	0
Manager of Curriculum & Instruction*	1	1	1	1	1	1
Coordinator of Student Services*	1	1	1	1	2	2
K-5 teachers	6	8	10	12	12	12
6-8 teachers	0	0	0	0	2	4
Enrichment Teachers	0	1	2	2	3	3
Director of Development*	0	0	0	0	0	1
Manager of Operations*	0	0	1	1	1	1
Office Manager	0	0	0	1	1	1
Operations Fellow	0	0	.5	.5	.5	.5
Director of Curriculum & Instruction: Elem*	0	0	0	0	0	1
Director of Curriculum & Instruction: Secondary*	0	0	0	0	.5	.5
Manager of Community & Culture*	0	0	0	1	1	1
Community Coordinator & Family Liaison	0	0	.5	1	1	1
Director of Students Services*	0	0	1	1	1	1
Student Support Specialists/Special Education Teachers	0	1	2	2	3	3
Coordinator of High School Outreach	0	0	0	0	0	.5
Total FTEs at School	10	14	20	24.5	30	34.5

* Indicates a Leadership Team role

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.

Sage Collegiate ensures that it will follow all SPCSA, local, state and federal laws in all matters relating to human resources and personnel. Sage Collegiate is an equal opportunity employer and will not

discriminate in its practices based upon race, age, national origin, sexual orientation, gender, disability, or any insidious or historically under-protected category. Sage Collegiate has a commitment to a diverse, welcoming environment for all members, and will base hiring decisions upon reasonable responsibilities basis. Sage Collegiate will hire staff as early as possible before the end of a school year to allow for ongoing monitoring of performance of any new, incoming staff members

For hiring, we are able to connect with potential teachers and staff through the far-reaching organizations of Teach For America, TNTP, and UNLV, as well as drawing upon the national/regional/local network of educators of Lead Founder and Proposed Executive Director Sandra Kinne as a result of her work with Teach For America and Building Excellent Schools. We will also use EdJoin and other online data bases and job sites, as well as post on the school's home page. We will begin this process upon authorization in order to ensure a robust, strong staff is hired and ready to start in July 2020. In subsequent years, our goal is to have roles filled for the following school year by the end of April to ensure time for onboarding and professional development.

We have key mindsets, competencies, and culture fit for all staff members, including: belief in our mission and that all children have the capacity and ability to achieve, regardless of race, socioeconomic status, or zip code; the motivation to address and work toward closing the opportunity gap; alignment with our core tenets; and belief in the power of education, among others listed in the job descriptions of **Attachment 2**.

The process for hiring staff will be the following: 1) Resume Screen and Short-answer questions; 2) Phone Interview; 3) Demo Lesson or Observation with feedback session and re-teach opportunity for teaching candidates and Performance Tasks for Leadership and Support roles; 4) Reference Check; and 5) Final Interview.

While members of the Leadership team may be involved in various steps of the hiring process, the Executive Director assumes responsibility for the final hiring decisions of all staff at Sage Collegiate. All offers will be contingent upon full satisfaction of all required background checks.

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.*

As reflected in the Budget Worksheet and its narrative (**Attachments 15 and 16**), the salary range varies for a variety of reasons. Teachers and staff at Sage Collegiate will receive offers competitive with their experience and equivalent placement on a CCSD assignment. When the budget allows, we plan to offer 1%-2% more than the local district in order to ensure competitive salaries and strong talent at Sage Collegiate. We will offer competitive benefits, covering the costs of the contribution to the Public Employee Retirement System (PERS) and offering two options, per NRS 286.00.¹⁰³ Sage Collegiate will offer competitive group health coverage for all full-time employees that is comparable to the local district's.

As discussed in a prior section, one of the most important ways to affect retention is the maintenance of a highly-professional culture reflective of our shared Core Values. The professional culture is a priority for the school and an area on which we focus constantly. Our pay structure provides for an annual bonus, for all returning staff members, based upon a trigger group. Strong staff members are invited to remain on our team, and they receive a bonus in their first paycheck for the next school year.

¹⁰³ <https://www.leg.state.nv.us/NRS/NRS-286.html>.

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. All staff members have the responsibility and charge with creating a transformative school that prepares its students for academic achievement, college success, and a life of opportunity. Sage Collegiate aims to be a proof point school for communities like the one in which we intend to locate, proving that demographics do not define destiny.

Sage Collegiate will maintain a small school structure, with just 56-60 students in each grade level, and a higher ratio of adults to students in order to ensure all students are known and supported by teaching and leadership staff. In Year 1, based on all licensed staff, the Student-Teacher ratio will be 19:1. Our staffing structure places an importance on instructional staff, including classroom teachers, Enrichment teachers, and Student Support Specialists to ensure intentional, strategic support and strong, transformative instruction for students. Per the National Education Association in 2018, Nevada averaged 26 students per teacher in the prior year.¹⁰⁴

The Leadership Team’s role will be to provide outstanding professional development through the onboarding of new staff, Summer Professional Development, our PD and Data Days throughout the year, and our Friday blocks of Professional Development. The Leadership Team will also observe, coach, and provide feedback and supervision for all staff and members of the school community to ensure support and development in the effort to accomplish our mission.

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

As previously outlined, the process for hiring staff will be the following: 1) Resume Screen and Short-answer questions; 2) Phone Interview; 3) Demo Lesson or Observation with feedback session and re-teach opportunity for teaching candidates and Performance Tasks for Leadership and Support roles; 4) Reference Check; and 5) Final Interview.

During the interview process, the interviewer will assess for alignment to the school’s philosophy; competencies and prior examples of students’ academic achievement, and proficiency in teaching (for teaching candidates) as demonstrated by a demo lesson or observation. The applicant will be scored on qualifications, demonstrative skills, and philosophical alignment. References will be contacted preceding the final interview.

School staff that is subject to dismissal will be notified by their direct manager. Prior to the dismissal, the manager will consult with the Executive Director on cause and action steps in terminating the staff member’s employment. Both the manager and the ED will ensure that legal requirements and school procedural protocols are followed.

All offers of employment are contingent upon full satisfaction of all background checks, in compliance with state and federal law. Pursuant to NRS 391.033,¹⁰⁵ new employees not possessing a valid Nevada Teaching Credential must submit two sets of fingerprints to the Department of Justice to obtain a criminal record summary. The school will provide information for candidates and those who receive an offer with regards to locations for fingerprinting that are compliant with state statute. The Executive Director will monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board Chair will monitor the fingerprinting and background clearance of the Executive Director.

¹⁰⁴ <https://www.ktnv.com/news/report-nevada-has-most-students-per-teacher-in-country>.

¹⁰⁵ <https://www.leg.state.nv.us/NRS/NRS-391.html#NRS391Sec033>.

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.*

At Sage Collegiate, we adhere to these best practices of teacher evaluations, as identified through multiple site visits to schools within the BES Network:

- Evaluations provide educators with a system of frequent and constructive feedback that support continuous improvement among our educators and students.
- Supporting teachers' individual strengths and development needs results in improved instruction and student learning.
- Recognizing and learning from our most effective educators improves instructions, recruitment, retention, and training across Nevada.
- Combining observation data with student data generates a complete view of a teacher's effectiveness in the classroom.

Teachers are evaluated semi-annually by the Executive Director, using the exemplar evaluation systems shared by TNTP from leading, high-performing charter schools, like Brooke Charter Schools and Uncommon Schools. The developed evaluative tools will focus on ensuring teachers: have feedback to develop strong habits and practices of exemplary educators; receive recognition of strengths that lead to strong student achievement; and lead to small, manageable and measurable goals that have large impact on classrooms. Teachers will also work with the Executive Director, and, in Year 3 and beyond, the Director of Curriculum and Instruction, at the beginning of each year to set individual professional short- and long-term goals for themselves, on which they will also be evaluated. Teachers at Sage Collegiate are evaluated on three components: 50% observation data; 25% student growth score; and 25% student achievement data from assessments that align with the school's accountability goals.

Observation Data (50%): For our educators to continuously increase their instructional effectiveness and maximize student achievement results, our Executive Director conducts weekly observations based on the Sage Collegiate Teacher Performance Summary Rubric, which aligns to professional development sessions. (When the role is added, the Director of Curriculum and Instruction will conduct weekly observations.) Teachers are provided with written and/or verbal feedback, which they are expected to implement in their instructional practices immediately with on-going support from the instructional team.

The Sage Collegiate Performance Summary Rubric focuses on four areas: (1) Teaching and Learning, (2) Culture Management, (3) Leadership and Relationships, and (4) Responsibility to Team. Our Performance Summary Rubric provides a clear vision of what is expected for teachers in each area. Using elements from the most effective and current told across the nation for promoting teacher development, the Sage Collegiate Performance Summary Rubric is customized to ensure alignment to our instructional strategies and practices and common language that all teachers are trained on through professional development sessions at the beginning of the year. We align to other professional development resources, such as teaching videos that model specific instructional practices for which teachers are held accountable, providing them with concrete example for improving their practice. Weekly observations provide teachers with the feedback and support to continuously grow and improve their practice, and they are always aware of their progress. We also structure opportunities to recognize teachers and celebrate their growth.

Information from these frequent observations ultimately informs teachers' annual evaluations. While weekly observations and feedback sessions inform the evaluation process, teachers and a member of the instructional leadership team, specifically the Executive Director and/or Director of Curriculum and

Instruction, meet formally once a trimester to review the progress of teachers per the rubric and outline concrete next steps.

Student Growth Score (25%): Our educators must add value for every scholar during a school year, regardless of scholars' academic levels when they enter a teacher's class. To ensure the highest amount of achievement for every scholar and to hold teachers accountable for this achievement, a growth measure will be determined and used in the evaluation of our educators.

Student Achievement Measures (25%): Student achievement measures will be based on specific assessments, which include the NWEA MAP.

Please see **Attachment 5** for the teacher evaluation tool draft, and **Appendix 5** for further details of our Professional Development plan.

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

The Executive Director will be hired, managed, developed, and evaluated by the Board of Directors of Sage Collegiate. Thanks to the school's partnership with Building Excellent Schools, the Executive Director and the school will receive Follow on Support (FOS) in Y0, Y1, and Y2. BES will support the ED, as well as the Board to establish guidelines for evaluation and development of the ED role and will review the processes and tools for annual evaluation of this position at an organizational meeting following authorization. Beyond Year 2, the school, with Board approval, may decide to continue using an external consultant to assist with board training and development, including to support the Board's management and evaluation of the ED. Details about ongoing support are provided in the Follow on Support details, **Appendix 1**, and the leadership evaluation criteria draft is provided in **Attachment 6**.

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.

During planning Year 0 (Y0), the Board of Directors and Executive Director will ensure all necessary components are in place for a successful opening of the school in August 2020. The Board of Directors will hire the Executive Director following authorization. The Executive Director will hire all other roles.

Specifically, in Y0, we will hire a Coordinator of Operations and Family Liaison to oversee the logistical and operation pieces of our school prior to the start of the school year so that Sage Collegiate functions at the highest levels. In Year 1, we will have six general education teachers in K-2 and a Manager of Curriculum and Instruction, who will also support small group instruction in classrooms. We will also have a Coordinator of Student Services; the person in this role will be responsible for coordinating services to our Special Education and English Learners populations.

By Year 7, when we are at capacity, we will have a much fuller staff, as shown in our Org and Staffing Charts. Non-classroom support staff have a critical role at Sage Collegiate and provide operational support that ensures the school is run safely, effectively, and efficiently. Roles such as the Director of Development support grant writing and fundraising, to ensure we have a strong budget by which to support our programmatic endeavors. The Community Coordinator and Family Liaison leads student recruitment efforts and community outreach, ensuring we have robust student enrollment and strong partnerships within our school neighborhood. The Coordinator of High School Outreach helps coordinate

opportunities for students to enroll in high-achieving high schools to ensure the path they started in K-8 can be continued in high school.

We are intentional with our staffing design to ensure the best of use of resources and the strongest approach executing our educational program and fulfilling our mission. All roles will support compliance with all state and authorizer laws, policies, regulations, and procedures.

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.*

Following authorization, in Y0, the Executive Director and the Board will work with Building Excellent Schools to develop an emergency succession plan to ensure continuity of operations in the unexpected absence or departure of any critical management or board member. Sage Collegiate looks forward to hiring founding team members and beginning the process to detail plans for future cultivation and development of staff for leadership positions that become available as the school grows.

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.*

At Sage Collegiate, it is our hope that with the extensive support, coaching, and observation, that our teachers will have more than satisfactory performance. Understanding the realities of the work, however, means we need to be prepared to address unsatisfactory and underperforming staff. Observations and academic data may show insufficient growth or, in the worst circumstances, chronic underperformance at any level - schoolwide, leadership team member, grade, or teacher. When minimal growth occurs, along any of those levels, the ED reserves the ability to modify the supervision and responsibilities of staff.

Should insufficient job performance need to be addressed, the ED will put into place an Individual Professional Development Plan (IPDP), that is goal-orientated and specific and sets specific timeframes for accomplishment of said goals. If progress toward goals and improvement in the role is not made, the ED would consider terminated the individual, and in manner that upholds the school's mission and minimizes the disruption to students and the school community.

If the Executive Director were to demonstrate insufficient job performance, the Board would use a similar tool to support and propel job improvement, and would retain its ability to release the individual from that role should job performance remain unsatisfactory. The Executive Director will have the authority to lawfully terminate any staff member. All employees at Sage Collegiate will be offered employment at-will, and termination will follow all legal requirements. The Executive Director reports to the Board of Directors who reviews the performance of the organization and retains the ability to terminate the Executive Director. This includes the option of not offering a contract for a subsequent academic year.

This option is costly, as it represents at least an estimated \$1000 per FTE in projected recruitment costs during a transition between school years. It is not possible to provide a true cost estimate given, particularly if a staff abruptly or unexpectedly leaves. Further, hiring a staff member in the middle of a school year may require presenting a financially above market salary in order to compensate a prospective employee's transition.

Leader turnover is even more costly, due to the level of involvement by many staff members and board members to absorb the responsibilities but also the specific authorities of the school leader. Hiring for an

Executive Director will require a national search and would likely cost at least \$5,000 in advertising, travel, and other costs of interviewing not only local but regional and national candidates.

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

Sage Collegiate does not plan to use a HRIS 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.

Sage Collegiate will contract with a back-office provider to get support with payroll, Human Resources compliance, and accounting services. For preparing our application budget, we worked with EdTec. Our proposed budget reflects \$48,000 annually and \$1500 during Y0 based on prior estimates related to service providers. The relationship with the back-office provider will be managed by the ED in Years 1-3, with the Manager of Operations developed as the primary point person in Year 3, and then the manager of the relationship in Year 4 and beyond.

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 that are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.**
 - 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?**

The intent of Sage Collegiate is to serve students primarily in the 89107 and 89108 zip codes, though any eligible-by-age student in Nevada is eligible to enroll. Marketing is targeted to students residing in the community or attending schools in the community served and will comply with the requirements of all state, federal, and authorizer laws including SB208; NRS 386.580; and SB390. The initial enrollment period will begin at 12:00 a.m. January 6, 2020 and close at 11:59 a.m. on March 11, 2020. The initial lottery will take place on Thursday, March 26, 2020.

In subsequent years, the enrollment window will open on November 1 of each school year. Sage Collegiate will inform the public that it is accepting applications for admission for the following school

year and publicize the deadline for applications through direct mail announcements, flier distribution, community meetings, local newspaper announcements, social media posts, and public information sessions. The student application deadline will be March 15, with the public lottery taking place within two weeks. Any family interested in submitting an application to Sage Collegiate will be informed of the school's admissions policies and information about when the applications must be submitted in order to be included in the public lottery. Following the lottery, enrollment will be accepted on a rolling basis upon availability and given the preferences listed below.

Sage Collegiate will adhere to all notification guidelines, as laid out in SB208, informing families within a 2-mile radius of the identified school site of the start of the enrollment period at least 45 days in advance. We will not conduct a lottery sooner than 45 days after opening enrollment application, and we will make all reasonable efforts to contact all households within 2 miles of the school site to ensure a fair and equitable chance to enroll.

Within two weeks of the lottery, families will be notified via mailed letter by the Executive Director of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms. We target an application pool that is double our planned enrollment. In Year 1, with a planned enrollment of 58 students at each grade level, we aim to have at least 116 applicants in each grade, K-2, for a total of at least 348 applicants school wide. This trend of at least double the applicants for seats available continues through each of growth.

In Year 1, the Executive Director and the Coordinator of Operations and Family Liaison (in later years, the Manager of Operations and the Community Coordinator) will be responsible for monitoring progress toward enrollment goals and leading the recruitment and enrollment efforts.

Staff will receive training as part of their onboarding and Summer Professional Development, to ensure that the entire team understands the legalities of enrollment and can support and/or execute the recruitment and enrollment process. Sage Collegiate plans to partner with community organizations including, Communities in School, Nevada Succeeds, Three Square, TNTP, and United Way in the year prior to opening. We will also actively recruit students through the local branch of the Las Vegas-Clark County library, Head Start, Acelero, Sunrise Foundation, and local daycares.

Enrollment is monitored to ensure that, to the fullest extent possible, students enrolled reflect the diversity of the targeted community. Methods to increase recruitment of students, including students with special needs, for enrollment include: direct marketing to families in the targeted community; fliers distributed throughout the local community that welcome students with special needs; Community meetings open to all interested parents and community members that include presentations of services for EL and SPED students; Local announcements in free media, social media, and paid media; Open House at the school site prior to the opening of school; Meetings, materials, communications provided in English and in Spanish.

We aim to maximum opportunity and access for families in poverty, academically low-achieving students, students with disabilities, and other students at risk of academic failure. As such, preference for available spaces will be given to students: 1) Siblings of current students; 2) Students currently zoned to attend a school that has received a rating in the lowest two tiers in the previous year and within a 2-mile radius of Sage Collegiate; 3) Students who may be enrolled in any early childhood or Pre-K program at Sage Collegiate; 4) Children of current staff members; 5) Students who are at-risk as defined by English Language Learners (must report home language status) and who live within a 2-mile radius of Sage Collegiate; 6) Students who are at-risk as defined by economically disadvantaged (must submit income

verification) and who live within a 2-mile radius of Sage Collegiate; 7) Students zoned to attend overcrowded schools (greater than 25% over capacity) and who live within 2 miles of Sage Collegiate; 8) Students who reside within 2 miles of Sage Collegiate’s facility; 9) Students residing in CCSD who are at risk as defined as English Language Learners (must report home language status); 10) Students residing in CCSD who are at risk as defined as economically disadvantaged (must report home income verification); 11) Students residing in Clark County. If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade.

During any period of discretionary grant funding from the U.S. Department of Education, Sage Collegiate will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.

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?

Our recruitment plan upon opening will be akin to our Y0 recruitment plan to ensure enrollment is at capacity, and so we maintain a robust waitlist. We will focus our recruitment efforts on incoming Kindergartners, while also ensuring we have all seats filled each year in all grades. We will continue successful outreach efforts, which we expect to include direct mailers, social media, community engagement, and informational sessions. Additionally, our enrolled students’ families will be our best representatives, and we will seek volunteers who can advocate on the school’s behalf and reach out to prospective families within the community.

The Coordinator of Operations and Family Liaison, in Year 1, will be the primary person responsible for recruitment, with considerable support from the Executive Director. In subsequent years, the Manager of Operations, Community Coordinator and Family Liaison, and the Manager of Community and Culture will all collaborate and lead the recruitment efforts. We expect to have a robust waitlist, from which we will backfill seats during the school year. While we anticipate a 9-11% attrition rate, with a goal of retaining at least 90% of students each year, we will backfill through 6th grade.

All staff will receive training and development to understand the recruitment and enrollment process, and the legal responsibilities so that they may serve as ambassadors of the school in conversations with families, community members, and prospective students.

3. Complete the following tables for the proposed school to open in 2018-19.
a. Minimum Enrollment [Must Correspond to Break Even Budget Scenario Assumptions]

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	52	52	52	52	52	52
3	0	52	52	52	52	52
4	0	0	52	52	52	52
5	0	0	0	56	56	56
6	0	0	0	0	56	56
7	0	0	0	0	0	56

8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	156	208	260	316	372	428

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	56	56	56	56	56	56
1	56	56	56	56	56	56
2	56	56	56	56	56	56
3	0	56	56	56	56	56
4	0	0	56	56	56	56
5	0	0	0	60	60	60
6	0	0	0	0	60	60
7	0	0	0	0	60	60
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	168	224	280	336	400	460

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	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	0	60	60	60	60	60
4	0	0	60	60	60	60
5	0	0	0	64	64	64
6	0	0	0	0	64	64
7	0	0	0	0	0	64
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	180	240	300	364	428	492

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.***

Sage Collegiate Public Charter School will open in August 2020 with 162 students: 56 each in Kindergarten, 1st, and 2nd grade. Each year, using a slow growth model, we will add one grade level of 56 students in K-5. In Year 5, our first year of Middle School (6th - 8th grade), we will add 60 students in 6th grade and increase our 5th grade enrollment from 56 to 60. We will continue to add 60 students in 5th through 8th grade until we are at full enrollment in the 2026-27 school year with 520 students.

This innovative strategy of slow growth allows us to strategically increase our impact through establishing our ambitious culture and academic program that support high levels of achievement for all learners and all subgroups. We will have a strong capacity to professionally develop staff and grow a standards-driven curriculum strategically year-by-year, as well as develop, implement, and sustain a strong assessment system to monitor student achievement against ambitious and measurable annual goals.

As research shows, the slow-growth model is far more effective and produces stronger academic achievement than a full-growth model. *“Schools that pursue a Slow Grow strategy to growth generally outperform schools that open with their full grade span enrolled. Fiscal considerations notwithstanding, staggered growth appears to be a preferable option from the standpoint of academic performance.”*¹⁰⁶

This enrollment strategy will allow students to experience a small school model and allowing for a more supportive environment that targets the individual needs of students. Research shows small school models are particularly beneficial for students in low-income communities and children of color. A 2014 study by MDRC, a non-profit, nonpartisan education and social policy research firm, shows that not only did a small school environment raise high school graduation rates by 9.4%, they boosted college enrollment by 8.4%.¹⁰⁷ *“As it turns out, small schools do exactly what you might expect. Smallness can create more opportunities for young people to be known, both by one another and by the adults in the building. The relative intimacy of small schools can foster trusting, caring, and attentive relationships.”*¹⁰⁸

Our initial Kindergarten, 1st, and 2nd grade classes will enter Sage Collegiate PCS in August 2020 and by the following June, they will have the foundational skills, core content knowledge, and academic habits vital to successfully matriculate into the next grade and with achievement that puts them in the upper quartile on national assessments¹⁰⁹ in reading and mathematics, including the Strategic Testing of Educational Progress (STEP) literacy assessment that measures students’ reading levels and provides information about students’ reading skills in fluency, accuracy, phonemic awareness, and reading comprehension.

In the fall of 2027, our first matriculated cohort of students will enter high school, fully prepared to outperform and outpace peers in the community and achieve measurable results competitive with students throughout Nevada and neighboring states. In 2031, our first class of Kindergarteners will graduate from high school having fully satisfied the state’s graduation requirements, prepared to succeed in any four-

¹⁰⁶ Peltason, Emily H., and Margaret E. Raymond. “Charter School Growth and Replication: Volume 1.” Center for Research on Education Outcomes. January 30, 2013.

¹⁰⁷ Bifulco, Robert, R. Utterman and S. Bloom, MDRC, “The Relative Costs of New York City’s New Small Public Schools of Choice.” October 2014. <http://www.mdrc.org/news/press-release/new-findings-show-new-york-city-s-small-high-schools-boost-college-enrollment>.

¹⁰⁸ Schneider, Jack. “Small Schools: The Edu-Reform Failure that Wasn’t.” *Education Week*. February 9, 2016.

¹⁰⁹ Students will have specific goals and individualized targets for percentile points growth based on their first-year growth rate and the ultimate goal of 75%, which puts students on a college-ready path per the Northwest Education Association Measure of Academic Progress (NWEA MAP), the nationally-normed, comparative, longitudinal assessment.

year college of their choice, equipped with the knowledge, mindsets, and habits crucial to academic success.¹¹⁰ In 2035, our founding scholars will graduate from college fully prepared to fulfill a life of opportunity for themselves and their families. They will be ready to contribute to society, serve as leaders in their community, and be exemplars of what is possible for every person in our community -- rooted in a public, college preparatory education that began in Kindergarten. We will construct, grow, and sustain Sage Collegiate PCS with board members, school leaders, instructional leaders, school staff, community members, and families, and we will continuously invest all stakeholders in our school’s mission, core values, and beliefs.

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.*

Please see **Attachment 10**. In addition to the plan we’ve developed, we will also align our start-up work with the SPCSA’s Pre-Opening Checklist and Plan, which we would receive shortly after authorization.

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

The proposed school leader and Lead Founder, Sandra Kinne, was a 2016 Building Excellent Schools Fellow and completed the Fellowship with her cohort. BES is a highly-selective, nationally recognized organization, that over the course of an intense 12-month period, BES trains, mentors, and supports Fellows to study the highest performing schools, refine elements of their education and business plan, build a strong Founding Team, and garner wide community support. The BES Fellowship grounds participants in best practices around: organizational development, instructional design, charter accountability, and leadership. Through leadership residency in a high-quality urban charter school, ongoing evaluation and consultation, and training specifically focused on school leadership, BES Fellows are prepared to begin the work of running successful schools. In the first six months of the program, 2016 Fellows, including Ms. Kinne, received more than 600 hours of direct development and visited 41 schools, while analyzing and studying a dozen more.

As part of the Fellowship, Ms. Kinne completed two-5-week residencies at high-performing schools, Endeavor College Prep in Los Angeles and Great Lakes Academy in Chicago. During the Incubation Year, Ms. Kinne will have the opportunity to spend time in Las Vegas based K-5/K-8 schools, such as Futuro Academy and Nevada Rise Prep, to further develop her skills, observe best practices, and refine the details for a strong open of Sage Collegiate in August 2020.

As part of her affiliation with BES, Ms. Kinne and Sage Collegiate will participate in Follow-on Support (FOS) during the Incubation Year and through the first two years of operation (2020-21 and 2021-22). She will receive support and development from a leadership coach with BES, and she – and her developing team – will be able to participate in training opportunities, like Weekend Warriors, with BES at its affiliated schools nationwide. Further, Sage Collegiate will have the support of Opportunity 180 here in Las Vegas through a start-up grant and assistance in the process to secure a facility.

- 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.*

¹¹⁰ Following the model of Brooke Charter Schools, along with BES schools Democracy Prep, and Excel Academies, our Coordinator of High School Outreach will track the longitudinal progress of our students and be able to provide intentional support and guidance through College Family Nights and workshops on FAFSA and college applications for families and alumni.

Following authorization, proposed Executive Director will work in a nearly full-time basis to execute the Incubation Year Plan (**Attachment 10**). The Executive Director will be compensated using a grant secured by Opportunity 180. (Please see **Attachment 1** their letter of support.) Additionally, the Coordinator of Operations and Family Liaison will be hired to start part-time in March 2020 and will shift to full-time work by the end of May 2020. The Manager of Curriculum and Instruction will be hired to start on a part-time basis in April 2020 with a small stipend in order to best collaborate with the Executive Director on the Summer Professional Development. All funding for working employees prior to July 1, 2020 will be through the Opportunity 180 grant funding. We intend to apply for the Charter School Program Planning grant funds.

DUAL-CREDIT PARTNERSHIPS

This section is not applicable to our application.

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)***

Transportation: Sage Collegiate is a proposed neighborhood school in the 89107- or 89108- zip codes. We plan to enroll the vast majority of our scholars from those zip codes, and our targeted enrollment will be within a 10-block radius of our future facility. As such, we expect students will either walk to school, or, if their families choose, take public or private transportation. This is aligned with current transportation practices within CCSD. We will provide transportation via a contracted provider in accordance with any IEP or the McKinney-Vento Homeless Assistance Act.

We will work to ensure that the school is centrally located for local families, and with access to public transportation. In a variety of ways, we will work with families to facilitate drop-off and pick-up, including training both staff and parent volunteers to help direct traffic, act as crossing guards, and walk scholars to and from car to school door. As a Building Excellent Schools Fellow, Ms. Kinne observed and studied the arrival and dismissal practices of three dozen schools, which have a secure, efficient process that minimizes disruption to the school's neighbors and maximizes safety. We will implement similar procedures. We will invite and collaborate with families to create carpools and provide a family directory, including all families who provide written permission to include their name and contact information.

Food Service: Sage Collegiate will contract with an outside agency for its food service needs. Sage Collegiate will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. Sage Collegiate will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Facilities Maintenance: Sage Collegiate will contract with a custodial and basic maintenance provider to provide cleaning and basic regular-use maintenance of the facility. As tenants of the facility, the expectation for overall maintenance of the facility will not be the responsibility of Sage Collegiate

School Health and Nursing Services: Health services at Sage Collegiate will be based on student need. The school will contract with the appropriate trained and qualified health professionals to deliver services to such students. Professional development will be provided to the faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA.

State required examinations will be conducted by the FASA as follows:

- Auditory and Visual: Kindergarten, 3rd grade, 6th grade
- Scoliosis Screenings: 7th grade
- Height and weight evaluations: 4th and 7th grade

The school will be responsible for contacting parents/guardians in advance of any physical examination to describe the examination and provide the opportunity for any parent or guardian to excuse the student from all or part of the examination. The FASA will be responsible for notifying the parents/guardians of results in any of the screenings. Per NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the prescribed format.

Purchasing processes: All purchases must be authorized by the Executive Director. Any expenditure in excess of \$5,000 for the purchase of a single item should have bids from three (3) suppliers, if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

All purchases over \$100 require a purchase requisition. The Executive Director will approve the purchase requisition after determining: a) If the expenditure is budgeted; and b) If funds are available for the expenditure.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573). The Governing Board must approve any contract over \$10,000.

Safety and security: Sage Collegiate will develop an Emergency Operations Plan,¹¹¹ as required by state law. Emergency procedures and planning will address fires, lockdowns (hard and soft), earthquakes. Students and staff will participate in an emergency drill at least once a month, per NRS 392.¹¹²

Sage Collegiate will not hire specific security personnel for the school. The school will check visitor's driver licenses or other photo identification before a visitor is allowed to enter the school. Visitors will be required to a visitor's badge for the entirety of their campus stay. Guests without visitors' badges will be escorted out of the school.

¹¹¹http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Emergency_Management/CrisisEmergencyResponseModelPlanChecklist2018.pdf.

¹¹²<https://www.leg.state.nv.us/nrs/nrs-392.html#NRS392Sec450>.

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

As a school intending to prepare their students for the 21st Century and a global society, technology is critical to students' learning opportunities. Each teacher will be provided a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. Students will use Chromebooks, used for blended learning program for literacy, and when available, math. In the first years, a ratio of 1 computer to 5 students is used and that ratio will build with enrollment with the eventual goal being 1:1 device to support learning and assessment needs. The estimated average cost per device is \$400. The budget also accounts for multiple line items related to technology, including a secure wireless network and serve, staff laptops, and student Chromebooks. The technology infrastructure will support blended learning, wireless internet, student learning, and staff efficiency.

- 6. 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.**

In keeping consistent with statewide record keeping, Sage Collegiate intends to use Infinite Campus for student information. Staff will have Professional Development, with Infinite Campus providing training to the ED, Coordinator of Operations and Family Liaison, and Coordinator of Student Services. These three individuals will also have administrative user rights in Year 1 and will monitor data entry, including the enrollment and un-enrolling of students. The individuals in these three roles will also facilitate the professional development and training related to the system to the rest of the school team.

Teachers will use Infinite Campus to record daily attendance, grades and students' academic data, and initial discipline referrals. Members of the Leadership Team will regularly review accurate use of Infinite Campus in academic and attendance functions, and the Leadership Team will be responsible for finalizing and fully documenting all disciplinary records entered in to Infinite Campus.

The Coordinator of Operations and Family Liaison, and later the Manager of Operations will serve as the project manager for Infinite Campus, providing individual support and whole group development to all staff members needing support with the system and will be the main liaison to technical support. Final responsibility for all reporting requirements will be the responsibility of the Executive Director, who shall maintain close communication with the Nevada Department of Education and the SPCSA to ensure compliance with all regulatory and reporting requirements.

- 7. 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.**

Sage Collegiate will establish and maintain privacy policies fully aligned with all regulatory and legal requirements of FERPA, and any other relevant laws and regulations. Regarding data security, Sage Collegiate will maintain policies regarding the use of student information at the direction of the Executive

Director. The policy will encompass privileges and rights for differing levels of personnel, clear guidelines for protected information and encompass use of school materials, software, reports, social media policy, and the collection of particular waivers and permissions for limited situations. This policy will be set in collaboration with the SPCSA in order to ensure full legal compliance. The policy will encompass all student records, personnel records, Special Education records, use of images, and any other protected information, and will encompass collection, storage, and deletion or destruction protocols.

Under the direction of the Executive Director, the Coordinator of Operations, later the Manager of Operations, will establish and maintain digital and physical infrastructure to maintain privacy controls in place for all sensitive information and records. This infrastructure will include username and password protected access hierarchies on various software, including Infinite Campus. Additionally, the Manager of Operations will establish clear guidelines for the storage and proper disposal of any physical materials containing sensitive information, including strictly controlled storage areas under lock. The Manager of Operations will determine key arrangements to allow only authorized personnel to access physical records regularly.

8. *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.*

Please see **Attachment 12**.

FACILITIES

1. *Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:*
 - a. *The desired location of the school facility;*
 - b. *The number of general education classrooms required each year;*
 - c. *Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;*
 - d. *Space requirements for administrative functions, food services and physical education*

Our ideal facility location, given our focus on being located in a centralized within the 89107 and 89018 zip codes, our ideal facility is location is on one of those two zip codes. On average, K-8 slow growth model charter schools move two times after they open as they get to capacity. Typically in Years 3 or 4 and then again in Year 6, as they enroll middle schoolers. Ideally, we would be able to locate a space in which we can stay and into which we can grow, thus alleviating unnecessary stress on our families, students, and staff. Three locations thus far identified in our preferred community would have the space to allow us to grow to capacity.

Based on best practices of charter schools, we need 85 square feet to 120 square feet per student. Given our slow growth model, our specific footage needs varies. In Year 1, we would need at least 14,280 square feet. In Year 2, at minimum, we would need 19, 210 square feet. At capacity, in Year 7, we would need at least 44,200 square feet. At minimum, facilities components include:

- **Classrooms:** Each classroom must have at least 750 square feet and be of a shape that the entire classroom is visible from one vantage point. We would prefer classrooms that have windows and/or access to natural light and be of a shape that is reasonably square. Ideally, Kindergarten classrooms would contain their own bathroom, though this is negotiable.

- **Enrichment/Pull-Out Space:** We would like to have at least 3 rooms for Special Education/ELL support, Enrichment, and conference space. These rooms would be at least 750 square feet, as with the classrooms.
 - **Office:** We require a main office space near the main entrance of the building, with room for a desk for a reception area with waiting space for families and guests. We would like at least one private meeting space for 1-2 school leaders near the main office area.
 - **Teacher Work Room:** This space will ideally provide room teachers’ desks, curricular materials, and at least one copy machine and large laminator.
 - **Bathrooms:** The facility will need to meet occupancy requirements for the number of bathrooms necessary, including a bathroom for staff that is separate from student bathrooms.
 - **Multipurpose Space:** We are looking for a multipurpose space that could be used for meals (breakfast and lunch), daily and weekly gatherings (Morning Motivation, Weekly Jubilees), PE class, and indoor recess as needed. Ideally, the space would be at least 2500 square feet.
 - **Outdoor play space:** An ideal location would have a 5,000-square foot fenced outdoor location that could be outfitted with grass or approved rubberized material. It would be possible to install a playground space in an existing parking area, if necessary. We would also like to be able to have a canopy over the main space, to safeguard against the sun.
 - **Parking/Drop-off:** We anticipate a need for 40 parking spaces during the school day in the first five years of operation for staff and family needs. We will also require drop off and pick up lanes at the beginning and end of day. We will work diligently with city officials to ensure that school traffic is managed in such a way as to prevent delays or impediments to typical traffic ways.
 - **ADA Compliance.** Preferably, the facility we select will already meet all ADA requirements; if not, we will ensure that our facility meets all guidelines prior to the first day of classes.
2. *Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.*

The Proposed Executive Director has begun researching possible locations and has had preliminary introductory conversations with EPR Properties and Building Hope, with whom the founders of Nevada Prep and Nevada Rise worked to secure their facility. We have identified several available shopping plazas with appropriate amounts of space and have begun researching the feasibility of retro-fitting available spaces and the timelines that would entail. We will work with Opportunity 180 on facility securement, as well. These conversations will continue through the application process, with the goal of having a specific facility identified by the time of anticipated authorization.

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.*

Please see our budget narrative, **Attachment 15**, for this information.

4. *If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility*

identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

This is not applicable to our application, as we currently do not hold a facility or MOU.

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

We bring the local support of Opportunity 180 as well as the national support of Building Excellent Schools and their network of charter school leaders (founders of Futuro Prep and Nevada Prep) who have recently successfully navigated the securing, renovation, and financing of facilities under similar constraints and resources and who have been advising us in these early planning stages. While we do not currently have someone on the proposed Board or staff with facility experience, we are prioritizing this area of expertise as we continue Board recruitment. We intend to pursue further conversations with Building Hope and EPR Properties as well in order to secure a strong, experienced partner.

6. Explain the organization’s plan to maintain the independent facility.

Sage Collegiate will contract with a custodial and basic maintenance provider to provide cleaning and regular-use maintenance of the facility. As tenants, the expectation for overall maintenance of the facility will be included within the lease details as finalized and as is typical in such contracts, overall maintenance will be the responsibility of the landlord.

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?

Given recent and increasing events related to safety, particularly in Las Vegas with the 1 October shooting and all-too-frequent school shootings, an Emergency Management Plan is of utmost importance.

Sage Collegiate will develop a crises management plan in collaboration, coordination, and compliance with local authorities and aligned with state statute. The plan will require several factors to be successfully implemented, as denoted in **Figure 24** and in compliance with requirements as articulated by NRS.392.600-656.¹¹³

Sage Collegiate looks forward to coordinating with Metro Police Department to solidify and approve a plan that collaborates and coordinates with local authorities.

FIGURE 28: Factors of Crisis Management/Emergency Plan

Factor	Description
Personnel	The Coordinator/Manager of Operations will be the project manager for all crisis plan implementation. The CO/MO will report to the Executive Director and create a comprehensive training sequence to ensure all staff are adequately trained on all components of emergency planning. Once the role is established, the Office Manager will be the primary support team member to assist with the training and execution of the plan.

¹¹³ <https://www.leg.state.nv.us/nrs/NRS-392.html#NRS392Sec600>.

Technology	The Emergency Management plan will require technology to be implemented, chiefly the ability to have a perimeter alarm activated in home/away modes and internet enabled crisis reporting infrastructure.
Equipment	For emergency purposes, Sage Collegiate will invest in equipment in two broad categories: Facility (ex. soft/hard lockdown ability), and mobile (ex. Two-way radio sets). The specific requirements per the plan will be contingent on the final facility specifications.
Policies	<p>The Coordinator/Manager of Operations, at the approval of the Executive Director, will develop policies governing two broad categories:</p> <ol style="list-style-type: none"> 1. Procedures: The plan will include descriptions of and directors for particular procedures, including but not limited to soft lockdown, hard lockdown, shelter in place, active shooter, earthquake, fire, evacuation, relocation, anaphylaxis, severe medical emergency. 2. Preparedness: The plan will include training and development around all forms of crisis response and provide for regular drills and practice monitored by the appropriate authorities. The Manager of Operations will monitor all practice and drills for performance with appropriate targets for correct response and time of response.

As the project manager the Crisis Management Plan, the Coordinator/Manager of Operations, and later the Office Manager, will maintain records of staff participation in all training, practice and drills to make note of any individualized support needed for particular staff members to ensure a safe environment for all students and staff. Sage Collegiate will retain all appropriate insurance and has allocated a figures based on conversations with vendors who have worked with charter schools in the past, which can be found on the budget attached as **Attachment 15** and **Attachment 16**, as well as legally mandated items such as worker’ compensation insurance. A comprehensive listing of all insurance is provided in **Attachment 14**.

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

Please see **Attachment 14**.

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.*

Sage Collegiate will contract with a comprehensive back-office provider to support accounting, and bookkeeping services, payroll, budgeting, financial reporting, forecasting, grant writing support, and compliance and data management services. In the case of an independent audit, Sage Collegiate will hire a firm to conduct the audit of the school.

In selecting and contracting with a back-office provider, Sage Collegiate will engage services on a competitive ‘Request for Proposal’ (RFP) basis, aiming to seek at least three quotes of service before the Board makes the ultimate selection and enters into contract with the provider. We will look at three criteria, based on best practices of other high-quality schools:

- 1) **Proven Track Record:** The vendor will have a history of operation that is legitimate and satisfactory. The ED will research and provide reviews, accreditations, designations, and awards associated with a provider in a comprehensive track record report and will present such information to the Finance Committee and through it to the full Board for its review and vote.
- 2) **Mission Alignment:** The vendor will have a stated or proven commitment to working with charter schools of transformative change for at-risk students and show familiarity with the conventions of the industry. The Executive Director will research and provide any documents relevant to establish the level of mission alignment of a given vendor and will present such information to the Finance Committee and through it to the full Board for its review and vote.
- 3) **Competitive Pricing:** The vendor will provide a competitive and transparent pricing plan that fits the scope and constraints of the RFP in a timely and professional manner. The Executive Director will research and provide any documents relevant to pricing plans and will present such information to the Finance Committee and through it to the full Board for its review and vote.

All contractors will be selected by an RFP process established by the Finance Committee of the Board of Directors, and the Board’s approval of the final selection through such process. The current budget reflects these expenses in the narrative and specific line items as based upon ranges from conversations with vendors and/or local, similarly-sized charter schools’ start-up and current costs.

Sage Collegiate intends to create financial and administrative processes in consultation with a contracted back-office provider in order ensure proper financial controls are in place, primarily through a clear segregation of duties between the Executive Director, Coordinator/Director of Operations, and Treasurer of the Board. The founding team of Sage Collegiate will develop plans and systems to codify into a Financial Policies Handbook with the contracted labor of this back-office provider.

With the support of the provider, the Executive Director of Sage Collegiate will create and implement a plan of financial and administrative procedures and cycles to adhere to all reporting procedures and requirements of public schools in Nevada, and to best support the Board of Directors by reporting relevant information in a timely and accurate manner. The Sage Collegiate Board of Directors and proposed Executive Director are committed to going above and beyond in safeguarding the short- and long-term fiscal health of the organization throughout its operations.

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.*

Please see **Attachment 15**.

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

Please see **Attachment 16**.

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

The annual audit will take place after the close of the fiscal year. Sage Collegiate will seek to earn an unqualified audit and excel in following GAAP standards. The auditor will be selected annually by the Board of Directors in a competitive RFP process. The auditor retains complete freedom and direction over audit procedures and will require documents to ensure Sage Collegiate has complied with GAAP standards and all other regulatory requirements for public schools in Nevada.

Sage Collegiate intends to contract with a back-office administration provider in order to ensure support with compliance with all rules, regulations, and reporting guidelines for public schools in Nevada. Sage Collegiate looks forward to attending all workshops and trainings provided by the State Public Charter School Authority and any other public agencies to ensure compliance with all regulations, including any newly legislated requirements.

Sage Collegiate will consult with a back-office provider in creating a draft financial policies handbook which will ultimately be approved by the board of directors. The policies and procedures will in particular detail the internal institutional controls necessary in procurement, purchasing, and all transactional approvals. The Executive Director, Coordinator/Director of Operations, and Treasurer will serve as the three chief financial agents of the organization, and all processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight.

The annual audit will be completed in accordance with all required deadlines, and a copy of the auditor's findings will be forwarded to the authorizer and any other mandated recipients. The independent fiscal audit of Sage Collegiate is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request. The independent fiscal audit of Sage Collegiate is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

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