



Restart Plan Proposal Nevada Preparatory Charter School

Submitted to the Nevada State Public Charter School
Authority in Accordance with NRS 388A.300 and NAC
388A.347

By **AMS Schools - National, Inc.**

January 12, 2026

I. 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 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 is seeking approval of this plan to restart Nevada Preparatory Charter School (henceforth, "Nevada Prep") for the upcoming school year. If approved, Nevada Prep will become the **Academy of Math and Science Nellis** under a new charter contract held by AMS Schools – Nevada, Inc., a Nevada 501(c)(3) nonprofit corporation, with operation, management, and services provided by AMS Schools - National, Inc. (henceforth may be referred to as "AMS" or "AMS National"). AMS National is a 501(c)(3) nonprofit charter management organization (CMO) 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 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. Looking to Nevada Prep, our aim is to partner with mission-aligned organizations, including the Nevada State Public Charter School Authority, to turn the school's achievement around and drive excellent outcomes for students who need it most.

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 exceed all academic, operational, and financial requirements established by our authorizers and, more importantly, exceed the expectations of the families we serve. We envision that this restart opportunity will not only turn around the academics for students affected by years of underperformance at Nevada Prep, but also establish AMS Nellis as a community school that families can rely on and the state can be proud of.

In terms of targeted enrollment for the Academy of Math and Science Nellis, we plan to enroll 660 students for the upcoming school year and are thus requesting a total charter enrollment cap of 700 students.

AMS's approach to restarting Nevada Prep 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."* 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.

This school-specific restart plan details how AMS's local nonprofit, AMS Schools – Nevada, Inc., and national nonprofit, AMS Schools - National, Inc., will work together to provide renewed academics, rebuild family trust, select an effective school leader, and establish a fiscally sound budget & financial practices. We are confident that the plan herein will offer the Nevada Prep community immediate and sustainable improvement.

For more information regarding AMS's experience and evidence of successful turnaround, please refer to our Phase II Application submitted as part of the SPCSA's Request for High-Quality Operators.

II. Academic Plan

AMS will implement a multi-phase 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. We believe that the phases and steps detailed below are key building blocks that can turn around any school. 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. Our overarching goals for the academic plan are:

- Stabilize school operations, leadership, and 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, the closing administrator, current Nevada Prep staff, 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.
- 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 and proliferate 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.
- 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 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 the 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 Nevada Prep stakeholders, AMS will build the kind of community buy-in that generates effective change in service of turnaround and inspire excitement the school is on the right path.

Specific Academic Improvement Goals for Nevada Prep

In congruence with the above three phases, AMS leadership will strive toward the following specific 3-year improvement goals based on Nevada Prep's academic data. To create these specific goals, AMS reviewed state testing results from the most recent academic year.

Our overall goal for the restart of Nevada Prep is to bring the performance of the school up to at least 3-star NSPF by the end of year 3. To do so, we will coalesce best practices in each subject area to achieve meaningful growth and drive proficiency. We will constantly evaluate student results against these feasible goals.

Year 1:

Phase I and II's focus on establishing strong instructional foundations, school culture, high expectations, and consistent use of data, leads to robust support and gains for all learners.

- ELA: % of students who are proficient increases by 10 points from previous year.
- Math: % of students who are proficient increases by 13 points from previous year.
- Science: 25% proficient.
- EL: 15% 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 a baseline from prior year.

Year 2:

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

- ELA: % of students who are proficient increases by 8 points from previous year.
- Math: % of students who are proficient increases by 10 points from previous year.
- Science: 35% proficient.
- EL: 20% 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%+).

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 5 points at least and ideally increases to at or above the state average.
- Science: 40% proficient.
- EL: 30%+ reclassified or on track.
- SPED: Continued 100% IEP compliance and growth.
- Maintain staff retention
- Maintain student retention
- Improve participation in well-rounded clubs & extracurriculars (40%+)
- Achieve at least 3-star rating on the NSPF.

For more information on the AMS network's overall approach to education and the programs, principles, structures, and mechanisms we implement to achieve excellent student outcomes, please refer to our Phase II Application submitted as part of the SPCSA's Request for High-Quality Operators.

III. Operational Plan

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 in partnership with students, families, the SPCSA, and current Nevada Prep staff and board members. Our aim is that the announcement of AMS restart 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 for Nevada Prep is aligned to what we consider universal best practices for assuming the operation of a closing or restarted school.

This multi-phase process defines the key steps that AMS will take from day 1 of approval all the way to the first day of school and beyond. This plan is designed to support the ultimate end goal that AMS Nellis will meet or exceed Nevada School Performance Framework standards within 3 years. This plan will be publicly available to parents in the manner submitted to the SPCSA and also communicated in a more concise format for parents with further detail on how they can get involved in the school's future. Notably, we plan to host both in-person and online town hall meetings with Nevada Prep stakeholders to articulate our plans, expectations, and goals, and to take questions.

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

If approved, 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

We intend to be proactive and transparent in communicating with current Nevada Prep staff. 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 restart 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 action steps for staff members 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 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 Nevada Prep 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 specific needs.
- Recruit and develop new staff to fill open positions based on refreshed standards.
- Identify all areas in which Nevada Prep 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 restart goals. 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-B: Identifying a New School Leader

In congruence with the above plan for teachers & support staff, AMS will identify (either internally or by hiring) a qualified turnaround school leader to spearhead this restart effort in partnership with AMS leadership. Following AMS's approval as a qualified restart operator on December 12, 2025, AMS has taken proactive steps to initiate a search for candidates. Overall, we take the following approach when identifying an AMS school leader:

- AMS will define the profile needed for a restart principal with an emphasis on the essential competencies of turnaround expertise, instructional leadership, data-driven leadership, community building skills, compliance management, and cultural sensitivity.
- Once the ideal candidate profile is ready, the AMS Talent Acquisition team will launch a nationwide search for a candidate by posting the role on proven job search platforms (Indeed, LinkedIn, etc.) as well as using direct sourcing techniques to collect a varied applicant pool.

- After collecting applications, AMS will use a rigorous, multi-step process to select a leader. This process will include rigorous screening criteria, performance-based tasks, and panel interviews to ensure candidate alignment with organizational goals and expectations.

III-C: Staffing Timeline

For all levels of school staff, we plan to implement the following staffing timeline:

- December 12, 2025: The SPCSA approved AMS as a qualified restart operator.
- December-Ongoing: AMS meets with Nevada Prep staff and the SPCSA appointed Closing Administrator to discuss current staff needs and transition matters for effective staff.
- January 8-9, 2026: AMS met with Nevada Prep staff and the SPCSA appointed Closing Administrator to conduct classroom observations and small group discussions to begin to identify current staff needs, skills, and next steps, as well as introduce AMS to the staff and discuss the hiring process and timeline. All existing staff will be informed that those interested in working at AMS Nellis will be required to submit their application and resume.
- January 9, 2026: AMS posts founding principal role on the AMS website and proven job search sites.
- January 9, 2026: AMS posts founding registrar role on the AMS website and proven job search sites.
- January 16, 2026: AMS posts founding assistant principal (AP) role on the AMS website and proven job search sites.
- January 19, 2026: AMS posts founding teacher roles on AMS website and proven job search sites.
- January 23, 2026: The SPCSA reviews AMS's proposal to restart Nevada Prep.
- January 26, 2026: AMS posts founding support staff roles on AMS website and proven job search sites.
- February 2, 2026: AMS begins founding principal interviews.
- February 2, 2026: AMS begins founding registrar interviews.
- February 6, 2026: AMS begins founding AP interviews.
- February 9, 2026: AMS begins founding teacher interviews.
- February 23, 2026: AMS begins founding support staff interviews.
- March 2, 2026: Founding principal selected.
- March 2, 2026: Founding registrar selected.
- March 23, 2026: Founding AP(s) selected.
- May 29, 2026: Founding teacher and support staff roles selected.

III-D: Governance Transition

To ensure that Nevada Prep reopens 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. AMS has identified members of the committee to serve on the founding board

for AMS Nellis. 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.

As of the submission of this proposal, AMS has secured four of the five minimum members and is currently seeking at least one more member pursuant to NRS 388A.240. The membership of the AMS Schools – Nevada, Inc. Board will comply the specifications of NRS 388A.240 as soon as possible.

If approved, 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. By the first day of the new charter contract, 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 board to oversee academics, operations, and finances. Based on decades of experience in nonprofit board support, AMS will design and deliver a comprehensive orientation program for all new restart charter board members. We recognize the unique demands of overseeing a restart charter school and the accelerated timeline to the first day of AMS Nellis. 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 public meeting schedule and how to adhere to it.

Overall, our goal will be to ensure 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.

For more information about the specific board members that AMS is proposing for this restart opportunity, please refer to Attachment 1 and Attachment 9.B included in this submission.

III-E. Contract Between AMS Schools – Nevada, Inc. and AMS National

A draft of the contract between AMS Schools – Nevada, Inc. (charter holder) and AMS Schools – National, Inc. is attached with the submission of this restart plan for SPCSA review. Given the accelerated timeline from potential approval on January 23 to the first day of school in the summer, AMS National will secure all services for the restart school. As discussed previously, we will strive to establish partnerships with local experts to assist with services as needed. Our primary focus in this 6-month runway is to ensure consistency with the high

expectations and outcomes of the AMS network broadly, which can be most readily provided via AMS National as an experienced CMO.

IV. Community Engagement

From the moment AMS is approved to restart Nevada Prep, 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. It is a key priority for AMS leadership that we equip parents with all information relevant to their school's future and establish transparency about the transition to stabilize enrollment and inspire hope for 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 Nevada Prep's community. We know it is no small thing for a school to close or be subject to state takeover. Regardless of academic results, families 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:

- Provide opportunities for families, local stakeholders, and staff to hear from and speak with AMS leadership, including at town hall events (in-person and online) or at dedicated listening sessions where we listen to feedback about what parents envision for the school's future.
- Develop and launch a publicly available family involvement plan that meets the needs and key concerns of existing parents.
- Audit Nevada Prep'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) 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 transition to AMS Nellis.
- 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 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 effective systems.
- 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.

AMS has already proactively begun speaking with and securing community partners to support this restart. Specifically, the Clark County Library and Meadows Library, Trinity Life Center Church, Winchester Dondero Cultural Center, HELP of Southern Nevada, Boys & Girls Clubs of Southern Nevada, and Boys Town USA. We hope to speak with and secure more community partners in the coming months.

IV. Financial Plan

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. 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.

Under AMS National oversight, AMS Nellis 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. In partnership with the state-appointed closing administrator, we are preparing to ensure no further financial deficiencies.

Regarding the school facility, members of AMS leadership have already begun speaking with Building Hope, the organization that currently lease to Nevada Prep. Furthermore, members of AMS leadership have visited the school to tour the property and identify areas of concern both from a fundamental facility health standpoint and in terms of alignment to the AMS program. As part of the budgeting process described below, we plan to explore the financial viability repairing/improving deficiencies, for example, the gym floor which does not meet our network's standards for sports & extracurriculars. While not part of the facility per se, Nevada Prep's furniture is also a concern and likely warrants replacement.

In terms of a specific budget proposal for AMS Nellis, we begin with the foundation of a clear enrollment target (660 students). Strong enrollment targets and projections anchor all major revenue and expense assumptions given the direct connection to state and federal funding formulas. Once we establish an enrollment target, we will verify per-pupil revenue across federal, state, and local sources by working with SPCSA staff. For federal programs, including the National School Lunch Program (NSLP), Title-funded grants, and IDEA, we will analyze local demographic trends and apply population-based assumptions informed by comparable schools within our network. State revenue estimates will follow the Nevada Financial Plan template to ensure consistency, accuracy, and compliance while avoiding over or under projection.

Staffing will represent our largest investment and will be core driver of instructional quality. We will collaborate closely with AMS operations leadership to identify staffing needs based on class configurations and Nevada mandated student-to-staff ratios. Compensation planning will be grounded in current labor-market research, using Clark County School District benchmarks as well as data from other local schools to maintain competitive and equitable salary structures that support the recruitment and retention of qualified staff members.

Beyond staffing, we will budget for other essential expense categories using a blend of historical data and per-pupil benchmarks from similar schools within the AMS network while considering the unique needs of the school. Professional and technical services will include critical supports, such as substitute teachers, to minimize instructional disruptions. Purchased property services will incorporate marketing, repairs, and maintenance estimates that will reflect prior spending patterns and school specific needs. Supply budgets, including instructional, facilities, and administrative materials, will be developed using historical per-pupil averages with adjustments made to ensure alignment with programmatic goals.

Throughout the budgeting process, we will regularly test our assumptions against financial health indicators and adjust as new information becomes available. This disciplined and transparent methodology will safeguard compliance, protect instructional quality, and ensure resources are deployed in service of student success.

ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

Proposed Board Member Name	Proposed Position on Board, if applicable (ex. Chair, Vice Chair, Treasurer, etc.)	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) (select one for each member)				Committee Assignment(s), if applicable
			(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Yolanda Mationg	President	Chief Development Officer, Boys & Girls Clubs of Southern Nevada				x Human Resources	
Brandi Adams	Member	Chief Operating Officer, Academies of Math and Science		x Licensed Admin			
Lindsay Kilburn	Member	Lead Consultant, Seven Hills Real Estate			x		
Tiffany Howard	Member	Classroom Teacher, Founders Classical Academy of Las Vegas	X				

Brandi Adams

Chief Operating Officer

Contact



Education

Arizona State University
Tempe, AZ
MA in School Administration

Northern Arizona University
Flagstaff, AZ
BS in Social Science Education

Board Membership

Academies of Math and
Science Arizona

Academies of Math and
Science Arkansas

Academies of Math and
Science National

Overview

An experienced educator with a demonstrated history of working in schools and the education management industry. Strong professional skills in curriculum and instruction, school student information systems, school software, state reporting systems, state and Federal compliance, innovative enrollment practices, human resources, talent acquisition, and school expansion and growth.

Experience

OCTOBER 2022 - PRESENT

Chief Operating Officer | Academies of Math and Science

DECEMBER 2020 – OCTOBER 2022

VP of Enrollment and Data Compliance | Academies of Math and Science

APRIL 2019 – DECEMBER 2020

Performance Training Specialist | American Intercontinental University

SEPTEMBER 2018 – MARCH 2019

VP of School Support Systems | Vertex Education

DECEMBER 2013 – MARCH 2019

Compliance Director | Vertex Education

JULY 2011 – DECEMBER 2013

Federal Programs Coordinator | Vertex Education

JULY 2007 – JUNE 2011

Federal Programs Coordinator | PLC Charter Schools

JULY 2005 – JUNE 2007

Assistant Principal | Ocotillo High School

JULY 2003 – JUNE 2005

Instructional Coach | Ocotillo High School

OCTOBER 1999 – JUNE 2003

High School History Teacher | Ocotillo High School

Lindsay Kilburn

Education

HIGH SCHOOL DIPLOMA | RENO HIGH SCHOOL

BACHELOR OF ARTS-INTERDISCIPLINARY IN SOCIAL SCIENCES | UNLV

INTERNATIONAL BUSINESS STUDIES | GEELONG WAURN PONDS-DEAKIN UNIVERSITY

Employment Experience

2007-2013 | STATION CASINOS | VIP RELATIONS/CASINO GAMING AND MARKETING

2017-PRESENT | SEVEN HILLS REAL ESTATE INC | LEAD CONSULTANT-ASIAN REAL ESTATE AND INVESTMENTS

Additional Skills and Qualifications

2016-PRESENT | DAWSON PARENT ASSOCIATION VOLUNTEER | ALEXANDER DAWSON SCHOOL AT RAINBOW MOUNTAIN

2023-2024 | GALA DIRECTOR OF DEVELOPMENT | FIRST FRIDAY FOUNDATION-ARTS LAS VEGAS NON PROFIT

2013-PRESENT | NON-PROFIT LOGGED VOLUNTEER FOR VARIOUS ORGANIZATIONS ACROSS THE LAS VEGAS VALLEY

YOGA |200 RYT INSTRUCTOR/BAPTISTE CERTIFIED

SPANISH B2 | MANDARIN HSK1

Tiffany Howard



Professional Summary

Passionate and dedicated elementary school teacher committed to fostering a love of learning in young students. Skilled in creating engaging, hands-on lessons that support academic growth and social development. Experienced in differentiating instruction to meet diverse learning needs and integrating creative activities to enhance student engagement. Strong classroom management abilities, emphasizing a positive and inclusive learning environment. Collaborates effectively with colleagues, parents, and school staff to support student success. Enthusiastic about inspiring curiosity and building a strong foundation for lifelong learning.

Work Experience

Classroom Teacher

pilotED Cactus Park-Las Vegas, NV

June 2023 to Present

Third-Grade Lead Teacher

Cactus Park Elementary

- Develop and implement engaging lesson plans aligned with curriculum standards to support student learning.
- Create long-range curriculum plans to ensure comprehensive instruction throughout the school year.
- Design hands-on projects, such as Roman chariots and Black history projects, to enhance student understanding and creativity.
- Lead and mentor third-grade team members in instructional planning and classroom management strategies.
- Coordinate an annual third-grade field trip, ensuring little to no cost for students and families.
- Established and helped launch the school's parent-teacher program, fostering stronger family-school connections.
- Played a key role in developing the after-school clubs program, providing enrichment opportunities for students.
- Serve as the head coach of the school's cheer team, promoting teamwork, discipline, and school spirit.
- Organized and assembled the school yearbooks for the past two years, capturing and preserving school memories.
- Maintain a positive and structured classroom environment that encourages student growth and engagement.
- Collaborate with staff, administration, and parents to support student success and school-wide initiatives.

Enrichment Teacher

Sage Collegiate Charter School-Las Vegas, NV

September 2022 to May 2023

Enrichment Teacher & Founding Teacher

- Designed and implemented engaging lesson plans for K-2 students in art, dance, and music, fostering creativity and self-expression.

- Developed and taught ASL, coding, and public speaking for grades 3-5, enhancing students' communication, technical, and leadership skills.
- Differentiated instruction to accommodate diverse learning needs, ensuring all students could actively participate and succeed.
- Created interactive, hands-on activities to make learning dynamic and meaningful across multiple disciplines.
- Established foundational enrichment programs that supported student growth beyond core academics.
- Collaborated with fellow educators and administrators to align enrichment curriculum with school-wide learning goals.

Substitute Teacher

Clark County School District CCSD-Las Vegas, NV

July 2022 to September 2022

Long-Term Substitute Teacher – Fourth Grade

Robert Taylor Elementary

- Designed and implemented lesson plans aligned with curriculum standards to ensure continuity of instruction.
- Developed long-range curriculum plans to provide structured and effective learning experiences.
- Took on a leadership role as a long-term substitute, guiding and supporting new teachers unfamiliar with the school and curriculum.
- Maintained a positive and structured classroom environment to support student engagement and success.
- Adapted teaching strategies to meet the diverse needs of students and promote academic growth.
- Earned CPI Blue Card certification, demonstrating skills in crisis prevention and intervention.

Classroom Teacher

Imagine Schools-Las Vegas, NV

June 2021 to July 2022

Second-Grade Teacher

- Developed and implemented engaging lesson plans tailored to meet the diverse learning needs of students.
- Conducted parent-teacher conferences to discuss student progress and collaborate on academic goals.
- Organized creative projects, such as “Disguise the Pumpkin” as a book character, to enhance literacy and engagement.
- Helped coordinate a Hawaii-themed Field Day experience, fostering school spirit and student participation.
- Maintained a positive and structured classroom environment to support student learning and development.

Education

Master's degree in Elementary Education

Grand Canyon University

May 2022 to December 2024

- Successfully completed student teaching and evaluations, gaining hands-on classroom experience.
- Mentored by the school principal, receiving valuable leadership and instructional guidance.
- Maintained a 3.0 GPA throughout the two-year program, demonstrating academic consistency and dedication.
- Developed and implemented effective teaching strategies to support diverse student learning needs.

- Engaged in professional growth opportunities to enhance classroom management and curriculum planning skills.

Bachelor's degree in Liberal Arts & Sciences

California State University-San Bernardino

August 2017 to May 2021

- Active member of Zeta Tau Alpha sorority (2018-2021), participating in leadership, philanthropy, and community engagement activities.
- Completed coursework focused on integrating the arts into elementary education, including Theater in the Classroom, Music for Elementary School Teachers, and Dance in the Classroom.
- Studied developmental courses for elementary teachers, gaining a strong foundation in child development and instructional strategies.
- Engaged in hands-on projects that emphasized creative teaching methods to enhance student learning and engagement.

Skills

- Project Coordination (3 years)
- Lesson Planning (4 years)
- Classroom Management (4 years)
- Long Range Curriculum Planning (4 years)
- Curriculum Development (3 years)

Certifications and Licenses

Substitute Teaching Certification

June 2021 to September 2026



Yolanda Yvonne Mationg



Professional Summary

Senior executive and human resources leader with extensive experience in organizational leadership, employee relations, compliance, and strategic operations. Proven ability to lead at the executive level, partner with Boards and senior leadership, and drive organizational effectiveness. Fluent in Spanish.

Professional Experience

Boys & Girls Clubs of Southern Nevada (BGCSNV) – Las Vegas, NV
Chief Development Officer (CDO) | June 2024 – Present

- Serve as a senior executive leader reporting directly to the President & CEO, partnering closely with the Board of Directors to advance the mission, long-term sustainability, and community impact of BGCSNV.
- Oversee all development, fundraising, grant funding, and public relations functions to ensure alignment with organizational priorities and the needs of youth, families, and the broader community.
- Lead and manage all grant strategy and funding, including identification, writing, submission, compliance, reporting, and stewardship for public and private grants.
- Direct public relations, communications, and marketing efforts, serving as a key organizational spokesperson and ensuring clear, consistent messaging with community partners, families, and stakeholders.
- Develop and execute comprehensive fundraising and donor engagement strategies encompassing individual, foundation, corporate, and government support.
- Collaborate with the Board of Directors and Foundation Board to strengthen governance partnerships, expand funding sources, and enhance community trust.
- Work cross-functionally with program, operations, and finance teams to align funding, communications, and strategic initiatives with measurable student and youth outcomes.
- Support organizational planning, budgeting, and policy development with a focus on transparency, accountability, and long-term impact.

Boys & Girls Clubs of Southern Nevada (BGCSNV) – Las Vegas, NV
Director of Human Resources | November 2021 – June 2024

- Led all Human Resources functions including employee relations, compliance, policy development, performance management, and leadership advising.
- Provided strategic HR guidance to executive leadership and management teams.
- Oversaw employee relations matters, investigations, disciplinary actions, ADA/FMLA administration, and compliance with federal and state regulations.
- Supported organizational growth initiatives while maintaining a positive, compliant, and inclusive workplace culture.

MGM Resorts International – Las Vegas, NV
Director of Employee Relations | November 2021 – November 2023

- Managed Employee Relations for multiple MGM properties including MGM Grand, Aria, Vdara, New York-New York, Shadow Creek, and additional facilities.
- Oversaw complex investigations, legal matters, disciplinary actions, and policy interpretation.
- Partnered with senior leadership to improve ER policies, procedures, and training.
- Managed ADA requests and ensured consistent compliance across properties.

Green Valley Ranch – Las Vegas, NV
Team Member Relations Manager | July 2019 – November 2021

- Investigated employee complaints, mediated disputes, and ensured compliance with policies and gaming regulations.
- Administered FMLA, ADA, unemployment claims, and HRIS reporting.
- Trained managers on employee discipline and compliance best practices.

Caesars Entertainment Properties – Las Vegas, NV
Senior Regional HR ER/LR Advisor | April 2019 – June 2019

- Trained and developed ER/LR advisors and handled high-level employee relations matters.
- Managed union grievances, mediations, arbitrations, and labor relations strategy.

Caesars Palace & Rio – Las Vegas, NV
Senior HR ER/LR Integrity Advisor | April 2018 – April 2019

- Served as lead Employee Relations and Labor Relations advisor for Hotel Operations departments.
- Investigated complex employee relations issues, conducted interviews, and provided recommendations consistent with policy and collective bargaining agreements.

- Resolved union grievances for Culinary, Teamsters, Operating Engineers, and UAW, including preparation for mediations and arbitrations.
- Partnered with operational leaders to ensure fair, consistent application of policies and progressive discipline.
- Processed ADA and FMLA requests and ensured compliance with federal and state regulations.
- Submitted payroll and supported HR operational reporting needs.

Bally's / Paris / Planet Hollywood – Las Vegas, NV
HR ER/LR Integrity Advisor | October 2017 – April 2018

- Served as Employee Relations advisor for multiple hotel and casino operations.
 - Addressed employee concerns, investigated complaints, and supported resolution of workplace issues.
 - Assisted with union grievance handling, mediations, and arbitration preparation.
 - Supported management with policy interpretation, employee discipline, and performance management guidance.
 - Ensured compliance with labor agreements, organizational policies, and regulatory requirements.
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Education

Cornell University – Human Resources Essentials Certification
July 2018 – January 2019

University of Phoenix – Bachelor of Business Management
November 2009 – June 2011

References available upon request