



**ACADEMIES OF
MATH & SCIENCE**

Phase II Application

Request for Qualifications

High-Performing Charter School Operators Interested in
Restart Work in Accordance with Nevada Revised Statute
388A.300(1)

Submitted by
AMS Schools - National, Inc.

October 31, 2025

Introduction

Founded in 2002, the Academies of Math and Science (AMS) is one of Arizona's longest-serving, most successful K-8 charter school networks. As a network, AMS exclusively opens and operates schools in economically disadvantaged communities with a demonstrated need for a quality community school. AMS's flagship school first opened in 2002 with just 30 students and our network has since expanded due to community demand. We recently opened our first school in Arkansas, AMS Little Rock, and now serve over 9,000 students in Arizona and Arkansas across 10 schools with an average of 80% of students qualifying for Free and Reduced-Price Lunch (FRL).

In alignment with our network's ethos, AMS aims to assume the restart operations of charter schools in Nevada that serve economically disadvantaged students and families. If selected, AMS will operate restart schools through AMS Schools – Nevada, Inc., a Nevada 501(c)(3) nonprofit corporation, as the charter holder with operation, management, and services provided by AMS Schools - National, Inc. (henceforth may be referred to as "AMS National"). AMS National is a 501(c)(3) nonprofit charter management organization charged with ensuring the effective implementation of the AMS program across the national network of AMS schools.

When AMS first opened over 23 years ago, our founder's goal was to provide a well-rounded education that gives every student the opportunity to learn and excel in core subjects, arts, music, and extracurriculars at no cost to parents. Today, the mission of the Academies of Math and Science schools is: *Through a well-rounded education, we transform today's scholars into tomorrow's global visionaries.* Since 2002, AMS schools have provided reliable, fiscally sound, and academically rigorous community schools to thousands of students and families. Over the past three school years, AMS has received 28 total state accountability letter grades, 24 of which were "A" or "B." We are proud to say that the AMS network as a whole lives up to our founder's vision for providing a tuition-free well-rounded education that transforms today's scholars into tomorrow's global visionaries. Looking to Nevada, our aim is to partner with mission-aligned organizations, including the Nevada State Public Charter School Authority, to achieve excellent outcomes for students who need it most.

Speaking to AMS's credibility and recent recognition of results, we received unanimous approval from the Arizona State Board for Charter Schools to open a new school next year, the Academy of Math and Science Mesa. AMS Mesa will open on a shared property with the Boys & Girls Clubs of the Valley following the closure of their longstanding charter school, Mesa Arts Academy, which has been operating since 1995. Deciding instead to focus on their core mission, Boys & Girls Clubs leadership sought a proven charter operator to help wind down the operation of Mesa Arts Academy, close the school officially by June 30, 2026, and seamlessly open a new charter school with a proven program next to their Club. AMS is currently engaged in both construction efforts for AMS Mesa and assisting with transition needs for students, parents, and staff. In Arkansas, the Charter Authorizing Panel of the Arkansas Department of Education also unanimously approved a new AMS school which will open in Fort Smith, Arkansas in FY28 and be the city's first K-8 charter. For our existing schools, the Academy of Math and Science Peoria Advanced, which opened in 2019, was also due to receive a National Blue Ribbon Schools Award in both nomination categories, Exemplary High Performing School and Exemplary Achievement Gap-Closing School, prior to the

program's untimely termination in August 2025. Instead, AMS Peoria Advanced will be part of the inaugural class of Arizona Blue Ribbon Schools and receive recognition from Arizona education leaders accordingly on November 12, 2025. AMS Peoria Advanced has received two consecutive "A" letter grades and is expected to receive a third "A" on upcoming letter grades release while serving over 1,000 students at 83% FRL.

These recent approvals demonstrate the trust that other state education authorizers/stakeholders have placed in the AMS model and in the AMS network to deliver transformational results for communities in need. Our network is relentlessly driven to improve the educational outlook of our nation's economically disadvantaged students. Over the years, AMS schools consistently meet or surpass all academic, operational, and financial requirements established by our authorizers and, more importantly, exceed the expectations of the families we serve. If selected, our aim is that this restart opportunity will not only turn around the academics for students affected by these failing charters, but also reestablish true community schools that families can rely on and the state can be proud of.

AMS's approach to this restart opportunity will go beyond the classroom. We will quickly and intensely focus on building and sustaining an excellent school culture rooted in the AMS vision of providing *"The Best Education; The Best Environment."* First and foremost, we will:

- Evangelize and align with the SPCSA's mission and vision.
- Establish and instill shared values across staff and students.
- Communicate explicit high expectations for all stakeholders.
- Set clear and meaningful goals to drive improvement.
- Create and enforce exact processes and accountability systems.
- Build authentic feedback systems to ensure continuous improvement based on community input.

If selected for this RFQ, AMS's local nonprofit, AMS Schools – Nevada, Inc., and national nonprofit, AMS Schools - National, Inc., will work together to provide continuity of services, renewed academics, and rebuild family trust in the restart charters while directly addressing the deficiencies that made these schools eligible for termination/takeover in the first place.

I. Experience


By identifying and opening schools in communities with significant disadvantages, economically, academically, and otherwise, AMS has extensive experience in successful academic turnaround spanning over two decades. The foundation of our school site selection ethos is to target communities with achievement gaps and the highest overall need for a quality charter school. In the spirit of N.R.S. 388A.300(1), we believe that students and families subject to restart work deserve the same kind of fresh start and optimism that opening a new school should provide a community. Although we are excited by the opportunity to improve the educational outlook of Nevada through restart work in partnership with the Nevada Public Charter School Authority, we are sensitive to the fact that these families have endured the consequences of sending their children to failing schools for years. Effective, transparent transition planning and trust-building will be crucial for success. Every student, regardless of circumstance or address, deserves to attend a

school led by a proven operator that prepares them for a bright future and every parent deserves a school that accommodates their needs.

Evidence of Successful Academic Turnaround in Arizona

As the founding state for the Academies of Math and Science network, we have a long history of academic achievement and performance in Arizona going back to 2002. Over the years, AMS has stood out as one of the most consistent K-8 charter school operators serving a high percentage of economically disadvantaged students. In alignment with the fundamental ethos of our school site selection process, we view much of our work over the years in Arizona as evidence of successful academic turnaround for the thousands of students and families AMS has served. From receiving a 2008 National Blue Ribbon Schools Award, to being named the 2016 Arizona Charter School of the Year, to being part of Arizona's inaugural class of 2025 Arizona Blue Ribbon Schools, AMS has demonstrated a consistent ability to open and operate successful schools with healthy enrollment for over two decades.

The following table showcases AMS Arizona accountability A-F letter grades going back to 2018:

AMS Arizona ESSA School Accountability Ratings						
Fiscal Year	2018	2019	2022	2023	2024	State
Academy of Math and Science Prince	A	A	A	A	A	
Math and Science Success Academy	A	A	A	A	B	
Academy of Math and Science Flower	B	C	B	A	C	
Academy of Math and Science Camelback	C	C	C	B	B	
Academy of Math and Science Desert Sky			B	B	B	
Academy of Math and Science Glendale			B	B	B	
Academy of Math and Science Peoria Advanced			C	A	A	
Academy of Math and Science South Mountain			B	B	C	
Academy of Math and Science Avondale			B	B	B	

Overall, each AMS school has its own achievement and community turnaround story. However, what unites all AMS schools is the baseline concept that each campus serves students who were previously attending chronically underperforming schools. The story of each AMS school begins with first-year benchmark results demonstrating academic performance significantly below state averages. Each of the AMS schools above intensely focus on bringing the baseline achievement of our communities up to and significantly above state averages. Across the AMS Arizona network, our schools are aligned in working toward achieving A-ratings on state accountability and closing the achievement gap between economically disadvantaged students and their economically privileged peers.

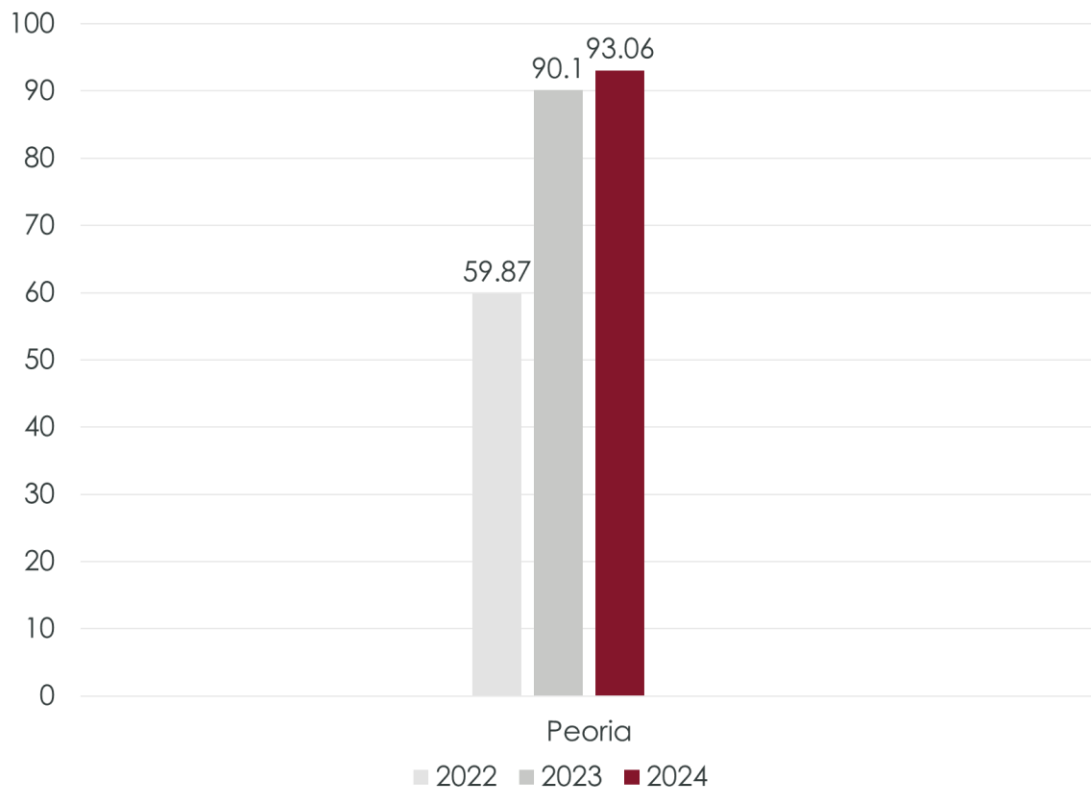
To better understand the impact AMS schools have on the immediate communities they serve, we conduct an annual analysis of state testing results by comparing AMS proficiency to all schools within a 3-mile radius of each school. These results help AMS leaders analyze AMS's performance, especially among FRL students, and also give us a clear understanding of how other schools are doing in the communities we serve. Based on 2023-2024 results, the

most recently available A-F graded set of state testing results in Arizona, AMS is an outlier in turning around the achievement outlook of economically disadvantaged students. To cite a few specific data points based on percent proficient on the state assessment:

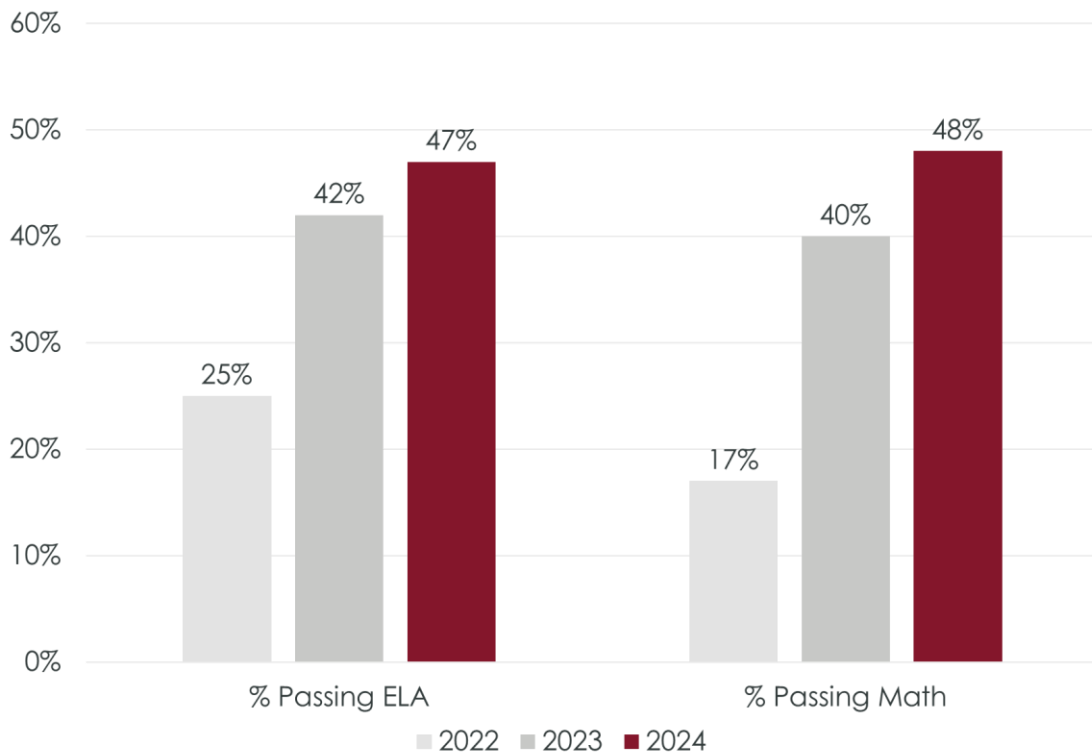
- AMS schools outperform nearby schools with 50-100% FRL (AMS's average across the network is 80%) by double digits:
 - AMS 3-8 Math: 29% compared to 17% in nearby schools (+12%)
 - AMS 3-8 ELA: 34% compared to 23% (+11%)
- AMS's exemplary sites, both old and new, are significantly ahead of nearby competition:
 - AMS Prince (est. 2002):
 - 3-8 Math: 43% compared to 23% in nearby schools (+20%)
 - 3-8 ELA: 48% compared to 29% in nearby schools (+19%)
 - Math and Science Success Academy (est. 2008):
 - 3-8 Math: 41% compared to 12% in nearby schools (+29%)
 - 3-8 ELA: 41% compared to 19% in nearby schools (+22%)
 - AMS Peoria Advanced (est. 2019):
 - 3-8 Math: 48% compared to 24% in nearby schools (+24%)
 - 3-8 ELA: 47% compared to 32% in nearby schools (+15%)
 - AMS Avondale (est. 2020):
 - 3-8 Math: 28% compared to 12% in nearby schools (+16%)
 - 3-8 ELA: 38% compared to 23% in nearby schools (+15%)

All that said, perhaps the most compelling and recent story of AMS turnaround is at AMS Peoria Advanced, now the highest performing school in the AMS network. In 2022, AMS Peoria Advanced produced troubling academic results on the cusp of the network's first ever "D" rating. AMS Peoria Advanced narrowly earned a "C" letter grade by 1 point upon appeal to the Arizona State Board of Education. Taking immediate action, AMS replaced the school's leadership and appointed Kristina Winters, who is currently the AMS network superintendent, as the school principal for AMS Peoria Advanced. Ms. Winters' official title at AMS Peoria Advanced was "Turnaround Principal." Within one year under Ms. Winters' leadership using the same systems, expectations, and standards that she has now put in place across our entire multi-state network, AMS Peoria Advanced soared to an "A" letter grade. The results below represent AMS's ability to effectuate meaningful change with immediacy for communities that are failing or on the brink of failing:

AMS Peoria Advanced Arizona A-F Points



% Passing - AZ State Assessment
AMS Peoria Advanced



On the enrollment side of turnaround, we work hard to meaningfully speak with and engage parents who want a better school for their students. Backed by a parent-oriented and robust approach to enrollment marketing, the past five AMS Arizona schools have consistently opened at or above enrollment projections and continue to grow today. Our enrollment network-wide is further indication of the trust that the broader community has in AMS and our overall program.

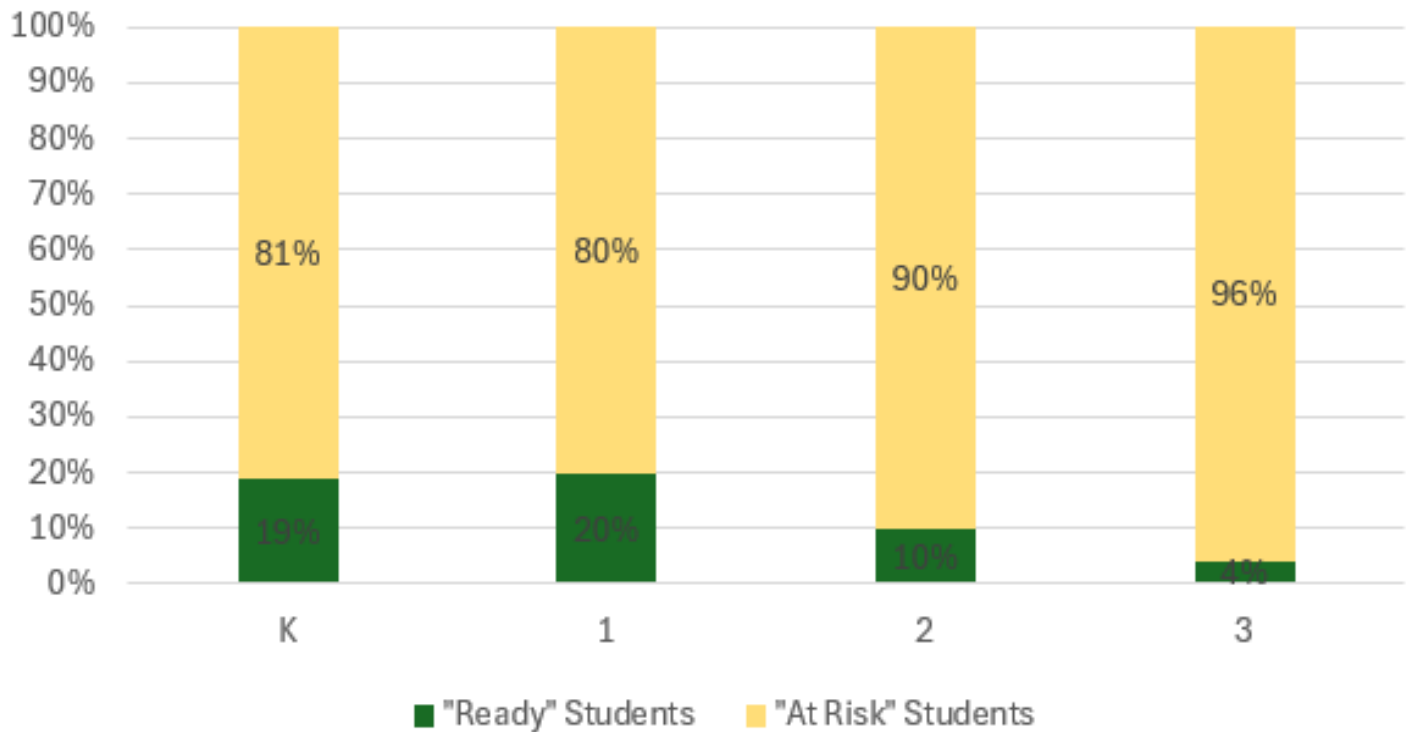
- AMS Desert Sky, 2018: 871 students, now serves 1,334 students.
- AMS Glendale, 2019: 1,076 students, now serves 1,126 students.
- AMS Peoria Advanced, 2019: 789 students, now serves 1,068 students.
- AMS South Mountain, 2020 (COVID Open): 906 students, now serves 990 students.
- AMS Avondale, 2020 (COVID Open): 1,074 students, now serves 1,150 students.

Evidence of Successful Academic Turnaround in Arkansas

New to Arkansas, the AMS network has already successfully demonstrated strong academic growth in our first year operating a K-8 charter school in Little Rock, Arkansas. Given the severity of academic underperformance in the community we serve, AMS Little Rock's growth and performance outlook are on the right path toward proper turnaround. During the site selection process in 2023, AMS Schools – Arkansas, Inc. & AMS Schools - National, Inc. targeted an area of Little Rock based a 10-minute drivetime (a rough estimation for a reasonable daily commute to the school for parents) in which there were 16,334 K-12 students and a high density of schools serving between 60% and 100% Free and Reduced-Price Lunch (FRL) eligible students. Of those 16,334 students, 11,194 (69%) attended D or F-rated schools. Thus, AMS identified the perfect area to open and operate a new charter school serving a community in need. After securing a then-closed Little Rock Public School District facility and completely renovating it into a brand-new building, AMS Little Rock was positioned to directly serve a student population similar to what we expect in Nevada restart work, at least academically. Fast forward to 2025, AMS Little Rock now serves over 600 students who previously attended chronically underperforming schools.

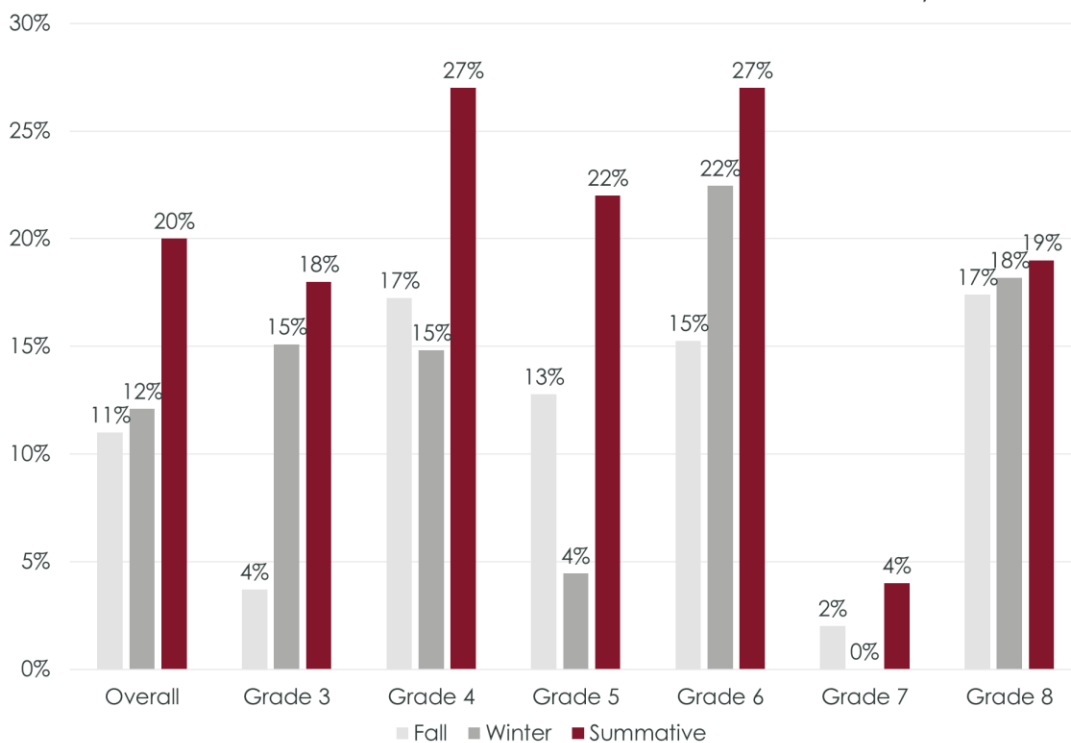
For its first letter grade, AMS Little Rock received a "D" on state accountability for 2024-2025. However, AMS academic leadership expected this given the history of the schools in the neighborhood and based on the initial performance of students on intake benchmark assessments. Across the board, AMS Little Rock students were unfamiliar with higher expectations in all school areas from basic reading skills to classroom behaviors to understanding what it means to take accountability for their future and be active participants in their education. On AMS Little Rock's start of year ATLAS (state assessment) Literacy Screener, K-3 students were disproportionately rated "At Risk:"

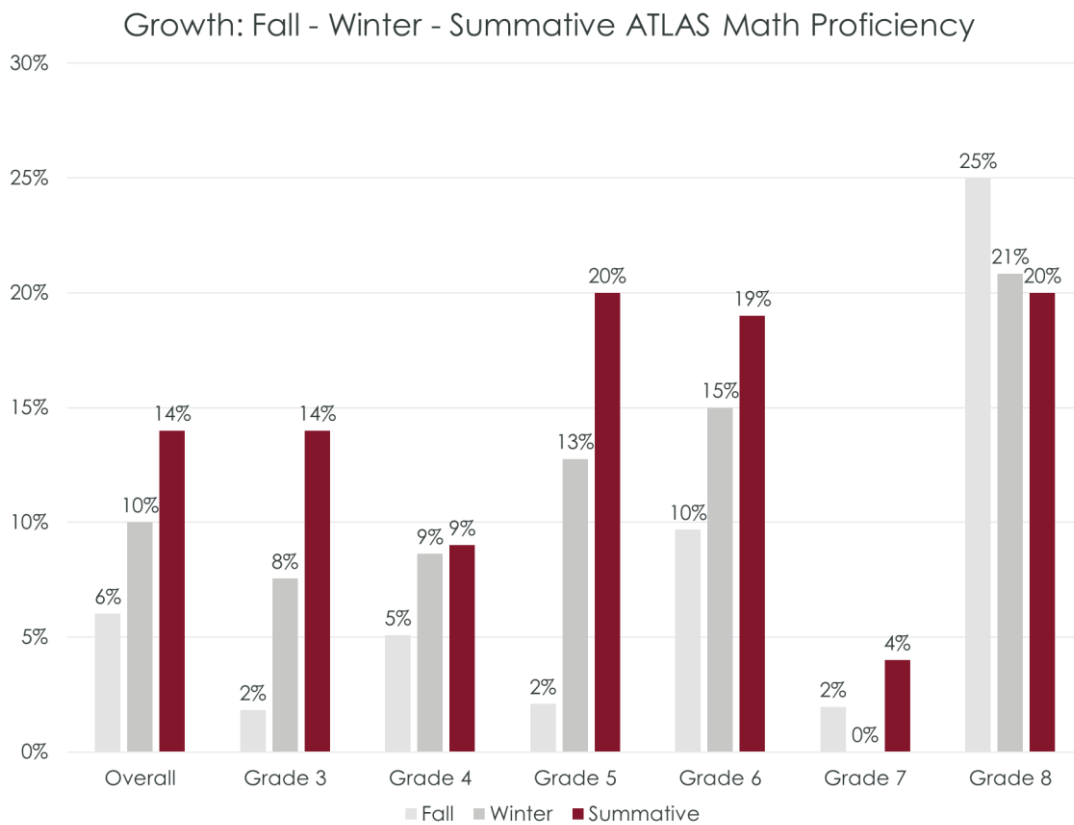
AMS Little Rock ATLAS Literacy Screener (K-3)



Performance on Interim Assessments in Science, ELA, and Mathematics further demonstrated that the AMS Little Rock student population was significantly behind state average performance, with several grades reporting between 2% and 5% proficient. By the end of the year, we achieved considerable growth in most grades:

Growth: Fall - Winter - Summative ATLAS ELA Proficiency





While a speculative affirmation of the work we do, we believe that an average team of educators and stakeholders would see AMS Little Rock's initial results and be alarmed and overwhelmed. Instead, these results empower and encourage us that we are doing the right work for the right students. Confronted with such significant academic achievement gaps, something we are familiar with from our experience in Arizona as described previously, we drive a school culture where it is our passionate duty as educators to execute AMS's proven program each and every school day so these students graduate from AMS's 8th grade with the knowledge, skills, and confidence to succeed in high school and beyond.

AMS Little Rock's results were presented to the Charter Authorizing Panel, the school's authorizer, as part of an application for a new school in Fort Smith, Arkansas, a smaller city in west Arkansas with a history of academic underachievement. Again, while we still have a lot of work to do for our Little Rock students, we were proud to share these results and inspire hope that at least 600 of Little Rock's K-8 students are on the right path to closing their achievement gaps. In light of AMS Little Rock's encouraging results, the Charter Authorizing Panel approved AMS's expansion request and we are currently in the process of finalizing site selection for AMS Fort Smith.

Similar to the analysis we conduct in Arizona, AMS also looks to nearby schools to better understand progress compared to other schools serving the same disadvantaged community. Specifically, we compared AMS Little Rock's results to J.A. Fair K-8 Preparatory School, an 800-student school operated by the Little Rock School District. Based on J.A. Fair's 2023-2024 to 2024-2025 state testing results and AMS Little Rock's 2024-2025 benchmark to state testing results, we significantly outperformed growth:

- In ELA, AMS Little Rock grew from 11% to 20% (+9%) proficient while J.A. Fair only grew from 10.3% to 11.9% (+1.6%)
- In Math, AMS Little Rock grew from 6% to 14% (+8%) proficient while J.A. Fair declined from 13.2% to 11.3% (-1.9%). In this subject, AMS Little Rock managed to grow where our nearby competition declined.

Overall, we are proud of the growth our teachers, administrators, students, and parents achieved in the first year of the school's operation. Similar to what we expect in potential restart work in Nevada, the opportunity to transform years of failing results in Little Rock is a chance for AMS to transform neighborhoods and revitalize the outlook of students who were otherwise underserved.

All in all, the AMS network's efforts in Arizona, Arkansas, and our recent expansion approvals demonstrate the trust that other state education authorizers/stakeholders have placed in the AMS model and in the AMS network to deliver transformational results for communities in need. Similarly, proven community organizations like the Boys & Girls Clubs now turn to AMS in times of need to both assist with school closure and reopening needs to ensure continuity of services. If selected for this restart opportunity, AMS brings decades of experience and an excellent track record producing strong academic growth and outcomes in disadvantaged communities that will meet and exceed the SPCSA's standards. The following sections detail our comprehensive plans for academics, operations, and finances.

II. Academic Plan

At the onset of restart work in accordance with Nevada Revised Statute 388A.300(1), AMS will implement a multi-phased approach to improving academic outcomes. Our approach to academic program and results management is comprehensive and backed by a full team of passionate and talented subject-matter academic experts across the AMS network. The following phases and steps will be taken as part of our overall approach to effective turnaround. Whether it is our own AMS school struggling or a Nevada charter school, we believe that these phases and steps are the key building blocks that can turn around any school. Together, AMS National leaders and academic team members will dig in to ensure that chronic underperformance on Nevada's School Performance Framework is turned into success that students and families can be proud of. Our overarching goals for this work are to:

- Stabilize district operations, leadership, and school performance through strong management and data-driven oversight.
- Build sustainable accountability systems for academic outcomes, behavior, staffing, and leadership.
- Align the school's practices to the Nevada School Performance Framework in combination with the AMS program.
- Establish transparent and results-driven school leadership expectations.
- Empower all levels of the academic pipeline from students to paraprofessionals to teachers to administrators to parents to community members.

Phase 1: Stabilize, Reset, Rebuild

Our first and foremost priority in establishing a plan to improve academic outcomes will be to take stock of the school's exact deficiencies, strengths (if any), needs, and design a path forward in partnership with restart stakeholders, including the SPCSA, a new board, and Nevada-based academic experts. AMS will:

- Conduct a rapid diagnostic audit reviewing all existing data and school-performance metrics and speak with key school stakeholders, including the SPCSA.
- Establish baseline performance metrics for all schools, including deliverables for daily instruction & regular benchmarks, not just annual state testing results.
- Implement a centralized, accessible accountability dashboard with data across all areas of school operation related to academic outcomes.
- Recruit, retain, and coach qualified teachers and leaders.
- Replace ineffective teachers and leaders with mission-aligned effective teachers and leaders.
- Launch and refine schoolwide policies that support academic performance, including but not limited to Multi-Tiered System of Supports (MTSS), attendance, and Positive Behavioral Interventions & Supports (PBIS).
- Implement data and performance-driven expectations, routines, and employment contracts for all school staff (as allowable or prescribed by Nevada law).
- Ensure the school's overall compliance with all state and federal requirements.
- Develop an overall school improvement plan aligned to turnaround priorities established by AMS, the community, the SPCSA, and the new restart board.

Phase 2: Execute & Align

Once AMS establishes baseline expectations, performance metrics, and standards for operating an effective academic program in alignment with the overall school improvement plan, it is time to execute plans and align to best practices.

- Establish quarterly data cycles with the principal and leadership teams.
- Improve staff effectiveness and retention. Reduce mid-year turnover.
- Create and regularly review school accountability scorecards that project the school's upcoming performance on the Nevada School Performance Framework. Adjust, execute, and align practices to ensure the school is on the right path to achieving at least 3+Star performance.
- Improve student proficiency by at least 15 percentage points in all tested areas year over year.
- Improve student growth such that at least 50% of all students at or above the state baseline for their grade level.
- Review and align budget, staffing, and professional development plans based on performance data. Execute updates with fidelity.
- Improve attendance and reduce chronic absenteeism.
- Hold leaders, teachers, and support staff accountable for deliverables that materialize in improved academic performance.

Phase 3: Sustain & Excel

After improvement plans are in motion and all stakeholders are executing the AMS program, it becomes time to sustain effective practices and push for excellence. Phase 3 is the moment where AMS and local staff push the school from restart & turnaround to *turned around*.

- Raise student proficiency on ELA & Mathematics to the state average or higher.
- Maintain 100% compliance with all state and federal requirements.
- Empower principals, leaders, and teachers with earned autonomy and trust. Local educators know their students best. With the right systems, structures, and expectations in place, they can make targeted adjustments that are responsive to highly individualized per-student, per-family, per-classroom needs.
- Reinforce a data-driven culture of accountability, ownership, and leadership.
- Expand collaboration with community partners.
- Institutionalize continuous improvement cycles using schoolwide tools and data.
- Expand and encourage increasing buy-in from parents as active participants in their students' education.

By taking a clear multi-phase approach that will be communicated to all restart school stakeholders on day 1, AMS will build the kind of community buy-in that generates effective change in service of turnaround and inspire excitement that the restart school is on the right path.

II-A. AMS's Approach to Education

For the past two decades, the AMS network's purpose in education has been to ensure successful student outcomes in schools with a high concentration of high needs students. For us, this typically means students who are both economically disadvantaged and significantly behind academically. As such, we have continuously developed a comprehensive academic program with fundamental features that do not leave student success to chance.

The core of our approach to education is built on leveraging a well-rounded educational approach that ensures students develop essential skills for academic and lifelong success. To thrive in today's evolving world, students need daily cross-curricular opportunities to strengthen reading, writing, communication, math, science, and reasoning skills through direct instruction supported by real-world applications and meaningful discussion. In all subjects, teachers use curriculum selected and vetted by experts across the school's network, including a network academic team, who align resources to state standards. We select rigorous, data-oriented curriculum for delivery through effective instruction to provide quality learning experiences for all students. In addition to direct instruction as the primary method of instruction, our teachers also leverage project-based learning, guided practice, student-led inquiry, and group and individual research opportunities. Furthermore, teachers regularly use technology to deliver instruction, assessment, and enrichment materials, typically through laptop computers at a 1:1 student to laptop ratio though other mediums are used when they enhance delivery of or participation in educational content.

Common across all subject areas, AMS emphasizes literacy and deep conceptual understanding, guiding students to analyze academic content and build connections

between new concepts and prior knowledge. Understanding that learning extends beyond and between core subjects, we also offer elective courses such as computer science, music, physical education, fine arts, and various clubs/sports to enrich and support students' cognitive, social, and physical development. We also know that a community school that students and parents are proud of means exceptional programs and support beyond the classroom. All AMS schools offer before and afterschool care with opportunities for enrichment/academic support to ensure that parents with difficult work or life schedules can rely on the school to provide a safe environment that fosters their child's potential.

To measure student progress toward well-rounded development, teachers utilize a variety of formative assessments, benchmarks, projects, group-work, presentations, and other content-specific opportunities for students to demonstrate their understanding. Data from assessments informs instructional adjustments, interventions, opportunities for enrichment or advancement, reteaching plans, and the overall delivery of the educational model.

By offering well-rounded learning opportunities driven by high expectations, we empower students to navigate challenges with confidence and build skills for future success.

II-B & C. Programs, Principles, Structures & Mechanisms to Improve Student Success

The following sections cover AMS's systematic approach to effective programs, instilling core principles, and providing rigor through structure in each of the program areas described. Although these sections reflect the programs offered at a typical school operated by AMS, each school community is unique and may have different offerings based on parent input. Common across all areas is a core philosophy of high expectations backed by strong communication, consistency, and execution. While a simple concept on paper, setting and reinforcing high expectations for students, teachers, and administrators is remarkably effective when it comes to establishing school confidence and the collective passion of all stakeholders. With the right implementation, high expectations increase intensity of all aspects of school operation. Everything from using data to inform instruction to taking care of the school building itself to discipline to afterschool enrichment are paramount in a school with universal, high expectations. When students, staff, leaders, and parents regularly hear about, see examples of, and visualize what it takes to be great, there are no excuses or exceptions. As an AMS staff member or student, you deliver results.

Furthermore, the specific core subject curriculum programs mentioned below, with the exception of science which is designed/developed in-house by AMS, represent our preference. Specific curriculum adopted by a Nevada restart school is subject to state guidelines and local board approval. AMS will adapt all curriculum to Nevada's state standards in advance of use so teachers have clear pacing guides and expectations that allow them to focus on core instruction and classroom management.

Overall, the AMS approach to each of these subject/program areas comes with over two decades of iteration and improvement to ensure that all the appropriate mechanisms are in place to guarantee improvements in student achievement. By providing students, parents, and teachers with a clear vision of each program/subject area's key goals, establishing a consistent instructional philosophy, and implementing effective assessment & data review,

AMS Nevada restart educators will have the means to improve student outcomes with fidelity.

Reading/English Language Arts

AMS's core reading and English language arts (ELA) program pushes students to build a deep understanding of the skills required to be effective communicators and literate global citizens. We align quality research-based curriculum materials to state academic standards for use by teachers in a standards-based instructional approach.

Our K-3 program builds the foundational skills needed for lifelong literacy as defined by the science of reading, a research and evidence-based approach on how to best teach reading and writing. Reading is a complex process involving multiple skills, including decoding, phonics, phonemic awareness, fluency, vocabulary, and comprehension. We implement explicit instructional practices and structured class time to ensure all students can learn, practice, master, and retain these skills. Specifically, we emphasize word recognition and language comprehension to ensure that students become fluent and proficient readers prepared for learning in all subjects and the next stage of their educational journey.

Our 3-8 program is designed to emphasize core analytical literacy skills for reading, writing, and speaking & listening. Teachers incorporate key aspects of civics, economics, history, and geography through a range of genres and mediums including literary and informational texts, graphics, illustrations, and audio recordings. As students explore diverse content, they develop a robust capability to process information in many forms while building critical thinking skills that help them formulate evidence-based ideas. Each year culminates with a research paper, project, and presentation to evaluate and demonstrate mastery of grade level analytical literacy skills. Building the skills that help them become global citizens, students use this project to evaluate the impact of historically significant events on art, music, and literature while exploring the interconnectivity between society's political, economic, geographic, and cultural structures.

To assess student progress in ELA, we use daily and ongoing progress monitoring and formative assessments to guide instruction. Driven by data, our primary goal is to provide ELA instruction and guidance that is responsive to student needs in real time. Teachers use assessments to identify areas where students need additional support or enrichment and adjust instruction accordingly. Additionally, teachers conduct summative assessments that provide a comprehensive measure of student learning. Performance on summative assessments gives teachers input on student mastery and retention which inform targeted reteach planning. By continuously assessing and analyzing data, we ensure that all students receive necessary individualized support to master grade-level content. The data that ELA assessments provide are the launching point to foster continuous growth. We strive to ensure that instructional decisions are teacher driven (they know their students best), aligned with data, and student oriented.

Curriculum:

- MyView ELA K-5
- MyPerspectives ELA 6-8

Mathematics

AMS's core mathematics program is designed to empower students as active learners, critical thinkers, and problem solvers by fostering deep conceptual understanding, procedural fluency, and analytical skills. Through engaging and dynamic instruction, our students develop the ability to tackle complex problems and make data-driven decisions across key mathematical domains. Aligned with state academic standards, we emphasize number sense and operations, algebraic thinking, geometry, measurement and data, and critical thinking and reasoning in all grade levels. We integrate instruction on mathematical communication and real-world problem-solving to prepare students for future success in their daily lives and STEM-related fields.

We take a comprehensive approach to math instruction built on a blend of exploratory learning, direct instruction, guided practice, and student-led inquiry. AMS teachers use key strategies such as the Concrete-Representational-Abstract (CRA) approach, hands-on investigations, pattern discovery, explicit instruction and modeling, and targeted small-group differentiation to promote mathematical discourse and language development. Teachers drive quality instruction in alignment with the Common Core State Standards' Standards for Mathematical Practice, a framework for effective mathematics instruction. Using the Standards for Mathematical Practice framework, teachers foster a growth mindset by encouraging students to embrace challenges, persevere through productive struggle, and build resilience in mathematical problem-solving.

At the end of the year, students engage in a project-based learning experience that blends mathematical concepts with real-world applications, building both their mathematical competencies and establishing an appreciation for mathematics as a valuable part of their lives. To instill further appreciation for the practicality of mathematical thinking, students are encouraged to connect their mathematics learning to other areas of their education including science, English language arts, computer science, and music. Furthermore, teachers ensure that students have transparent access to their own academic results in all subject areas (a fundamental strategy to drive student accountability for their own education) and encourage students to leverage their mathematical skills and concepts to understand their own growth and performance.

To assess student progress in mathematics, teachers conduct informal formative assessments (for example, quick checks and exit tickets), common formative assessments that address essential learning targets, error analysis, and comprehensive and standardized summative assessments. Through ongoing progress monitoring and data driven decision making, AMS mathematics teachers adapt instruction in real time and continuously promote a classroom culture that embraces mistakes as learning opportunities while addressing key concepts, misconceptions, and reteaching needs. This approach ensures consistent student growth and proficiency as students of all capabilities learn the essentials of mathematics and how it relates to other learning areas.

Curriculum:

- Into Math K-8

Science

AMS's core science program ignites curiosity, fosters scientific literacy, and develops critical thinking skills by immersing students in inquiry-based exploration and real-world problem solving. Custom designed by AMS network subject matter experts and adapted to state standards, our curriculum emphasizes core scientific principles across physical science, life science, earth science, and engineering & technology. Through hands-on phenomena-based investigations, students engage with scientific concepts, explore the nature of science, and apply engineering design processes to make meaningful connections between their learning and the world around them.

Our instructional approach integrates inquiry-driven learning, direct instruction, and experiential opportunities to cultivate scientific thinking. AMS science teachers in all grades focus on three dimensions of science: core ideas, crosscutting concepts, and science and engineering practices, which together help students investigate phenomena, ask critical questions, and develop evidence-based explanations through experimentation and peer collaboration. AMS teachers also implement cross-curricular integration with English language arts and mathematics to blend the three core subjects in service of strengthening data analysis, scientific argumentation, and effective communication of findings.

To assess student progress in science, AMS teachers leverage formative assessments, including interactive science notebooks, quick writes, exit tickets, peer discussions, and common formative assessments, which provide data on student understanding in real time to facilitate instructional adjustments as needed. AMS science teachers also use regular comprehensive and standardized summative assessments, lab reports, and project-based evaluations to measure mastery of scientific concepts. Through continuous progress monitoring and targeted intervention or enrichment, AMS teachers address misconceptions, reinforce key concepts, and ensure all students develop the critical thinking and problem-solving skills essential for success in science, technology, engineering, and mathematics (STEM) fields and beyond.

Curriculum

- As mentioned above, a proprietary and comprehensive in-house developed AMS Science program backed by years of experience.

Social Studies

AMS's core social studies program is fully embedded within English language arts (ELA), ensuring that students engage with historical, economic, geographic, and civic concepts through literacy-rich, standards-based content. Aligned with the domains of civics, economics, geography, and history, our curriculum fosters critical thinking and helps students build a deep understanding of how historical and contemporary events shape our world. AMS social studies lessons also emphasize civics, the foundations of government, our rights and responsibilities as citizens of a global world, and how the past shapes the present.

Through the analysis of primary and secondary sources, literary and informational texts, speeches, and historical accounts, students build essential reading comprehension skills while developing an informed perspective on key social and historical issues. AMS teachers

emphasize writing, speaking, and listening to help students construct well-supported arguments, engage in meaningful discussions with their peers, and present their ideas with clarity. Each year's learning culminates in a research paper, project, and presentation that integrate ELA and social studies skills, reinforcing the ability to evaluate sources, synthesize information, and communicate findings effectively.

To assess student progress in social studies, AMS teachers utilize ongoing formative assessments that inform daily instruction. When conducting formative assessments through a variety of means, teachers carefully observe and analyze student data to make adjustments that meet student needs while maintaining rigor. Summative assessments further inform adjustment and reteaching opportunities, ensuring that all students are on the path to mastery of complimentary ELA and social studies standards. This interdisciplinary approach not only strengthens literacy but also cultivates informed, engaged K-8 citizens prepared to think critically and contribute meaningfully to their communities.

Music

In a typical AMS school, all students attend Music on a rotating basis throughout the week as part of their elective schedule for 15 days per quarter and 30 days per semester. Teachers use a structured music curriculum designed by AMS music teachers with an intentional vertical progression for student progress each year. The curriculum covers core aspects of music and music theory divided between K-2, 3-4, and 5-8. Students in all grade levels progress through 4 units each year that escalate based on grade level: exploring musical elements, music as self-expression, music around the world, and music that tells a story. Students learn to identify, improvise, and create music as well as understand the technical elements of music. Students also learn to connect music learning to the music and music cultures they and/or their family enjoy.

Meaningful engagement and progress in the school's music curriculum supports students' acquisition of essential skills and knowledge in all subject areas. Through music, students develop their creative thinking skills, motor skills, advance their core language acquisition capabilities as they learn to analyze and process written music, and practice problem solving skills that support mathematics, science, and the use of technology.

Physical Education

As part of their well-rounded education, all AMS students participate in physical education (P.E.) and health curriculum designed by AMS teachers and academic experts. Students attend P.E. and Health on a rotating basis throughout the week as part of their elective schedule for 15 days per quarter and 30 days per semester. P.E. teachers use a structured curriculum with vertical progression for student learning divided between K-2, 3-4, and 5-8.

Students in all grade levels progress through 4 units each year: personal health and wellness, healthy relationships and effective communication, injury prevention and safety promotion, and promoting community health. Students learn and apply skills regarding physical and social health, healthy lifestyles, social-emotional health, respect and appreciation for diversity, how to recognize the difference between safe and unsafe activities and habits, how to navigate a complex world of media and peer pressure, and how important health and wellness are in the broader context of community public health. Students build lifelong

skills that ensure they can optimally learn, function, and thrive generally. Furthermore, learning about relationships and communication supports student collaboration and knowledge acquisition as they help cultivate a productive learning-oriented classroom and school culture.

Computer Science

All AMS schools offer Computer Science in grades K-8. We are committed to preparing students for a rapidly evolving technological world by building fundamental technology skills that prepare students for success and enable effective learning in other content areas that leverage technology. Students attend Computer Science for 15 days per quarter and 30 days per semester. Computer science teachers use a structured curriculum with vertical progression for student learning divided between grades K-2, 3-4, and 5-8. Teachers ensure students build genuine technological capacity as they progress through their K-8 journey.

Students advance through 4 units each year: internet etiquette, safety, and cybersecurity, digital skills and computer systems, algorithms and programming, and creating computational artifacts. Students learn to use the internet as a constructive resource for communication, news, literacy, and research. Students learn to protect and maintain their digital privacy and safely navigate the internet. Students also learn the basics of computer technology on a technical level and begin understanding the science behind the systems that connect them to information and resources. Each year culminates in a project where students apply concepts from each unit to create models, presentations, apps, websites, and more to address real world problems.

Intervention

Due to serving a disproportionately high percentage of high needs/disadvantaged students, AMS has developed a robust system of intervention that ensures that every student receives the individualized support needed to achieve academic excellence. We provide differentiated, data-driven instruction that propels them toward grade level achievement. Teachers leverage flexible grouping that provides skill-based instruction to ensure students are challenged and supported at the right level. Our approach is rooted in tiered instruction where teachers assess students and place them in instructional groups based on need. Teachers use multiple data sources, including diagnostic assessments, formative classroom observations, and benchmarks, to assign students to Tier 1 (grade level instruction), Tier 2 (targeted small-group intervention), or Tier 3 (intensive, individualized support).

To ensure quality learning, teachers leverage the iReady Teacher Toolbox and MyPath, which provide research-based interventions, scaffolded instruction, and adaptive digital learning pathways. Regular progress monitoring and real-time adjustments allow students to move between tiers, ensuring instruction is aligned to individual growth.

In mathematics, students struggling with number sense or multi-step equations receive explicit instruction using the iReady Teacher Toolbox, teacher-guided learning with manipulatives, step-by-step problem-solving, and scaffolded practice. MyPath provides individualized lessons to reinforce key skills.

In ELA, students with low reading fluency and comprehension gaps receive structured literacy instruction, phonics-based interventions, fluency-building strategies, and comprehension scaffolds. The iReady Teacher Toolbox provides targeted lessons, while MyPath targets reading foundations.

These strategies apply to all students, including groups that are 10+ percentage points behind the achievement of all students. These students, however, are monitored with scrutiny to close their achievement gap. Teachers and leadership look for opportunities to support these students through differentiated instruction, intervention, or non-academic support (ex: discipline).

Curriculum:

- iReady
- Character Strong for Social Emotional Learning (SEL) for behavioral intervention.

Acceleration

Although a significant majority of AMS students in Arizona and Arkansas are academically behind, we are committed to providing rigorous enrichment and acceleration opportunities for students performing above grade level. Through a tiered, data-driven approach, we offer differentiated instruction that fosters critical thinking, creativity, and problem-solving skills, ensuring each student is challenged to reach their highest potential.

Using data from diagnostic assessments, classroom performance, and benchmark evaluations, teachers identify students who have mastered grade-level content and are ready for advanced learning. These students are strategically placed into flexible enrichment groups, promoting growth through depth, complexity, and acceleration, rather than repeating content.

To support their academic journey, we integrate the iReady Teacher Toolbox and MyPath, which provide adaptive learning pathways and higher-order tasks tailored to each student's strengths. As advanced students continue to accelerate their learning as a result of enrichment, teachers leverage the aforementioned adaptive tools to continue pushing their achievement at an appropriate pace. Enrichment strategies include project-based learning, cross-grade collaboration, and independent research projects designed to deepen understanding of complex concepts.

For example, in mathematics, high-achieving students explore algebraic reasoning, real-world problem-solving, and STEM challenges above the pace of grade level curriculum. Teachers guide accelerated students through inquiry-driven learning, advanced mathematical modeling, and competitive math opportunities to deepen their understanding.

For example, in English language arts, exceptional readers and writers engage in Socratic seminars, literature circles, and argumentative writing workshops. They analyze complex texts, develop research-based projects, and refine their writing through peer feedback.

For example, in science, advanced learners engage in hands-on experiments, exhibitions, and inquiry-based research. Students investigate scientific phenomena beyond grade-level standards and collaborate on independent investigations and engineering challenges.

Students with Disabilities (SPED)

To serve students with disabilities, AMS emphasizes precise individualized supports when designing and implementing compliant individualized education plans (IEPs) for students with special needs. Stakeholders utilize data from general assessments, benchmarks, work samples, IEP data sheets, and formal and informal special education assessments. This data drives accommodations, small groups, and individualized lessons tailored to meet unique student needs. Special education staff collaborate with each student's general education teacher to develop modified assignments, design flexible grouping, and leverage technology resources or assistive technology.

AMS uses a push-in focused model as years of data show us that AMS students with disabilities perform best when they learn next to their non-disabled peers. Consequently, general education teachers are heavily involved in IEP team decisions, including which accommodations are necessary and effective (for example, extended time on tasks, sensory tools, behavior intervention strategies, etc.). As part of their professional development, teachers are trained in differentiated instruction techniques (including co-teaching models), family and community engagement, and regular student data review to build programs that support students with disabilities.

As an example, AMS serves many students with alternative assessment plans. When developing IEPs, each set of stakeholders, including the parents, agreed that a more restrictive setting was not appropriate for assessment. Instead, the team developed comprehensive and robust plans for inclusion where the learning-disabled students spend intentional time learning and taking assessments alongside their general education counterparts. The team then planned individual supports for the general education teacher to implement with support from special education staff to ensure productive outcomes for all students.

In addition to the strategies above, we also use the Multi-Tiered System of Supports (MTSS) program's identification and intervention strategies to support students with disabilities and ensure excellent outcomes.

English Learners (EL)

Across our multi-state network, AMS has extensive experience serving English learners (31% of students in Arizona, 7% of students in Arkansas). AMS schools are dedicated to supporting English learners (EL) in attaining proficiency and developing strong academic achievement in English. Eligible English learners are identified, pre-tested, instructionally serviced, and progress monitored through assessments.

We use the Structured English Immersion (SEI) Pull-Out Program model for EL students to receive English language development (ELD) services. This model is a comprehensive approach based on two purposeful instructional components: integrated ELD and targeted ELD. Each EL student receives a prescribed number of minutes by grade level—K-5th grade

receives 120 ELD minutes per day and 6th-8th grade receives 100 ELD minutes per day. Daily minutes are divided evenly between integrated ELD and targeted ELD.

The fundamental goal of AMS's EL services is to improve the education of English learners by utilizing highly qualified staff to provide rigorous ELD instruction to eligible students. The instructional focus of integrated ELD is to build grade level language acquisition through shared strategies and supports in the mainstream classroom with native English-speaking peers. Instruction is delivered simultaneously covering both content and language skills. This ensures that specialized academic language and English learning is combined within various subjects like English language arts, mathematics, science, and social studies, ultimately resulting in the clear understanding, development, and application of language embedded in classroom content. Lessons include differentiated linguistic accommodations differentiated based on individual student proficiency levels.

Conversely, targeted ELD focuses on English language proficiency standards. Instruction emphasizes the language skills, knowledge, and abilities of EL students grouped based on proficiency level, which allows EL students to engage in content learning in English. Instructional practices and curriculum are designed to support acquisition of the English language and students receive instruction around how English functions within the four domains of reading, writing, listening, and speaking.

Monitoring Academic Progress by Year 3

In alignment with the overall goal to bring the performance of the restart charter school up to at least 3-star NSPF by the end of year 3, AMS will coalesce best practices in each subject area to achieve strong academic progress. Specifically, we will evaluate results against the following feasible, data-driven plan with annual benchmarks.

In Year 1:

We will focus on establishing strong instructional foundations, school culture, high expectations, consistent use of data, and robust support for all learners.

- ELA/Math: % of students who are proficient increases by 15 points from previous year (i.e.: pre-AMS x% proficient → Y1 = x+15% proficient).
- Science: 30% proficient.
- EL: 25% advance at least one proficiency level.
- SPED: 100% IEP compliance and measurable growth.
- Establish baseline student retention (90%) and staff retention (85%) goals.
- Survey participation in extracurriculars & clubs that support well-rounded student development to establish baseline from prior year.

In Year 2:

We will deepen rigor, strengthen vertical alignment, and continue to accelerate growth through data-driven interventions and enrichment.

- ELA/Math: % of students who are proficient increases by 15 points from previous year
- Science: 40% proficient.
- EL: 30% meet reclassification criteria.

- SPED: Continued 100% IEP compliance and growth.
- Achieve staff retention (85%).
- Achieve student retention (90%).
- Improve participation in well-rounded clubs & extracurriculars (at least 30%+).

In Year 3:

We will solidify excellence, reinforce best practices, eliminate shortcomings, and continue to build teacher & leader capacities to sustain results/growth.

- ELA/Math: % of students who are proficient increases by 15 points at least and ideally increases to at or above the state average.
- Science: 45% proficient.
- EL: 35%+ reclassified or on track.
- SPED: Continued 100% IEP compliance and growth.
- Improve staff retention (+5%)
- Improve student retention (+5%)
- Improve participation in well-rounded clubs & extracurriculars (40%+)
- Achieve at least 3-star rating on the NSPF.

III. Operational Plan

Consistent with our experience taking over existing, failing schools or schools that recently closed (ex: AMS Little Rock opened in a renovated closed public school district building), AMS will execute a comprehensive operational plan that seamlessly transitions school operations and builds excitement for hopeful revitalization. We will strive to collaboratively build excitement from the ground up. Our aim is that the announcement and implementation of AMS oversight builds local confidence such that students and parents believe that excellent student outcomes are on the way when AMS's proven systems, structures, and high expectations are in place. The following operational plan details what AMS considers to be universal best practices for assuming the operation of a closing or restarted school. If selected, AMS leadership intend to make targeted changes to this plan once specific information about the eligible restart school's deficiencies is provided.

The following multi-phase process defines the key steps that AMS will take from closure to restart in order to assume school operations, identify and address deficiencies, develop and articulate a transition plan (student/family, staff, board), and build trust in the community we will serve through a Nevada restart charter school. The end goal of this plan is that the restart school meets Nevada School Performance Framework standards within 3 years. This plan will be publicly available to parents in the manner submitted to the SPCSA as part of this Phase II Application and also communicated in a more concise, digestible format for parents with further detail on how they can get involved in the school's future.

III-A.1: Engaging Affected Families and Students

From the moment AMS is awarded the opportunity to operate a Nevada restart charter school (if awarded), we will take immediate action to notify parents of who we are, what is happening next for their school step by step, and how they can get involved. Above all, we want to be sure that parents do not hear about significant updates to the future of their school second hand through news outlets or word of mouth. Although both can be

important avenues of communication, it is a key priority for AMS leadership that we equip parents with the full scope of information relevant to their school's future and leverage positive language about the transition to stabilize enrollment & staffing and inspire hope in the school's future.

Phase I: Trust-Building & Communication

In Phase 1, AMS leadership will take an active role in getting to know and communicating with the community we will serve through a Nevada restart charter school. We know it is no small thing for a school to close or be subject to state takeover. Regardless of academic results, families often grow fond of schools due to the wraparound services and communities they offer which make necessary transitions such as this difficult. To navigate this climate, AMS will:

- Conduct a Community Listening Tour with families, local stakeholders, and staff.
- Develop and launch a publicly available Family Communication Plan that meets the needs and key concerns of existing parents.
- Audit the to-be-closed school's existing communication methods for family engagement by examining participation rates, quality of communication, and family perception of communication.
- Create a local community engagement taskforce with a combination of parents, students, local stakeholders, and existing staff (after vetting) to guide, implement, and oversee local efforts.
- Host regular events where parents can get to know the AMS program that their children will be a part of (if they choose to re-enroll) once the school is officially restarted with all materials provided in multiple languages as needed.
- Develop multiple convenient avenues for parents to engage with and send feedback to AMS about what they think and need.

Phase II: Partnership & Participation

Once trust is built and parents understand that AMS brings a proven academic program and school model designed to support them through the establishment of a community school, AMS will seek to turn new relationships into true partnerships. We will:

- Design, implement, and publicize a family engagement calendar with academic, resource, and cultural nights to celebrate the diversity of the community prior to and after the school opens as a restart charter.
- Build excitement about the upcoming "new" school.
- Drive deeper conversations using parent feedback pipelines established in Phase 1 to ensure that AMS plans align with local needs.
- Implement aspects of the overall operational plan that focus on shared space initiatives, community volunteer programs, community events, business educational partnerships, and other community/resource events that the school can facilitate.
- Recruit parents in the hopeful revitalization of the school as planning partners and as a vector for additional student recruitment. Doing so not only expands the community feel of the school but also contributes to a more sustainable financial model via stronger enrollment.

- Offer parent lessons that help parents prepare to support their students' education once the restart school year starts, including on topics such as literacy at home, building independence and accountability, behavior support & best practices, MTSS, and college/career planning.

Phase III: The School Opens Supported by Shared Leadership and Sustainable Involvement

Once AMS, local staff, and parents have meaningfully worked together over the months leading up to the first day of school, it is time to generate academic achievement supported by shared leadership and sustainable family engagement. We will:

- Formalize Parent and Community Advisory Boards for overall (ex: a Parent Advisory Council that reviews all school matters) and specific purposes as needed (ex: a Math-focused parent advisory council that works specifically to support mathematics results).
- Train and develop leadership/staff capacity to continuously engage families and recruit their support for student success.
- Publish and maintain a Community Partnership Dashboard to track partnerships and services offered to families.
- Expand feedback loops to further include student voices through leadership councils and town halls that model the most effective systems in our broader society.
- Establish annual celebrations that highlight, award, and thank parents, community partners, and other stakeholders who make a meaningful positive impact on the community.
- Use data dashboards and analytics to identify trends in family involvement (ex: feedback forums, surveys, communication logs, event attendance, etc.) and continuously plan for improvement and adjustment.
- Implement and expand the family engagement calendar based on parent feedback. Ensure that family engagement events have high turnout and support the establishment of a refreshed, restarted community.
- Translate excitement for a new school into passionate involvement in student achievement. Celebrate successes, review shortcomings, and plan for the future collaboratively.

Across all three phases, we will measure and hold ourselves accountable for strong results in each of the following areas:

- Trust and partnership between students, families, and the broader community.
- Clear, accessible, transparent systems for two-way communication, feedback, and shared decision-making.
- High and increasing family involvement in the school community.
- Established strategic partnerships and continuous core program adjustments that reflect family needs in service of holistic student development and comprehensive familial support.
- Eliminate all barriers that inhibit participation and communication related to the school's transition from initial closure to after restart.

III-A.2: Staffing Strategy for Existing Teachers and Support Staff

Beginning shortly after the announcement of the eligible school(s) restart, if awarded, AMS will initiate a transparent multi-phase staffing transition plan to ensure that current staff have a clear understanding of next steps.

Phase I: Stabilize, Audit, Prepare

Similar to our plan for families and students affected by the transition, we intend to be proactive and transparent in communicating with staff currently employed by the school. Overall, our goal will be to reassure existing staff that positive changes are coming and prepare them for next steps. Through the following decisive actions, we will stabilize the staff community, audit their effectiveness and alignment with the future of the school, collect their feedback, and unify everyone around shared goals. AMS will:

- Reassure all levels of staff that they will have an opportunity to retain their positions through a transparent re-interview process where AMS will audit their effectiveness and alignment to the restart school's turnaround objectives. We will be transparent that ineffective teachers or staff members who do not meet our high expectations for serving disadvantaged students will be terminated/non-renewed fairly in accordance with applicable contract terms and Nevada laws.
- Build excitement for the restart and establish trust in AMS leadership.
- Gather feedback from staff currently employed by the school during the audit/re-interview process to ensure that effective staff are excited to stay with the school on its journey from takeover to turnaround.
- Develop and design a Staff Outlook Plan that clearly details a plan with action steps leading up to the first day of school.
- Audit the school's teacher recruitment standards and retention. Establish data collection systems to track future data.
- Align the restart school's recruiting expectations to AMS standards pursuant to applicable Nevada employment and teacher licensure laws.
- Proactively communicate AMS's vision for restart job duties, salaries, benefits, onboarding protocols, development/PD protocols, and incentive structures that promote recruitment, job satisfaction, and retention.
- Review the school's salary schedule and align it to turnaround goals. If no salary schedule exists, AMS will work with leaders, teachers, and local stakeholders with deep knowledge of Nevada's educational staffing landscape to develop a competitive and rewarding salary schedule.

Phase II: Plan, Develop, Recruit

By the end of Phase I, AMS will have completed several core activities that ultimately recruit effective pre-existing staff as partners in planning for meaningful turnaround. Alongside leaders, teachers, and support staff, AMS will collaboratively:

- Reassess and restructure the school's overall staffing model to align with AMS's best practices and local needs based on school demographic information (ex: % SPED, % EL, % FRL).
- Recruit and develop new staff to fill open positions with refreshed standards based on AMS experience and local input.
- Identify all areas in which pre-existing staff feel their needs were not met.

- Publish and build excitement around new staffing standards and high expectations that ensure effective and sustainable turnaround.
- Promote a positive outlook that both learns and separates from the school's history of chronic underperformance.
- Establish targeted plans for staff development that stretch from the restart announcement to restart operation.
- Conduct AMS facilitated listening sessions and focus groups for staff to voice concerns in all areas. Feedback from these sessions will inform future staffing, planning, development, and the school's overall restart.
- Plan for student and family engagement using effective current staff as familiar community faces.

Phase III: Execute & Excel

Now that AMS and local staff members have spent considerable time planning for the school's restart, the final phase begins with the first day of school. Staffing is stable and informed of new expectations. All vacant positions are filled. The school's staff is ready to strive toward a unified goal. When doors open for the first day of school, it is time to execute and excel. AMS will:

- Continuously assess and adjust the effectiveness of the restart staffing model, professional development plans, and family engagement methods.
- Reinforce high expectations in all aspects of school operation.
- Work with staff to recruit students and families as stakeholders in turnaround.
- Hold staff members accountable for their performance. Issue performance improvement plans as needed. Terminate ineffective staff members as needed.
- Evangelize the school's restart mission and promote achievement on the Nevada School Performance Framework as the school's primary goal.
- Foster a productive, professional work environment that encourages retention, development, and results.

To evaluate the effectiveness of this multi-phase approach, AMS staff will measure the execution of these key outcomes when engaging staff currently employed by the restart school:

- Trust between leaders, teachers, support staff and AMS.
- Clear, accessible, transparent systems for two-way communication, feedback, and shared decision-making.
- Continuous feedback from effective leaders, teachers, and staff who are active participants in developing deeper strategic plans for the opening and operation of the restart school.
- Retain and encourage pre-existing staff with a proven ability to contribute to the restart school's turnaround.
- Terminate, dismiss, or non-renew staff in a professional and timely manner. Although AMS is optimistic that more rigorous structures and high expectations will go a long way to support effective turnaround, our conservative assumption is that a chronically underperforming school has some ineffective staff members.

III. A-3: Governance Transition

To ensure that the restart school opens with stability, compliant practices, and clear accountability structures, AMS will execute a smooth governance handoff/transition. To do so, AMS will work in close partnership with the State Public Charter School Authority to establish a newly constituted board consisting of local mission-aligned members invested in the restart school's success. Over the past year, AMS has been working with a local Committee to Form comprised of Nevada residents with experience and expertise across diverse fields. Pending feedback from individual Committee members and the SPCSA, AMS will recruit members of the Committee to serve on the founding board for the restart school. If necessary, AMS will also recruit qualified board members with the skill sets and drive to achieve the key goals of restart. We will strive to establish immediate oversight that transitions into long-term local stewardship of the school's results and of public funds.

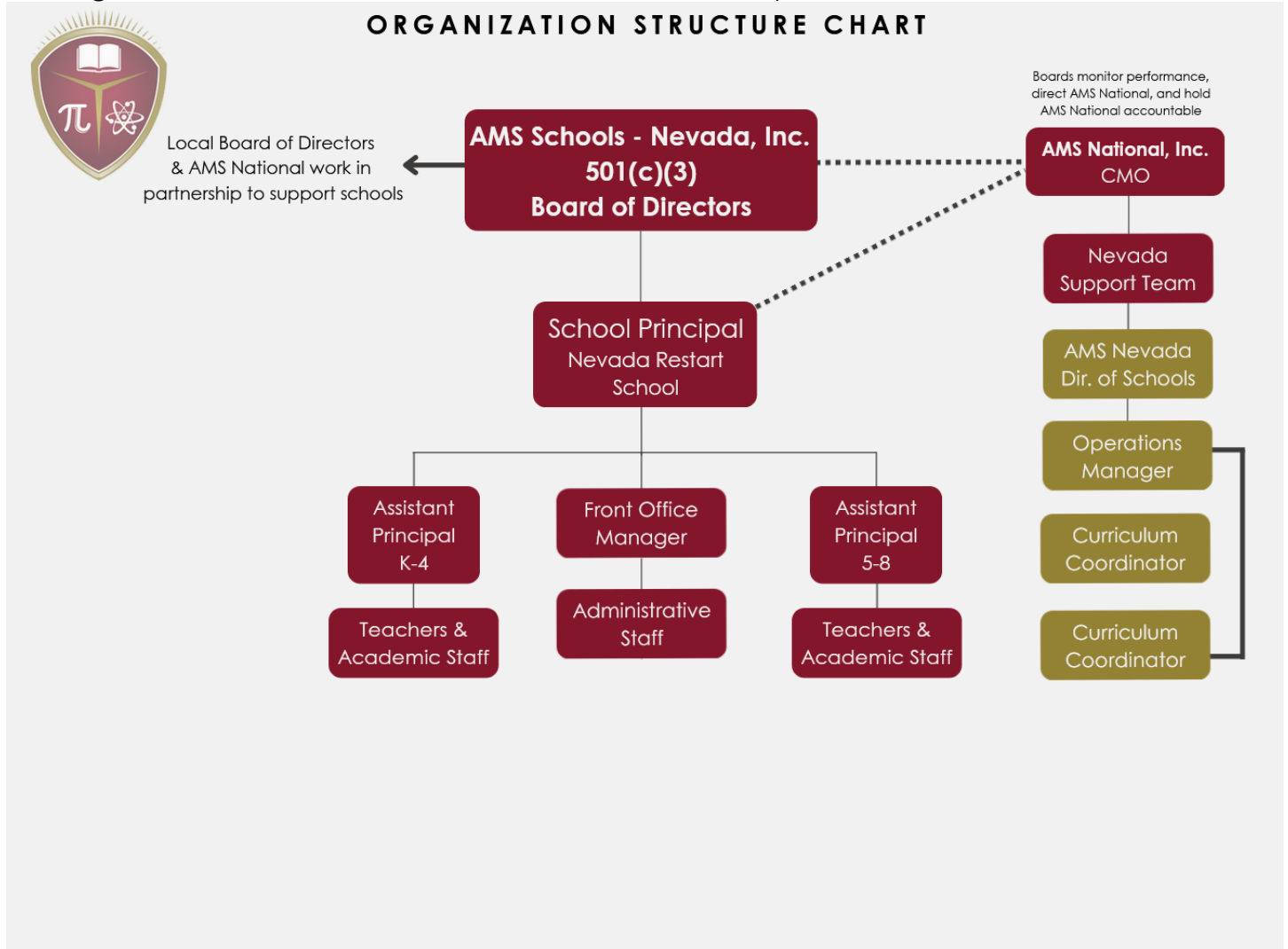
When awarded, AMS will quickly complete all legal and procedural steps to transfer governance from the closing/non-renewed board to a new restart charter board via AMS Schools – Nevada, Inc. AMS will ensure that the new board is compliant with all Nevada legal requirements for membership and file all required notices/documentation to ensure that systems are immediately in place for the planning and implementation of academic, financial, and operational oversight. Based on decades of experience in nonprofit board operation and support, AMS will design and deliver a comprehensive orientation program for all new restart charter board members, recognizing that many will be new to charter governance and/or the unique demands of overseeing a restart charter school. At minimum, orientation will include:

- A detailed review of the statutory roles and responsibilities of the board, including fiduciary duties, compliance with open meeting law, and oversight of academic, financial, and operational performance.
- An introduction to the Nevada School Performance Framework with an emphasis on how the board will monitor progress toward meeting restart goals.
- Clear guidance on the separation of governance and management roles, how to evaluate and work with a CMO, and the role of state entities such as the authorizer and Department of Education.
- Case studies and examples of effective governance action/practices from existing schools across the AMS network.
- Establishing a regular meeting schedule for the board to follow.

Overall, our goal will be to ensure that there is seamless continuity of governance for the restart charter school. It is imperative that the newly constituted board of the restart school under AMS Schools – Nevada, Inc. is active in the development, implementation, and monitoring of all restart plans.

III-B. Organization Chart

The organization chart below outlines AMS National's expected structure in Nevada at scale.



III-C. Fee Structure

If approved, AMS Schools – Nevada, Inc. and AMS Schools - National, Inc. will operate the restart charter school(s) using a percentage of revenue fee structure. The exact percentage of revenue to be provided to AMS National as payment for services will be determined once AMS has access to the school's financials. AMS National will determine a manageable rate in partnership with the State Public Charter School Authority. As of the submission of this Phase II Application, we expect to charge between 10-12% for comprehensive CMO services.

III-D. Sample Contract

A copy of the contract between AMS Schools - National, Inc. and AMS Schools - Arkansas, Inc. is provided as described in Addendum 1. In Nevada, we plan to provide full comprehensive charter management services to the restart school(s). AMS National is prepared to provide a full suite of services that simplify and streamline operations for local educators. Local educators will have centralized support that allows them to focus on core instruction and student & family support.

IV. Financial Plan

Over the past 20+ years, AMS has consistently demonstrated financial stability. As our last three years of independent & single audits across 3 different Arizona nonprofit corporations indicate (attached separately), we have a track record of ensuring financial stability. If awarded this restart opportunity, AMS National will provide proven financial services in alignment with best practices to establish a strong plan for the restart school. Similar to our academic and operational plan, our approach to the restart school's finances will be a full-scale effort where we audit, assess, and execute a plan that ensures the school's revitalized future.

Under AMS National oversight, the restart school will implement a multi-year financial strategy that projects revenues and expenditures over a 3–5-year horizon. Our year-over-year financial planning will be data-driven and conservative, designed to maintain a balanced sustainable budget while funding the key restart initiatives necessary to achieve meaningful turnaround. Based on our experience operating tight Arizona charter school budgets where per-pupil funding is much lower than Nevada, we are prepared to address and correct any financial deficiencies that the eligible restart school(s) have accumulated alongside chronic academic underperformance.

A cornerstone of the AMS approach to school finance is aligning resources to areas that meaningfully improve student outcomes. Every financial proposal and decision is guided by its impact on student achievement and student well-being. Consequently, we recognize that budgets are moral, working documents that ultimately demonstrate a school's priorities. In partnership with the SPCSA and the restart school's board, AMS will develop a sustainable, fiscally sound budget that prioritizes instructional and student support expenditures. Specifically:

1. *Immediate One-time Transition Costs:* Curriculum, staff training, technology upgrades, facility repairs & additions (to fit our program).
2. *Instruction and Curriculum:* Evidence-based materials and targeted intervention supports. Additional funding will be directed to enrichment opportunities, clubs & sports, and tutoring/intervention based on need. Teacher classroom budgets will be protected or enhanced.
3. *Staffing & Professional Development:* Teacher and leader quality drive student achievement so AMS National will direct school resources toward recruiting, developing, and retaining high-quality educators. We will budget for effective professional development and coaching (materials or from proven providers) aligned to the school's overall improvement plans in service of meeting the expectations or the Nevada School Performance Framework.
4. *Technology & Digital Learning:* AMS National will align capital and operational funds to make any necessary upgrades to technology infrastructure to ensure students and teachers have access to modern learning tools. We will budget for device refresh cycles, educational software, and technology support personnel to ensure that teachers are not part-time IT employees for their students and can focus on instruction.
5. *Facilities & Learning Environment:* During the transition period, AMS National will evaluate the status of the restart school facility and classrooms. AMS National will budget to prioritize urgent facility repairs, security upgrades, and renovations that

impact student learning (ex: HVAC so classrooms are comfortable, science lab upgrades so students can fully follow the AMS Science program, etc.). By improving facilities and ensuring clean, well-maintained schools, we support both student engagement and community pride in the school building itself.

6. *Student Support & Enrichment*: AMS students are well-rounded so AMS budgets for the restart school will reflect enhanced support for holistic student development. AMS National will look to increase funding for counseling, mental health services, behavioral supports & materials, and initiatives like after-school programs and summer learning, recognizing that these supports/enrichments directly improve academic outcomes and contribute to student well-being. We will also look to invest in partnerships with community and resource-based organizations to extend the school's ability to support families.

Furthermore, AMS's grants management and regulatory compliance team will work with the restart board, the principal(s), and school staff to ensure federal funds are strategically used to support restart turnaround goals. As a charter school operator with extensive experience serving disadvantaged communities, we are intimately familiar with the requirements and expectations of all federal programs. AMS National will assign an experienced Grants Manager to oversee all Title, IDEA, and other applicable grants to ensure compliance and maintain meticulous documentation of all planned grant expenditures. The Grants Manager will collaborate with relevant stakeholders regularly to ensure that these funds are used in alignment with federal program goals and the school's comprehensive restart/turnaround plan. The Grants Manager will also explore pursuing additional grants that the previous operator may not have had the resources to support.

Leveraging years of experience managing charter school finance, AMS National will not only maintain strong financial health for the restart school starting on day 1, but also instill confidence in stakeholders, including both families and the SPCSA, that all funding is being used to support academic and organizational turnaround. Every dollar will be spent purposefully, responsibly, and transparently under rigorous internal controls.

V. Authorizer Points of Contact

AMS currently serves students and families in charter schools in Arizona in partnership with the Arizona State Board for Charter Schools and in Arkansas in partnership with the Arkansas Department of Education's Charter Authorizing Panel. AMS is pleased to provide the following authorizer contact information.

Arizona State Board for Charter Schools

- Ashley Berg, Executive Director
- 602-617-2514
- Ashley.Berg@asbcs.az.gov

Arkansas Charter Authorizing Panel

- Darrell Smith, Assistant Commissioner
- 501-682-4397
- darrell.smith@ade.arkansas.gov

ADDENDUM I: Sample Contract with an Existing School

A sample contract between AMS Schools – National, Inc. (CMO) and AMS Schools – Arkansas, Inc. is separately attached to the submission of this Phase II application.

ADDENDUM II: Authorizer Financial Performance Frameworks

Arizona:

The Arizona State Board for Charter Schools uses the Financial Performance Framework (linked below) to rate each charter holder under contract based on six key measures. The ASBCS Financial Performance Framework is also attached to the submission of this Phase II application for convenience.

https://drive.google.com/file/d/1Gb7CzVgHvFZ6H25elv2fau3_rB8L4Ugj/view

Arkansas:

The Charter Authorizing Panel does not publish a formal financial performance framework to hold charters accountable. Section 5 of AMS Schools – Arkansas, Inc.'s contract specifies financial requirements. Performance related metrics from Section 5 of the contract are listed below.

1. Adopt and electronically file a budget of expenditures and receipts for the current fiscal year by September 30 of each year.
2. Maintain appropriate governance and management procures and financial controls. Comply with all reporting requirements and fully participate in the Arkansas Public School Computer Network finance and educational data reporting system.
3. File an independent audit of the prior fiscal year by a private auditor selected by the charter's board according to Ark. Code Ann. § 10-4-413.
4. Tuition and Fees: The charter school may not charge tuition or fees of any kind as a condition of enrollment. The Charter School may not impose any fees that a public school district would be prohibited from imposing. Nothing in this section will be construed to prohibit the Charter School from imposing fees that a school district would be permitted to impose.
5. Debt:
 - a. Debt. The Charter School may not incur any debt, whether in the form of a lease, loan, mortgage, contract, or other financial obligation, without the prior review and approval of ADE pursuant to ADE rules. For purposes of this Charter, "debt" has the same meaning as set forth in the appropriate rules promulgated by ADE.
 - b. The Charter School may not use the funds that it receives from the state for any sectarian program or activity or as collateral for debt.
 - c. No indebtedness of any kind incurred or created by the Charter School shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the Charter School shall involve or be secured by the faith, credit, or taxing power of the State of Arkansas or its political subdivisions.
6. Inventory of Assets; School Property. The Charter School will maintain a complete and current inventory of all school property and will update the inventory no less than annually. The inventory must specifically identify those items purchased with non-public funds. The inventory must specifically identify any items maintained in the Charter School facility but owned by the Applicant or another entity.