

STATE PUBLIC CHARTER SCHOOL AUTHORITY
2021 CALL FOR QUALITY CHARTER SCHOOLS
Schools Opening Fall 2022 and Beyond

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STRONG START ACADEMY ELEMENTARY SCHOOL
K-5 PUBLIC CHARTER SCHOOL

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Section 1: SPCSA Proposal Cover Sheet



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(1) SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your founding group receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Dr. Tammy Malich

Mailing address:

Street/PO Box: 495 S Main St. 5th Floor

City: Las Vegas State: Nevada Zip: 89101

Phone Number: day 702-467-9176 evening 702-467-9176

Fax Number: _____ Email: tmalich@lasvegasnevada.gov

Name of team or entity applying: Strong Start Academy Elementary School

In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements below and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

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- (2) Financial services;
- (3) Law; or
- (4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

- (a) Members of the general public;
- (b) Representatives of nonprofit organizations and businesses; or
- (c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

- (a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and
- (b) Has at least 2 years of experience as an employed teacher.

→ The term does not include a person who is employed as a substitute teacher.

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NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant a Committee to Form or a charter management organization (CMO)?

☒ Committee to Form

☐ Charter Management Organization

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If the applicant is a CMO, identify the CMO and any affiliated NV non-profit:	N/A
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Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board. For CMO applicants, please instead list members of the applicant team including CMO employees, proposed school employees, board members, etc.

Full Name	Current Job Title and Employer	Position with Proposed School
Alain Bengochea, PH.D.	Assistant Professor of Early Childhood, Multilingual, and Special Education; UNLV	Board Member
Nancy E. Brune, PH.D.	Executive Director of the Kenny Guinn Center for Policy Priorities; Kenny Guinn Center for Policy Priorities	Board Member

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Lorna James- Cervantes	School Associate Superintendent, Clark County School District	Proposed Executive Director
Sylvia Lazos, J.D.	Justice Myron Leavitt Professor of Law, William S. Boyd School of Law	Board Member
Joe Morgan, PH.D.	Associate Professor of Special Education and Graduate Coordinator in the Department of Early Childhood, Multilingual, and Special Education, UNLV	Advisory Committee Member
Tara Raines, PH.D.	Associate Professor, Department of Educational Psychology & Higher Education , UNLV	Advisory Committee Member
Nicole Thompson	Educator, Clark County School District	Board Member
Linda Verbon	Retired Educator	Board Member

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Does this Committee to Form, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

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State	Authorizer	Proposed School Name	Application Due Date	Decision Date
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Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2021-22 or 2022-23 school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

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Proposed School Name	City	State	Opening Date
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Proposed School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Strong Start Academy Elementary School	2022	K-2	K-5

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3		60	60	60	60	60
4			60	60	60	60
5				60	60	60
6						
7						
8						
9						
10						
11						
12						
Total						

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	County	Zip Code(s) to be Served by School
Three incubation sites have been identified: 1617 Alta Dr., 700 Twin Lakes Dr., and site on Bonanza and Wardell (street address TBD). The proposed governing board Board of Directors is actively looking to secure one permanent location in a Downtown Las Vegas facility.	Clark	89101, 89104, 89106

Nevada law currently permits an operator to contract with a for-profit, Education Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the name of the EMO or CMO and specify which designation:	N/A

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In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity

assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the Committee to Form the charter school or CMO, or by another entity including, without limitation, an educational management organization? Additionally, did a person who is not a member of the Committee to Form the charter school, CMO, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the name of the person(s) and/or entity(s)?	Tammy Malich Rocio Martinez Saucedo Angela Rose Brandi Catlin
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	N/A
Please provide a resume for the person(s) and or entity(s)?	See Attachment 20

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Applicant Certification:

7/14/2021

Tammy Malich

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Signature

Date

Tammy Malich

Printed Name

Note: [NAC 388A.260](#) requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

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Section 2: Meeting the Need



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(2) Meeting the Need

MISSION AND VISION

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

- (1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:
- (a) The key components of your educational model
 - (b) The outcomes you expect to achieve
 - (c) Key supporters, partners, or resources that will contribute to your school's success

Vision: Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

Mission: The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual civic-minded thinkers to maximize their potential in their community and the world.

Students deserve equal access to opportunity and high-quality education, regardless of the zip code in which they live, the color of their skin, their gender, the language they speak, or their country of origin. Strong Start Academy Elementary School (SSAES) believes that every child has the ability to excel given the right supports, and that all students have talents that can grow through formal learning. SSAES will equip students with the knowledge, skills, and mindsets they need to put their learning to use as active citizens. SSAES want students to love coming to school each day because they feel valued, safe, supported, and respected by peers and faculty. The goal of SSAES is to holistically cultivate the academic ground for these students with a rigorous and innovative academic experience. SSAES will promote student achievement in a safe and enriching learning environment where students will develop a sense of purpose and become responsible, independent life-long learners.

As we live in an interconnected, diverse and rapidly changing world, global competency is vital for the development of social-emotional skills, as well as values such as respect, self-confidence, and a sense of belonging. SSAES will provide opportunities for students to critically examine global developments that are significant to both the world and to their own lives. SSAES will create a community of learners and leaders through encouragement of intercultural sensitivity and respect by allowing students to engage in experiences that foster an appreciation for diverse peoples, languages, and cultures.

SSAES's goal is to serve students in Las Vegas with an interdisciplinary, project-based and research driven curriculum. SSAES will implement interdisciplinary studies that will provide a broader perspective and deeper learning experience for students. This approach will allow teachers to integrate multiple subjects into one lesson or project, and enable them to progress through curriculum faster and create richer, more meaningful learning experiences. SSAES will challenge

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students through project-based learning practices where students will be active participants in their own educational development. This method will encourage students to investigate real world issues and develop practical solutions in order to inspire change at the local, national, and global levels. All disciplines and content areas will have a global dimension, infusing project-based learning that supports inventing and entrepreneurship in all grade levels. SSAES will prepare students for a world in which academic achievement and skills such as critical thinking, communication, technology literacy, and collaboration are required for success in life and career. Students will leave SSAES as independent thinkers, with a high level of emotional intelligence, and the core content knowledge that will enable them to thrive academically from middle school through college. Beyond secondary education, students will have gained the leadership skills from SSAES to grow and prosper in a career that makes a positive and lasting impact in their community. The guiding core values for the vision are: (1) Integrity - Accountability for our actions and learning, (2) Social Responsibility – Respect and value for ourselves, each other, and the community, (3) Diversity, Equity & Inclusion – Addressing inequitable and/or unjust systems and structures to create educational equity (4) Civic Engagement – Enrich the lives of youth to contribute to the well-being of the society. The goal of SSAES is to holistically meet the needs of all students by maximizing each child's learning potential and creating long lasting, positive impact on learners.

Core Values of SSAES Model	
Integrity Accountability for our actions and learning	SSAES will cultivate a strong ethical culture inside and outside of the classroom by encouraging positive and trusting relationships among teachers and students. Teachers will model integrity and a growth mindset by demonstrating and encouraging accountability for our actions and learning. SSAES will maintain a supportive classroom culture, where students feel empowered to take risks in their learning and students will be taught how to build and maintain meaningful relationships. Taking responsibility will be encouraged in order to develop and enhance growth mindsets through personal accountability and reflection.
Social Responsibility Respect and value for ourselves, each other, and the community	Social responsibility at SSAES will mean having a personal investment in the well-being of ourselves, each other and the community each other, the community and ourselves . SSAES will engage students with curriculum and school culture that values and creates empowerment, compassion, and respect. These values are fundamental for children to develop basic social skills and confidence which confidence, which maximizes student achievement and will play a pivotal role in the development of concerned and responsible society. Teachers will foster the development of self-directed life-long learners in a safe and enriching learning environment while promoting value and respect amongst each other.
Diversity, Equity, & Inclusion Addressing inequitable and/or unjust systems and structures to create educational equity	SSAES is committed to diversity, equity, and inclusion by taking steps to become an anti-racist and anti-bias school in order to have equitable learning opportunities for all students. SSAES will create a community that supports all dimensions of human differences, and will work towards addressing and dismantling inequitable and/or unjust systems and structures. By incorporating multicultural education and taking a culturally responsive approach to teaching, teachers will help students to achieve their full potential as engaged learners and valued members of society. SSAES wants students to develop a positive self-image and to embrace differences in others. This approach will bring greater multicultural awareness in order to help students with varied needs and backgrounds to succeed. Implementation of effective

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	classroom management strategies through trauma-informed instruction, and de-escalation practices will ensure that children can bring their whole selves to school and thrive in an exponentially diverse world.
Civic Engagement Enrich the lives of youth to contribute to the well-being of the society	SSAES wants students to have the critical thinking skills to become productive and active citizens in their community. Teachers will utilize project-based service learning to create opportunities for students to reflect on what they are learning, which will help students to begin to formulate their own opinions and views on topics. By embedding service learning into instruction, students will see the impact they have on the community and feel empowered to take action on issues they care about. This approach will work to build leadership and citizenship skills throughout their childhood and as they transition into adulthood. SSAES believes that helping children see their potential and achieve positive change, leading to a profound and lasting impact on their academic performance, social-emotional well-being, and contributing positively to the development of society.

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SSAES plans to open at three incubation sites, one at each of the city of Las Vegas' (CLV) three preschools -- Strong Start Academy at Alta, Strong Start Academy at Lorenzi, and Strong Start Academy at Wardelle for the 2022-2023 school year. The three sites are located in CLV Wards 1, 3, and 5, centering around zip codes 89101, 89104, and 89106, and extending into zip codes 89102, 89107, 89108, and 89110. Students in these zip codes have been historically underserved, with 17,659 students currently enrolled in a 1-star or 2-star rated elementary school¹, with six of those elementary schools located within 2-miles of the proposed incubation sites. SSAES will provide high-quality public school seats for students in these neighborhoods and will be a 4-star or 5-star option for parents and students. SSAES will begin the 2022-2023 school year with 180 students across kindergarten, first, and second grades. In each subsequent year, an additional grade will be added until the capacity of 360 is reached from kindergarten through fifth grade. SSAES will work towards maximizing student achievement and fostering the development of life-long learners by gradually scaling each year. This approach will ensure the proper professional development plan for faculty and staff to support sustainability of school culture and student success. The communities of CLV Wards 1, 3, and 5 will likely reflect the population of students that SSAES will serve, predominately Latinx (approximately an average of 62%) and Black (approximately an average of 18%) students², with roughly an average of 90% of the student population receiving free and reduced lunch, an average of 40% being English Language Learners, and 12% special education³. It is important to successfully create an environment where students feel safe, cared for, and confident in their abilities to learn. SSAES is committed to having a staff that is reflective of the student population, leading to a more positive experience for students. Studies have shown that the benefits of having teachers with similar demographic characteristics to their students result in higher motivation, quality communication, and greater future aspirations⁴.

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¹ Nevada SPCSA. (2021). *Academic and Demographic Needs Assessment*. Nevada SPCSA.

<https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2021/210122-2021-Academic-and-Demographic-Needs-Assessment.pdf>

² Opportunity 180. (2018). Report Builder. Opportunity 180. <https://greatschoolsallkids.org/report-builder.php>

³ Nevada Report Card. (2019). *Nevada Accountability Portal*. Nevada Accountability Portal. <http://nevadareportcard.nv.gov/di/>

⁴ Egalite, A., Kisida, B. (2017). The Effects of Teacher Match on Students' Academic Perceptions and Attitudes. American Educational Research Association. <https://journals.sagepub.com/doi/pdf/10.3102/0162373717714056>

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Core Components

All programs, curriculum, instruction, and systems at SSAES play a critical role in the learning environment. Driven by the core values, teachers will foster learning with understanding rather than extensiveness of content coverage, and provide students with multiple opportunities to practice and demonstrate what they are learning. The key programmatic elements that promote expanding students' understanding of content and our core values are the core components.

SSAES will provide a holistic, high-quality educational option to students in CLV Wards 1, 3, and 5 that will emphasize individualized supports for every stage of development for our learners. The foundation of our core components is ~~project-based learning (PBL)~~, social-emotional learning (SEL), and dual language immersion (DLI) models that will encourage students to take an active role in their education, and engage them in ~~more authentic learning~~ *learning that is more authentic*. Building a strong academic program starts with a safe and nurturing environment where students can be free to be themselves. SSAES will strategically promote the four C's of 21st Century skills: critical thinking, communication, collaboration, and creativity⁵ to prepare students be able to demonstrate strong academic outcomes throughout their educational experience. Mindfulness is key in the integration of SEL into academic programming to promote whole school wellness and improve academic returns. Creating equal opportunities for SSAES students is at the heart of our core values and providing DLI will ensure program goals are met while also bringing multicultural competence to all students and fostering an appreciation for diverse citizens, languages, and cultures. Individual student needs will round out the core components focusing on multisensory teaching techniques, and small group and individualized interventions that will serve to develop students' knowledge, skills, and values. Each of these holistic models will promote students engaged in their learning, developing life-long leadership and problem-solving skills that will help them connect with each other and the world around them.

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Core Components - How our model works	
Project-Based Learning (PBL)	SSAES will develop a rigorous, purposeful, and evidence-informed PBL model that will provide comprehensive content understanding. Students will participate in curriculum that enables them to learn about key concepts, master academic skills and content knowledge, and develop skills necessary for future success. PBL in the classroom will create opportunities to tackle real-world challenges within collaborative student learning communities. Implementation of the PBL model will allow teachers a structure for intuitive and intentional differentiation where effective practice of individualized instruction will take place. PBL can be transformative for students by helping them master key competencies identified as essential for college and career readiness, and will help them be successful in today's rapidly changing world. ⁶
Social-Emotional Learning (SEL)	SSAES wants to develop a safe and positive learning environment for students by building a strong foundation of social-emotional competence. Social-emotional skills are imperative for children to learn prosocial behavior, and be able to effectively communicate emotions. SEL curriculum will be utilized in

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⁵ Rusdin, N., Ali, S. (2019). Practice of Fostering 4Cs Skills in Teaching and Learning. International Journal of Academic Research and Business and Social Sciences. <https://pdfs.semanticscholar.org/5263/927b19a11f9f6222cd68be6eb39bd918e921.pdf>

⁶ Buck Institute for Education. (2013). Research Summary: PBL and 21st Century Competencies. Buck Institute for Education. http://pblworks.org/sites/default/files/2019-01/FreeBIE_Research_Summary.pdf?_ga=2.156947442.891151241.1625957131-913382724.1625957126

	the classroom as well as during out-of-school time, and will help students learn the soft skills needed to be productive and successful adults. SSAES will implement SEL to promote student mindfulness which will set the tone for developing positive self-esteem, making responsible decisions, and the ability to manage their emotions. Teachers will support students by actively teaching, modeling, and practicing social-emotional competencies in the classroom utilizing both group and individualized sessions. Teachers will integrate SEL into the learning environment utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL) five framework of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. ⁷ SSAES will support a schoolwide proactive behavior plan to ensure each child receives the emotional supports necessary to maximize classroom experiences. Systems for celebrating and rewarding students will be applied, as well as reconciliation and restoration utilizing trauma-informed principles.
Dual Language Immersion (DLI)	To engage students in the rapidly interconnected world, SSAES will focus on DLI programming for students. Bilingual education develops important cognitive skills and opens cultural pathways for young students. The goal of SSAES is for students to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures. DLI education is the most effective tool for promoting global competency, and fosters cross-cultural interaction creating a multicultural context for learning. The cognitive benefits from bilingual education at an early age not only increases vocabulary and knowledge of grammar, but overall mental flexibility leading to better writing and speaking skills. Several factors that contribute to effective implementation of DLI programs are administrative and home support, high-quality instructional personnel, and professional development. ⁸ All classroom teachers will utilize DLI programming to implement connected lessons that incorporate literacy and culture. Implementation of the best practices in dual immersion instruction will include reading, writing, listening, and speaking.
Multisensory Pedagogy	Multisensory learning is the practice of learning new subject matter by utilizing multiple senses at the same time. It was the first approach to use explicit, direct, sequential, systematic, multisensory instruction to teach reading. This method is effective for all students because it improves essential functions of the brain such as listening skills, vision, and tactile recognition. SSAES will implement multisensory teaching techniques utilizing visual, auditory, kinesthetic, and tactile (VAKT) to help students connect abstract, new, or difficult concepts to concrete experiences. Multisensory teaching techniques stimulate the brain in a variety of ways, such as utilizing whole brain learning so that each sensory system becomes more developed and higher functioning. SSAES will utilize the Orton-Gillingham method, "a highly structured approach that breaks reading and spelling down into smaller skills

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⁷CASEL. (2020). CASEL'S SEL FRAMEWORK: What Are the Core Competence Areas and Where Are They Promoted? CASEL. <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

⁸ Alanis, I., Rodriguez, M. (2008). Sustaining a Dual Language Immersion Program: Features of Success. Journal of Latinos and Education. <https://www.tandfonline.com/doi/pdf/10.1080/15348430802143378>

	involving letters and sounds, and then building on these skills over time." ⁹ Teachers will engage students every day with multisensory activities by integrating VAKT into their structured, personalized lesson plans. Activities will include adding auditory or visual components to reading assignments, building the relationships between sound and symbol, and the use of tactile methods such as tracing on rough or soft surfaces. Using a multisensory approach to learning will help teachers to access individual student needs while fostering a positive classroom environment.
<u>Small Group and Individualized Intervention Multi-Tiered Systems of Support</u>	In order to improve instructional quality, and provide all students with the best opportunities to succeed in school, each student will have an individualized assessment plan for success. Teachers will utilize the Multi-Tiered System of Supports (MTSS) framework to support academic growth, as well as social, emotional and behavioral needs. SSAES will support the whole child by developing high-quality small group and individualized interventions with students in addition to high-quality core class instruction. Teachers will utilize the Multi-Tiered System of Supports (MTSS) framework to support academic growth, as well as social, emotional and behavioral needs. Students will receive daily, small group and/or individualized target interventions determined by teacher observation of student needs. In addition, supplemental instruction during out-of-school time will be provided for students to receive individualized intervention or remediation by trained staff that will help students work on skills and concepts with which they are struggling. Statistics have shown that minority and low-income students placed in smaller class sizes, especially in primary grades, are amongst those that have shown the greatest gains. ¹⁰ SSAES will maintain a low student-to-teacher ratio in order to allow teachers opportunities to identify students' needs, rather than in a larger classroom setting; teachers will be better able to provide for individual needs of the student in the more personalized setting.

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Outcomes

SSAES will provide families in CLV Wards, 1, 3, and 5 with a school option designed to provide an equitable education, and ensure learning that prepares students for lifetime success, leadership, and lasting impact in their community. The core values and components of the SSAES model will directly lead to the achievement of the following outcomes:

Goal 1 – Academic Proficiency: ~~Students will be proficient and/or make significant gains in core subject mastery (math and English).~~

● ~~Grade-Level Reading Proficiency~~

○ ~~Students will read at or above grade level as measured by Fountas & Pinnell (F&P) assessment and MAP after one full year at SSAES.~~

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⁹Institute for Multi-Sensory Education. (2020). What is Orton-Gillingham? Institute for Multi-Sensory Education. <https://imse.com/>

¹⁰ Barrington, K. (2019). How Important is the Student-Teacher Ratio for Students? Public School Review. <https://www.publicschoolreview.com/blog/how-important-is-the-student-teacher-ratio-for-students>

○ Students will grow at least three F&P levels per year, as measured by F&P assessment and MAP.

● Grade Level ELA and Math Proficiency

○ Students will achieve proficiency of 10% gains or higher in reading, math, on the Smarter Balanced Assessment Consortium (SBAC) after one full year at SSAES.

- **ELA, Math, Science Proficiency Goal:** Students who have attended SSAES for at least two years will achieve proficiency of at least 10% or higher in ELA, Math, and Science as measured by annual SBAC Assessments.
- **Literacy Proficiency Goal:** Students who have attended SSAES for at least two years will read on or above grade level as measured by mCLASS Dibels assessments.
- **Literacy Growth Goal:** All students will meet their quarterly individual growth targets following their proficiency pathway set in the mCLASS Dibels growth monitoring system.
- **Math Proficiency Goal:** Students who have attended SSAES for at least two years will achieve on or above grade level proficiency as measured by the iReady Math Diagnostic.
- **Math Growth Goal:** All students will meet their quarterly individual growth targets following their proficiency pathway set in the iReady Math growth monitoring system.
- **Science and Social Studies Goals:** Students who have attended SSAES for at least two years will achieve a score of an average of 80% or higher on internally created science and social studies content area unit assessments.

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Goal 2 - Language Acquisition:

- SSAES will be ranked in the 50% Growth Percentile or above for the percentage of students meeting their Adequate Growth Percentiles on the annual WiDA Assessments.
- **English Language Acquisition Proficiency Goal:** All students will meet their yearly Adequate Growth Percentile Goals based on annual Flashlight 360 assessments following individual growth targets following their proficiency pathway.
- **English Language Acquisition Growth Goal:** All students will meet their quarterly individual growth targets following their proficiency pathway set in the Flashlight 360 growth monitoring system.
- **Spanish Language Acquisition Proficiency Goal:** All students will meet their yearly Adequate Growth Percentile Goals based on Flashlight 360 assessments following individual growth targets following their proficiency pathway.
- **Spanish Language Acquisition Growth Goal:** All students will meet their quarterly individual growth targets following their proficiency pathway set in the Flashlight 360 growth monitoring system.

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Goal 23 - Social-Emotional Learning (SEL): – Students will reach age-appropriate social-emotional developmental milestones in the CASEL five areas of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- ~~Students will show age-appropriate progress and growth in the classroom on internally created social and emotional assessments based on the CASEL 5 Framework.~~

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SEL Proficiency Goal: All students will reach age-appropriate social-emotional developmental milestones in the Collaborative for Academic, Social, and Emotional Learning (CASEL) five areas of social-emotional learning: Self Awareness, Responsible Decision Making, Relationship Skills, Social Awareness, and Self-Management.

SEL Growth Goal: All SSAES students will demonstrate age-appropriate growth on internally created assessments based on the CASEL 5 Framework.

Goal 3—Bilingual Language Learning—All students will increase speaking, reading, and writing skills in English and Spanish.

- ~~80% of Grade 3 students will reach Novice Mid target for bilingual language proficiency determined by the American Council for Teaching Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPL).~~

Goal 4—Restorative Practice Whole School Approach—Through restorative practice whole school approach, students will enhance their ability to understand peers, manage emotions, develop greater empathy, resolve conflict with parents, improve home environment, and maintain positive relationships with peers. Restorative practice builds community and promotes healthy relationships among educators and students in order to teach necessary conflict resolution skills.

Goal 5—The Board of Directors will provide effective oversight and demonstrate fiduciary responsibility

- ~~The Board will conduct formal annual reviews of school leadership using an evaluation tool and metric determined by the first Board meeting of the annual calendar and aligned with organizational goals and metrics.~~
- ~~The Board will conduct annual self-evaluations to assess its strengths and weaknesses.~~
- ~~The Board will conduct formal annual reviews of the school's strengths and weaknesses.~~
- ~~The Board will conduct formal annual reviews of its bylaws and all policies.~~
- ~~The Board of Directors selects an external audit firm to perform an independent examination of financial statements and internal controls on an annual basis and will demonstrate that the school meets or exceeds professional accounting standards.~~
- ~~Budgets for each year will demonstrate effective allocation of financial resources to ensure effective execution of the mission as measured by yearly balanced budgets.~~

Key Supporters, Partners, and Resources

SSAES has been fortunate to have many supporters of the community, including local families, civic leaders, non-profits, educational organizations and philanthropists. The school has partnerships with several organizations that support the vision, but also plans to ~~partner~~collaborate with additional organizations to provide students at SSAES with the best possible resources. A key partnership for SSAES is DISCOVERY Children's Museum where they have committed to provide our educators with professional development opportunities, access to the Educator Mix & Mingle event, subsidized admission for field trips and DISCOVERY on Wheels program. Additional partnerships include TNTF, Opportunity 180, University of Nevada, Las Vegas Schools of Medicine, Dental, and Nursing, Trauma Recovery Yoga (TRY), Las Vegas-Clark County Library District, Big

Brothers Big Sisters of Southern Nevada, and many others that support SSAES' goal of equal access to quality education for all students. SSAES values strong educators, and through ~~our partnership with TNT~~the professional networks of the Executive Director and Board of Directors, the school will be able to develop a pipeline of effective, diverse educators that will support rigorous academics for students. Boys and Girls Clubs of Southern Nevada has committed to providing SSAES students with after-school programming that will reinforce academic and enrichment activities that take place during the school day and in the after-school setting. SSAES will also work closely with Targeted Creative Solutions in the development of evaluations for ongoing feedback of curricular support and revisions of programming to best support student outcomes. Lastly, perhaps our most important partner is the community itself. Since the official bylaws were approved on June 16, 2021, just 29 days prior to application submission, SSAES has received 26 online interest surveys, 320 social media engagements, and 11 letters of support from community partners. Furthermore, more than 400 families of age-eligible children received information regarding the potential direct pipeline from the Strong Start Academy preschools to the Strong Start Academy Elementary School.

(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

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

SSAES mission and vision align with five of the six statutory purposes:

- (a) Academic achievement is the foundation of the SSAES model. All students will have the opportunity to excel academically and to have a positive impact on an increasingly diverse and global society. SSAES intends to become a 4-star or 5-star school within our first charter term, upon authorization, and will utilize annual evaluations that examine academic achievement and measure the outcomes listed in the previous section. Students will also have regular progress monitoring to measure student performance throughout the year and ensure student growth.
- (b) SSAES ~~project-based learning model (PBL)~~¹¹, dual language immersion programming (DLI)¹², and social-emotional learning (SEL)¹³ are proven effective and innovative models that, along with high-quality implementation, will increase long-term retention, student performance and proficiency. ~~The combination of PBL and SEL is essential, as social and emotional development plays a vital role in a student's core education. PBL engages students in rigorous academic content while~~ SEL allows students to learn, practice and

¹¹ Vega, V. (2015). Project-Based Learning Research Review. Edutopia. <https://www.edutopia.org/pbl-research-learning-outcomes>

¹² Steel, J et al. (2017). Dual-Language Immersion Programs Raise Student Achievement in English. RAND Corporation. https://www.rand.org/pubs/research_briefs/RB9903.html

¹³ CASEL. (2020) Benefits of SEL. CASEL. <https://casel.org/impact/>

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apply social emotional skills, therefore positively impacting students' overall growth.¹⁴ In addition, incorporating DLI programming with SEL will develop a greater empathy among students, as well as the ability to communicate and understand other cultures.

- (c) SSAES will demonstrate accurate measurement of the educational achievement of students by utilizing the Buck Institute, High-Quality PBL Works learning rubrics, the CASEL social-emotional framework, and other curriculum based academic assessments such as Northwest Evaluation Association (NWEA), Measure of Academic Progress (MAP), and World-Class Instructional Design and Assessment (WIDA). Teachers will be using varied methods and strategies to facilitate the learning of all students, which will result in measureable growth each year, and mastery of knowledge, skills, and concepts in core curriculum.
- (d) SSAES will demonstrate accountability and transparency of serving traditionally underserved populations that results in a 4-star or 5-star rating. SSAES will encourage and promote open Board meetings, parent and community collaboration, and public records of fiscal management, ensuring SSAES' dedication to equitable education for all students, and accountability of utilizing taxpayer dollars responsibly.
- (e) This statutory purpose is not applicable to SSAES.
- (f) SSAES will foster continuous school improvement by providing proper professional development and opportunities for teachers through the partnerships with Dual Language Education of New Mexico (DLeNM), Targeted Creative Solutions, TNTP, and DISCOVERY Children's Museum. SSAES will ensure teachers have strong pedagogical content knowledge in all subject matter areas, including the distinct combination of innovative ~~PBL~~, SEL ~~and~~, DLI, ~~and multisensory learning~~ programming.

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TARGETED PLAN

(1) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

SSAES has been in communication and meetings with community groups and stakeholders to conduct outreach and spread the intent and mission of the school. SSAES has gained valuable feedback from trusted professional community members to ensure educational and operational success. The school has been fortunate at this nascent stage to receive insight, questions, comments and concerns from professionals in local government, public education, the Nevada Legislature, higher education, Head Start providers, minority advocacy groups, philanthropy and community service providers.

SSAES proposes an equitable, ~~high-quality~~high quality, and innovative educational school model to support the communities of CLV Wards 1, 3, and 5. As identified in the section above, Wards 1, 3, and 5 are among zip codes 89101, 89104, and 89106, and they extend into zip codes 89102, 89107, 89108, and 89110; these wards are the selected communities for SSAES, which are traditionally significantly underserved populations. The economic reality is that funding systems allocate inadequate resources to schools in higher poverty areas leaving them with less quality curriculum materials, and significantly ~~higher-class~~higher-class sizes than in comparison to counterparts in more affluent neighborhoods. Of the aforementioned zip codes where SSAES will be located and the

¹⁴ Lucas Education Research. (2013). Why Social Emotional Learning is Essential to Project-Based Learning. Lucas Education Foundation. <https://www.lucasedresearch.org/wp-content/uploads/2021/02/SEL-White-Paper.pdf>

communities that will be served, an average of 30% of people are living below the poverty level.¹⁵ The median household income for 89101 is \$25,310, nearly 58% less than the state median household income of \$60,365 (89104 has a median income of \$36,448, and 89106 has a median income of \$29,906).¹⁶ Additionally, the average unemployment rate for the selected areas is 10.1%,¹⁷ compared to the state average of 3.9%,¹⁸ furthering the inherent gap that exists in the educational system as a direct result of socio-economic disparities. Bridging the gap by bringing quality education to students that have been traditionally undeserved gives them that ability to succeed, regardless of their circumstances.

In our target community, more than 17,500 elementary students attend a 1-star or 2-star school, where students are less likely to demonstrate proficiency in core subjects such as reading and math, a key risk factor that leads to lower high school graduation rates. The Annie E. Casey Foundation's *Double Jeopardy* reports "35% of children who were poor, lived in neighborhoods of concentrated poverty and not reading proficiently failed to graduate high school on time."¹⁹ Further extending the achievement gap is lack of grade-appropriate assignments that give students the ability to demonstrate grade-level mastery. According to TNTP's, *The Opportunity Myth*, students are unable to reach their academic goals not necessarily because they are lacking, but because they were not even given the chance, especially "students of color, those from low-income families, English Language Learners, and students with mild to moderate disabilities."²⁰ Students of color have drastically fewer resources and very noticeably different learning opportunities than white students, further increasing the need for equitable, high-quality education that will be provided by SSAES.

(2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. [A copy of this document can be found here](#). Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment.

(a)Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.

¹⁵ Healthy Southern Nevada. (2019). People Living Below Poverty Level. Healthy Southern Nevada.

<http://www.healthysouthernnevada.org/indicators/index/view?indicatorId=347&localeId=25403>

¹⁶ Income by Zip Code. (2019). Nevada. Income by Zipcode. <https://www.incomebyzipcode.com/nevada>

¹⁷ City of Las Vegas. (2019). City of Las Vegas Neighborhood Demographics. City of Las Vegas Community Dashboard. <https://communitydashboard.vegas/neighborhood>

¹⁸ US Bureau of Labor and Statistics. (2019). Nevada Economy at a Glance (2019). US Bureau of Labor and Statistics <https://www.bls.gov/eag/eag.nv.htm>

¹⁹ Hernandez, D. (2012). Double Jeopardy. The Annie E. Casey Foundation

<https://assets.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

²⁰ TNTP (2018). The Opportunity Myth. TNTP. https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

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SSAES will implement a full range of services to meet the needs of our students, and meet the needs outlined by the Academic and Demographic Needs Assessment. Specifically, SSAES will provide supports to English Language Learners, Special Education students, students qualifying for Free and Reduced Lunch, as well as academic need by serving zip codes where students are attending a 1 or 2 star school. SSAES will create an inclusive learning environment to ensure the most marginalized students are getting the instructional and emotional supports that they need in order to be successful.

(b)Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.

Among elementary students currently enrolled in the primary zip codes 89101, 89104, and 89106, currently 40% are grade-level proficient in ELA, 33% in math, and 15% in science.²¹ In addition, there is only one 4-star elementary school option located in all zip codes that SSAES will serve, including the extended zip codes 89102, 89107, 89108, and 89110. Based on current demographics and surrounding schools, SSAES will serve predominately Latinx (approximately an average of 62%) and Black (approximately an average of 18%) students,²² with roughly an average of 90% of the student population receiving Free and Reduced Lunch, an average of 40% being English Language Learners, and 12% receiving special education services. SSAES will support student needs with an innovative program model that combines project-based and social-emotional learning, as well as utilizing dual-immersion language and multi-sensory pedagogy to ~~craft~~^{construct} a unique learning experience for all students. SSAES will address the achievement gap from a holistic perspective and intends to earn a 4-star or 5-star ranking within the first charter term. This ranking will contribute to overall student success for more than 350 students that will receive equitable, ~~high-quality~~^{high quality}, tuition-free, educational programming at SSAES. This is an ideal model for the target population, fostering an environment maximizing each child's learning potential, where students will feel empowered to take risks in their learning, with strong expected academic outcomes throughout their educational experience.

Zip Codes: 89101, 89102, 89104, 89106, 89107, 89108, 89110²³

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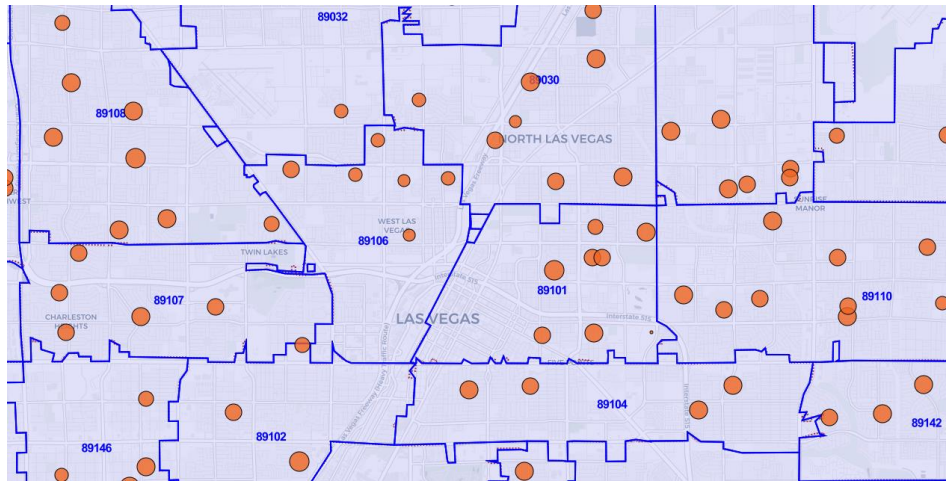
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²¹ Opportunity 180. (2018). Report Builder. Opportunity 180. <https://greatschoolsallkids.org/report-builder.php>

²² Opportunity 180. (2018). Report Builder. Opportunity 180. <https://greatschoolsallkids.org/report-builder.php>

²³ Opportunity 180. (2018). School Map. Opportunity 180. <https://opportunity180.org/school-map.html>

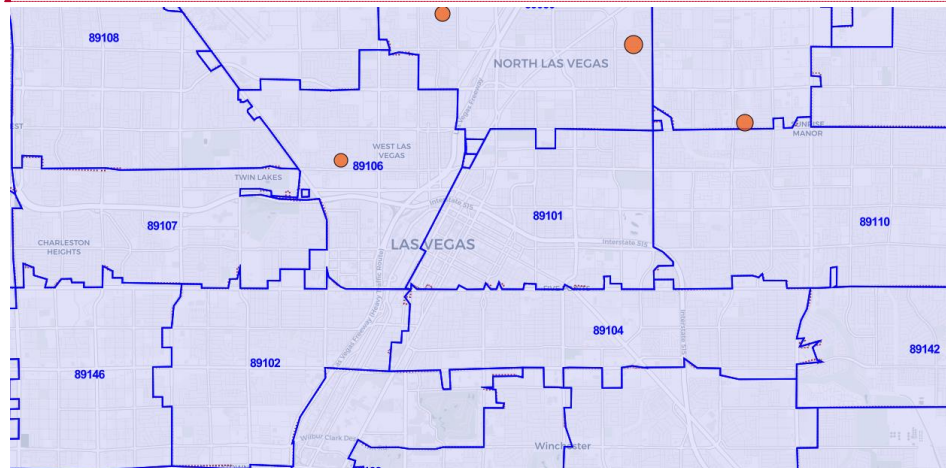
1, 2, & 3 Star Schools



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4 & 5 Star Schools



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(c)Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

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As mentioned above, there are approximately 17,500 students enrolled in an elementary school that is a 1-star or 2-star star school, and where 40% are grade-level proficient in ELA, 33% in math, and 15% in science.²⁴ Based on current demographics and surrounding schools, SSAES will serve predominately Latinx (approximately an average of 62%) and Black (approximately an average of 18%) students,²⁵ with roughly an average of 90% of the student population receiving Free and Reduced Lunch, an average of 40% being English Language learners, and 12% receiving special education services. As there is only one 4-star elementary school option located in the primary zip codes of 89101, 89104, and 89106, including the extended zip codes 89102, 89107, 89108, and 89110, SSAES will meet academic needs by using a continuous learning model that relies on assessments to inform, guide, and evaluate learning at regular intervals. These measures will be rooted in equity to guarantee students that are often the most marginalized, such as at-risk students, students qualifying for Free or Reduced Lunch, English Language Learners, students of color, and students with Individualized Educational Plans (IEP) are able to meet grade-level outcomes. All students will be assessed at the start of each school year, where a personal educational plan will be created for each student, and will include assessment data inclusive of academic, social-emotional, and self-assessments. This plan will create an annual baseline, and address learning gaps against grade-level standards or student standards, and outline goals that have been created through the collaborative process.

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SSAES will create a sense of belonging for all children, and challenge them to meet a high bar of academic excellence. PBL has been proven to have benefits for special education students by successfully integrating experiences and activities in an inclusive classroom setting.²⁶ PBL develops critical thinkers in more authentic learning environment that encourages solving real-world problems, collaboration, and effective communication. Furthermore, the explicit use of critical thinking and communication skills can accelerate student learning, make learning more relatable, and show major growth for students, especially those that are English Language Learners.²⁷ DLI programming was initially recognized as being primarily beneficial for English Language Learners, but results have shown benefits of this program also increases achievement and opportunity for all children, including children with special needs²⁸ and children facing adversity. Utilization of MTSS and Response to Intervention (RTI) plans will ensure that all children, regardless of their history or circumstances, can be successful at SSAES.

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²⁴ Opportunity 180. (2018). Report Builder. Opportunity 180. <https://greatschoolsallkids.org/report-builder.php>

²⁵ Opportunity 180. (2018). Report Builder. Opportunity 180. <https://greatschoolsallkids.org/report-builder.php>

²⁶ Guven, Y., Duman, H. (2007). Project Based Learning for Children with Mild Mental Disabilities. International Journal of Special Education. <https://files.eric.ed.gov/fulltext/EJ814472.pdf>

²⁷ Wolpert-Gawron, H. (2017). PBL with English Language Learners: A Vital Need. Buck Institute for Education. <https://www.pblworks.org/blog/pbl-english-language-learners-vital-need>

²⁸ Collier, V and Thomas, W. (2017). Validating the Power of Bilingual Schooling: Thirty-two Years of Large-scale, Longitudinal Research. <https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/5d9cb55f26d64b44562c6069/1570551181085/ARAL+2017+%28typed%29.PDF>

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

(2) Describe how you have engaged the local community to date as active partners in this application. What specific strategies have been implemented to date?

Community Involvement

SSAES has been in communication and meetings with community groups and stakeholders to not only conduct outreach and spread the intent and mission of the school, but to gain valuable feedback from trusted professional community members to ensure educational and operational success. As outlined below, the school has been fortunate to gain insight, questions, comments and concerns from professionals in local government, public education, the Nevada Legislature, higher education, Head Start providers, minority advocacy groups, philanthropy and community service providers.

Local Government – City of Las Vegas

- Las Vegas Mayor and City Council: Carolyn G. Goodman, Stavros S. Anthony, Michele Fiore, Cedric Crear, Brian Knudsen, Victoria Seaman, Olivia Diaz
- City Manager Office (CMO): Jorge Cervantes, Tom Perrigo, Gary Ameling, , Dr. Lisa Morris Hibbler, Tim Hacker, Mike Janssen, Michael Sherwood, David Riggleman

Meetings with the city of Las Vegas Mayor, City Council, and City Manager's Office (CMO) included City Council Meeting Briefings and City Council Meetings. Briefings included conversations between Dr. Tammy Malich and the officials outlined above through which she informed in a group setting about the mission and vision of the school. She provided written updates to council and CMO that included background information on comparable charter schools, school governance structure, timeline and financial information. At the City Council Meeting on June 16, 2021, City Council approved two items for SSAES: bylaws of CLV Strong Start Academy Elementary Schools, Inc. a Nevada Nonprofit Corporation and the appointment of the Board of Directors for the school.

Public Education- Clark County School District and Nevada Department of Education

- Dr. Jesus Jara, CCSD Superintendent
- Dr. Linda P. Cava~~z~~os, CCSD Trustee Board Member
- Jhone Ebert, Superintendent of Public Instruction at Nevada Department of Education

Meetings with public education officials occurred early in the application process, dating back to March 2021 before SSAES submitted a letter of intent. These preliminary discussions with the officials mentioned above were regarding the intent of applying for a charter, reasoning behind it, and to clear up any misconception that this application was a form of disagreement or protest against the CCSD, its leadership, or governing Board.

Nevada Legislature – Senate and Assembly

- Assemblywoman Brittney Miller
- Assemblywoman Shondra Summers-Armstrong
- Senator Dina Neal

Discussions with the legislators took place during a Las Vegas Alliance of Black School Educators (LVABSE) meeting. The group had concerns regarding the potential charter school and it gave an

opportunity to clear up misinformation regarding the funding of the school, location, and intent. The constructive criticism and concerns of the group were welcomed, as it allows for the ~~governing Board~~ Board of Directors of the school to have a comprehensive and diverse understanding of the community the school plans to serve and it also prompts school leadership to continue to be a high-functioning team to ensure student success.

Higher Education – University of Nevada, Las Vegas

- Dr. Alain Bengochea, Assistant Professor of Early Childhood, Multilingual, and Special Education
- Dr. Sylvia Lazos, Justice Myron Leavitt Professor of Law
- Dr. Joe Morgan, Associate Professor of Special Education and Graduate Coordinator in the Department of Early Childhood, Multilingual, and Special Education
- Dr. Danica G. Hays, Dean of the UNLV College of Education

Higher Education professionals shared their expertise in each of their respective fields, and also expressed support and enthusiasm in the vision and mission of opening up a school where bilingual and multicultural education is a priority. Dr. Sylvia Lazos and Dr. Alain Bengochea have transitioned from partners and community supporters, to becoming part of the committee to form.

Head Start Provider – Acelero Learning Clark County (ALCC)

- Dr. Rory Sipp, Vice President of Head Start
- Dr. Michael Maxwell, Vice President Clark County Acelero Learning Head Start

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ALCC is a long-term partner of the CLV, as they are the operator for the CLV Strong Start Academies preschools. Through conversations with ALCC, the three incubation sites referenced in this application were selected. ALCC also showed and expressed support for creating opportunities for a pipeline from Pre-K – 5th grade for the Strong Start Academies students.

Philanthropy – Mayor’s Fund for Las Vegas LIFE (MFFLL)

- Carolyn G. Goodman, Mayor of the City of Las Vegas
- Cindy Ellis
- Maria Gatti
- Dr. Gard Jameson
- Brian Kunec
- Tom Thomas
- Dr. Roy Whitmore

SSAES was a topic of discussion during the February 25 board meeting for the MFFLL. Mayor Carolyn G. Goodman brought the topic to the table to inform the group of the initiative and discussed the school becoming a development item for the group. SSAES aligns with the third goal outlined in the Mayor’s Fund Strategic Framework: By 2037, Las Vegas will set the national standards for early childhood health and education.

Minority Advocacy Groups

- Cecia Alvarado, Mi Familia Vota Nevada State Director
- Erika Castro, Nevada Immigration Coalition

Conversations with each of the organizations included education on the background, mission, vision and goals of SSAES. The priority of serving English Language Learner (ELL) and migrant students

and families was highlighted. Data shows that around 40% of the student population will be ELL, therefore it is imperative to connect with migrant and minority serving organizations from inception.

Community Service Providers

- Andy Bischel, President/ CEO of Boys & Girls Club of Southern Nevada
- Molly Latham, Chief Executive Officer of Big Brothers Big Sisters of Southern Nevada

Community partnerships are key to the success of any organization and especially schools. It is through a comprehensive network that SSAES will be able to holistically support students. Boys & Girls Club highlighted the need for after-school programming, and partnership for those services was discussed. Big Brothers Big Sisters of Southern Nevada offered advice and connections with potential finance firms based on history of proven success with non-profits and charter schools.

(3) Describe how you will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies will continue to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

Family Engagement – Pre- and Post- Opening

Family engagement is a fundamental part of the core values and operations of SSAES to build positive and lasting relationships with families. The goal of SSAES is to encourage parents to be active participants in their child's education, give the community ownership of a high-quality educational program, and teach children to be civic-minded and socially responsible. Parents, guardians, and community members will have extensive opportunities for involvement in aspects of school operations through parent/teacher groups, advisory council, and other committees that allow for parent and community representation. SSAES' focus on family involvement and engagement will ensure all families feel connected, valued, and supported in ways that make them not only want to keep their children enrolled at SSAES, but also spread the word. School administration will require all faculty and staff to uphold a strong belief in and understanding of the SSAES mission, vision, and core values to ensure inclusion of families in the educational process. SSAES will highly encourage participation of parents, guardians, and other family members in regular, two-way and meaningful communication involving student learning and other school activities. Fostering these relationships and implementing a strong family engagement plan will have a positive impact on school attendance, student performance and improve classroom behavior.

Pre-Opening

Prior to opening, SSAES will encourage input and inform the community of our family engagement approach in the following ways:

- Events – host bi-monthly parent information sessions and attend community events to spread the word about SSAES, and encourage input from families and the community regarding improvement of student academic achievement, and school performance, climate and culture.
- Marketing materials - contain inclusive language to inform parents that all students are welcome to apply to SSAES regardless of their socio-economic status, race/ethnicity, home language, or enrolled academic program (i.e., Special Education, English Language Learners, etc.).

- Digital and social media advertising will be used to reach out to a broad audience through targeted ads, and directing parents/guardians to the school's website.

Post-Opening

SSAES will encourage family involvement in the following ways:

• Advisory Council – A group consisting of school personnel, parents/guardians, and community members. Members will be able to address and vote on pertinent school matters on a monthly basis. This group of stakeholders, will be a non-supervisory advisory group that will provide input, suggestions, and offer solutions to the Board of Directors and Executive Director. This group will also be a sounding board for the Executive Director, school staff, and the Board to get information, hear proposed implementations and needs, which will allow for two-way communication and create another group of stakeholders that can serve as credible messengers and provide a fresh perspective. The Council will not supersede or override the Board nor interfere with their Board Governance. They will be similar in function to a more traditional Parent Advisory Council.

- Family Orientation – Every family will attend an annual orientation where there will receive a guide, be connected to resources, and will be acquainted with school norms, policies, and expectations.
- Parent/Guardian & Teacher Conferences – Hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress.
- School Website/Social Media – Website and social media will have information on enrollment, opening timelines, curriculum examples, location and registration procedures. Both will updated regularly to disseminate information and maintain open lines of communication with students, families, and the community.
- Multicultural Nights – Families will be invited to the school to share elements of their culture with other members of the school and the community through storytelling, food, dance, arts, and other things that makes each culture unique.
- Self-Care at Strong Start Academy ES – Informal gathering hosted by the Executive Director to create a supportive culture where students and families can practice self-care as well as share information and gather input regarding student progress and achievement. Self-care activities can ~~include~~ include meditation, mindful conversation, and wellness walks.
- ~~Fall and~~ Summer Festivals – Events held to recruit new students, maintain communication and provide community resources to students and families.
- Community Service Projects – students, faculty and parents will be encouraged to participate in service projects to build civic engagement and give back to the community.
- Family Workshops – Adult ELL, High School Equivalency classes, Diversity, Equity, and Inclusion trainings, and other parent workshops related to education and student needs.
- Home Visits – Faculty and staff will go on home visits to develop positive, trusting relationships and partnerships with families.

* All materials/announcements/information will be made available in multiple languages other than English in order to accommodate families whose home language is one other than English.

(4) Describe any expectations for parent volunteering.

As establishing and maintaining a thriving small school community involves families and staff working together, parent/guardian volunteering will be highly encouraged, but not required. At

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SSAES, families are embraced as important stakeholders who have a voice in their child's future. As such, parents/guardians are encouraged to participate in activities, events, and celebrations throughout the school year to take an active role in their child's education. Events are opportunities for families to contribute to the school community. Family volunteers and community organizations are vital to help facilitate activities and participate in events. SSAES will have a detailed list of volunteer activities calendared yearly that can be done during and out of regular school time, and on and off site.

SSAES will also partner with other agencies to provide adult learning opportunities such as Adult ELL, Conversational Spanish, High School Equivalency and technology classes at the building after hours to create a multigenerational academic facility to further welcome and encourage parent/guardian and whole family participation in the school. Enrollment will not dependent on volunteerism, nor will a student be removed for lack of volunteerism by their parent/guardian.

(5) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Letters of Support	
Partner	Description of Partnership
	Including the nature, purposes, and scope of services
Big Brothers Big Sisters of Southern Nevada (BBBSN)	The mission BBBSSN is to create and support one-to-one mentoring relationships that ignite the power and promise of youth so that all youth achieve their full potential. By partnering collaborating with parents/guardians, volunteers, and others in the community they are accountable for each child in their program achieving- higher achieving higher aspirations, greater confidence, and better relationships; avoidance of risky behaviors; and educational success. SSAES will partner collaborate with BBBSSN to provide BBBSSN's site-based programs in collaboration with teachers and schools administrators to serve students with an interdisciplinary, project-based and research driven curriculum.
Children's Advocacy Alliance (CAA)	CAA is a community-based nonprofit that understands the importance of mobilizing people, resources, creating a better future for our children. CAA will partner collaborate with SSAES to ensure educational equity and advocate on behalf of students and families regarding policy changes, resources, and crucial community support necessary to ensure safe, stable and healthy families.
DISCOVERY Children's Museum	The mission of the DISCOVERY Children's Museum is to foster a welcoming environment where all are invited to engage in playful educational experiences that ignite a lifelong love of learning. The museum will provide for SSAES students and teachers: professional development for educators,

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	access to museum events such as the Educator Mix & Mingle, subsidized health sciences education, subsidized field trip admission, classroom guest speakers, and family resources such as the Museums for all access programming.
Las Vegas-Clark County Library District	The Library District's mission is to improve educational, economic, and social well-being of individuals and communities in Southern Nevada. The Library District will provide SSAES students and teachers with online and neighborhood library branch collections that fosters learning that is grade-level appropriate, multi-cultural, and current. In addition, inclusive library services and online resources, including both live and online homework help services, school-age project-based programs, and tech labs that give youth access to new technologies, employment and life skills. They will also engage students in online and library branch activities, programs, services, and learning opportunities to foster a culture of respect for themselves, other students and the community.
Opportunity 180 (O180)	O180 is a nonprofit organization whose mission is to add more high-quality public schools seats in neighborhoods of the greatest need. O180 has provided guidance and support through the design phase of SSAES and has aided in community connections and professional development support in the creation of SSAES charter school. In addition, once authorized, SSAES will be eligible to apply for Year Zero grant funding for \$150,000, as well as the Charter School Planning Grant (CSP), in the sum of \$1.5 million.
Targeted Creative Solutions (TCS)	TCS' mission is to use data, research, and evaluation to identify and implement supports for Nevada's most vulnerable youth. TCS has worked in partnership with the CLV since 2014 in a variety of capacities, including planning and implementation of programming related to ReInvent Schools Las Vegas and the Las Vegas My Brother's Keeper Alliance, as well as ongoing evaluation and feedback provided to the effectiveness and efficacy of education initiatives implemented by the city. As a partner with SSAES, TCS will continue to provide guidance to SSAES related to professional development and curricular support for student outcomes, evaluation services related to the effectiveness of instructional programming, and ongoing feedback regarding revisions to programming to ensure student success.
TNTP	TNTP believes our nation's public schools can offer all children an excellent education. A national nonprofit founded by teachers, TNTP helps school systems address educational inequities. TNTP works at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. TNTP has partnered collaborated with the CLV over the last several years to host multiple summer learning academies with the aim to support students' academic growth. TNTP is committed to partnering collaborating with SSAES to develop a pipeline of effective, diverse educators as well as develop and support rigorous academics to provide excellent educational opportunities for students and families.
Trauma Recovery Yoga (T.R.Y)	The mission of T.R.Y is to educate, advocate, uplift and inspire inspire guide and train individuals in the T.R.Y method of yoga science. Through the science of trauma-recovery yoga, deeply understanding how trauma

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	manifests in the body and what practices can heal trauma. The T.R.Y method incorporates self-regulation instruction, breath work, gaze point, visualizations, and positive affirmations. T.R.Y is committed to partner collaborate with SSAES to include the opportunity to certify teachers in T.R.Y practices and implementing trauma-recovery yoga into the school day for students and teachers.
UNLV School of Dental Medicine	UNLV School of Dental Medicine, the only accredited dental school in Nevada, opened its doors during fall 2002 offering a doctor of dental medicine degree to an initial cohort of 75 students. Today, the school leads multiple community outreach programs; and has more than 70,000 patient visits per year. UNLV School of Dental Medicine's partnership with SSAES will help to improve education for our citizens by supporting school resource fairs, equal access to high-quality dental care, screenings, fluoride varnish, and risk assessments.
UNLV School of Nursing (SON)	The mission of the UNLV SON is to educate nurses at the undergraduate and graduate levels to meet the health care needs in Nevada and beyond. The SON promotes, improves, and sustains human health through evidence-based education and advances in research and practice. SON's partnership with SSAES will help to improve health education for citizens by supporting school resource fairs, and provide educational and workforce opportunities through guest presentations and events.

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(6) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?

The Committee to Form of SSAES will use their vast community connections to spread the word about SSAES while continuing to build relationships with community groups and organizations through informational events, partnerships, and public community meetings.

Linda Verbon is a retired licensed teacher in Nevada with over 40 years of educational experience, and has extensive experience in instruction, professional development, and curriculum design. Dr. Nancy Brune, is the founding Executive Director of the Guinn Center, and has extensive expertise in educational policy, law, grant writing and administration, and finance/accounting. Dr. Sylvia Lazos, is the Justice Myron Leavitt Professor at William S. Boyd School of Law, University of Nevada Las Vegas, and has experience in Constitutional Law, Education Reform, and Legislative Process, and her research focuses on civil rights, education, and the importance of diversity in the judiciary. Alain Bengochea, Ph.d. is an Assistant Professor of English language learning in the Department of Early Childhood, Multilingual, and Special Education at the University of Nevada, Las Vegas, and has expertise in bilingualism, dual language immersion, high-quality early childhood education, curriculum development, and assessment. Nicole Thompson is a licensed teacher in Nevada, and has experience in instruction, professional development, curriculum, and Board development. Lorna James-Cervantes is a licensed teacher and administrator and has worked at Clark County School District for the past 30 years, and has extensive experience in proved student achievement, instructional leadership, professional development, parent and family engagement, and curriculum development. Dr. Joe Morgan is an Associate Professor of Special Education and Department Chair for the Department of Early Childhood, Multilingual, and Special Education, and has extensive experience in teacher and leader evaluations, instructional development, and student data analysis and design. Dr. Tara Raines, is a Clinical Assistant Professor in the Psychology department at UNLV,

and has experience in establishing the validity and utility of universal screening for behavioral and emotional risk as well as early identification of behavioral and emotional disorders, subsequent interventions and outcomes across different groups.

Name	Area of Expertise
Linda Verbon	Retired Teacher in Nevada
Nancy Brune	Finance and Accounting
Dr. Sylvia Lazos	Lawyer, Professor of Law
Dr. Alain Bengochea	Education
Nicole Thompson	Licensed Teacher in Nevada
Lorna James-Cervantes	Licensed Administrator in Nevada
Dr. Joe Morgan	Education
Dr. Tara Raines	Education, Medical

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In addition, SSAES will provide information sessions for parents/guardians and attend tabling events at various community locations to raise awareness and share pertinent details and information about the school, as well as continue to learn from the local community. A grassroots recruitment campaign of canvassing the targeted neighborhoods will begin after the authorization of the school. This face-to-face effort will allow the Board and staff to connect with potential families in their neighborhood and provide families with information about SSAES and application details in person.

Section 3: Academic Plan



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(3) Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 [Strategic Plan](#), the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

1. Provide families with high-quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.

(1) How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of their home languages and cultures. SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potentials, and close the achievement gap while preparing them for success in the 21st century.

In exploring the most effective approaches to close the achievement gap for historically underserved students, a myriad of research was found to support the success of dual language education as a highly effective model of instruction for our targeted demographic. Research in neuroscience has shown that children who learn a second language have enhanced problem-solving, critical-thinking, and listening skills, as well as improved memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of increased creativity and mental flexibility. Furthermore, ELs have the additional advantage of learning in their primary language which will help accelerate their progress on grade-level academics by receiving 50% of their instruction in their native language. In turn, native English speakers, who will be learning a second language, will have the added benefit of becoming more academically prepared with 21st-century skills to compete and succeed in a global marketplace.²⁹ The overall effects of bilingualism can help improve a child's educational development, cognitive functions, social skills, literacy, and emotional skills that have positive effects for many years to come. Further benefits of dual language programs, besides the goal of biliteracy and bilingualism, is to promote a positive attitude towards languages and diverse cultures. Integrating native English speakers with native Spanish speakers provides the opportunity for students to develop an appreciation for and an understanding of diverse cultures.³⁰ Therefore, this model will undoubtedly ensure the school's ability to attain a 4- or 5-star rating and contribute to a focus on college and career readiness at the secondary level.

²⁹ PVSchools. (2021). The Benefits of a Dual Language Immersion Program. <https://www.pvschools.net/newscenter/benefits-dual-language-immersion-program>

³⁰ Mansori, M. (2021). Positive Impacts of Dual Language Programs. Participate Learning. <https://www.participatelearning.com/blog/positive-impacts-of-dual-language-programs/>

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Additionally, a MTSS will be implemented for all students to meet both their academic and social emotional needs. This whole-school data-driven framework for improving learning outcomes will be delivered through a continuum of evidence-based practices and systems. The goals of MTSS are to promote development of essential skills known to correlate with success in later school and community settings, prevent delayed growth and performance challenges by targeting critical foundation skills, and provide timely evidence-based interventions of the proper dosage to ameliorate delays or challenges. These systems will uphold the Guiding Principles of Dual Language Education established by the Center for Applied Linguistics. The guiding principles, which include: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources are designed to be used by dual language programs as a tool for planning, self-reflection, and growth. By following these principles with fidelity, we will be able to ensure we meet the program's goals of promoting bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students at a 4- or 5-star level.³¹

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Prior to the pandemic, the educational outcomes in Nevada were largely dismal, although there were pockets of success. Unfortunately, the pandemic has negatively affected the outcome data, compounded by a host of other challenges that Nevada's youth and their families have encountered. Among the educational successes are some of the State Public School Charter Authority (SPSCA) sponsored schools.³² Accountability data from 2018 shows that state-sponsored (SPSCA) charter schools demonstrated higher star ratings, on average, than traditional district public schools.³³ The support and oversight provided by the SPSCA have yielded greater success overall compared to both traditional district schools as well as district sponsored charter schools. SSAES acknowledges and respects the fact that per Nevada Revised Statutes (NRS), the charter sponsor, SPSCA in the case of SSAES, is responsible for monitoring the performance of the school. With that, SSAES intends to provide student achievement data to SPSCA on a quarterly basis. The school's Executive Director will also provide quarterly student achievement data updates to the Las Vegas City Council and Mayor through the City's Director of Youth Development and Social Innovation Department. SSAES holds the responsibility of student achievement as a commitment to the SPSCA, Las Vegas City Council and Mayor, the community and most importantly the youth that will be served. The school will create an intentional focus on and mindset for consistent and ongoing progress monitoring of student achievement, as annual reporting is not sufficient to ensure students are showing growth. To maintain that focus and ensure local accountability, An outstanding team of governing Board-Board of Directors members have been assembled for the committee to form and additional team members have been added as an advisory team ensuring that statutory requirements for membership are met and expanded with experts in other key areas of focus for the mission of the school. The expanded team includes a teacher, an administrator, an expert in law, an expert in finance and policy, higher education representative, a community tutor, nonprofit representative, an occupational therapist and tester for Child Find, and an educational psychologist and early childhood expert. Although SSAES currently does not have a parent representative, the

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³¹ Carta, J., Young, R. (2021). Multi-Tiered Systems of Support for Young Children: Driving Change in Early Education. Brookes Publishing Company.

³² Guinn Center. (2018). Presentation at Charter School Association of Nevada Conference. Las Vegas, Nevada.

³³ Guinn Center. (May 2018). Demographics, Enrollment, & Performance Metrics at K-12 Schools in Nevada. <https://guinncenter.org/photo-essay/demographics-enrollment-performance-metrics-at-k-12-schools-in-nevada/>

intent is to include two parents of children who are attending the school, once we have students enrolled.

Not only will accountability and oversight be key in the commitment to ensuring that the school is on track immediately to earn a 4-star or 5- star rating by the end of the first year, SSAES will also operate with some core values that have proven successful in the top performing charter schools.³⁴ SSAES will use a continuous learning model that relies on assessments to inform, guide and evaluate learning at regular intervals instead of simply assessing learning at the end of the year, once the damage has been done and the opportunity has been missed. ~~The instructional program will follow a multicultural, multilingual mission.~~ SSAES will establish true partnerships with parents/guardians/ and families of the youth served, honoring and recognizing them as the first teachers of their children and providing opportunities and expectations for engagement and participation, as well as multigenerational educational opportunities. The nonnegotiable for all staff at the school will be the expectation that they, collectively, remain committed to the vision, embrace innovation, and hold staff responsible for a strong accountability system to create learning communities that operate in a culture of continuous improvement. Success “hinges on academic achievement and other performance indicators, not on regulatory compliance or standardized procedures”.³⁵

(2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

Prior to the pandemic, the educational outcomes in Nevada were largely dismal, although there were pockets of success. Unfortunately, the pandemic has negatively affected the outcome data, compounded by a host of other challenges that Nevada's youth and their families have encountered. Among the educational successes are some of the State Public School Charter Authority (SPSCA) sponsored schools.³⁶ Accountability data from 2018 shows that state-sponsored (SPSCA) charter schools demonstrated higher star ratings, on average, than traditional district public schools.³⁷ The support and oversight provided by the SPSCA have yielded greater success overall compared to both traditional district schools as well as district sponsored charter schools. SSAES acknowledges and respects the fact that per Nevada Revised Statutes (NRS), the charter sponsor, SPSCA in the case of SSAES, is responsible for monitoring the performance of the school. With that, SSAES intends to implement a whole-school data-driven, MTSS framework for improving academic and social emotional outcomes for all students provide student achievement data. The school's Executive Director will also consistently monitor quarterly student achievement, program effectiveness, and teacher efficacy data to make informed data-driven decisions that foster a cycle of continuous improvement. Student achievement updates will be provided to the Las Vegas City Council and Mayor through the City's Director of Youth Development and Social Innovation Department. SSAES holds the responsibility of student achievement as a commitment to the SPSCA, Las Vegas City Council and Mayor, the community and most importantly the youth that will be served. The school leadership team will create an intentional focus on and mindset for consistent and ongoing progress monitoring of student achievement as annual reporting is not sufficient to

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³⁴ U.S. Department of Education, Office of Innovation and Improvement. (2004). *Innovations in Education: Successful Charter Schools*. Washington, D.C.

³⁵ Finn, C., Manno, B., and Vanourek, G. 2004. *Charter schools in action*. Princeton, NJ.: Princeton University Press, p. 267.

³⁶ Guinn Center. (2018). *Presentation at Charter School Association of Nevada Conference, Las Vegas, Nevada*.

³⁷ Guinn Center. (May 2018). *Demographics, Enrollment & Performance Metrics at K-12 Schools in Nevada*.

ensure students are showing growth. The school leadership team will align instructional benchmarks with academic, language development, and social emotional goals and will provide professional development for teachers to drive growth toward school-wide goals and accelerate grade level proficiency.

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To maintain that focus and ensure local accountability, All students will be assessed upon entering and at the start of each school year to ascertain their academic and language proficiency levels. Staff members will then work in weekly Professional Learning Community (PLC) meetings to review, collect, and analyze data in order to take improvement actions to increase student academic and language achievement as well as social emotional development. They will also hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks, and then a personal educational plan will be created for each student. That plan will include assessment data inclusive of academic, social/emotional, behavioral, and self-assessments, and will be created in partnership with the student and parent/guardian. The plan will create an annual baseline, address learning gaps against grade level standards or student standards, whichever is higher, and outline goals that have been created through the collaborative process (academic, social/emotional, and personal goals). The plan will be the map for each student's journey towards academic achievement. The academic map will be used during weekly reflections, monthly status updates and goal and gap analysis, quarterly in alignment with Measures of Academic Progress (MAP) student growth results, Smarter Balanced Assessment Consortium (SBAC) interim assessments (3rd-5th grades) will be used to measure progress toward academic content standards each trimester, and At the end of the year they will also be used to determine annual progress status and recommend extended learning, when appropriate. The mCLASS Dibels Assessment will be conducted trimesterly to track students' progress in reading and the iReady Math Diagnostic assessment will be used to monitor attainment of mathematical problem solving and number concepts trimesterly. Common grade level assessments will be created in PLC meetings and used to determine mastery of grade level standards or need for reteaching throughout the year. Flashlight 360 will provide a measure for staff members to monitor English/Spanish language acquisition on a consistent basis.

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SSAES will implement a MTSS through Response to Intervention (RTI) and Positive Behavioral Interventions & Support (PBIS) for academic and social emotional interventions and supports. As a tiered system, MTSS, it allows for, encourages more intensive supports and interventions for students with the greatest needs, and provides for acceleration for students that are at grade level and need additional opportunities to grow and excel. It is imperative that SSAES analyzes, evaluates, and provides front loaded supports to students who have social and emotional needs the same as for students with academic needs. SSAES will be serving students in communities that are faced with multiple, complex challenges. Current educational programs operated by the city of Las Vegas acknowledge and support social emotional programming and proactive and preventive supports as well. Many of the youth served are impacted by, both cyclical and historical trauma as well as situational but significant trauma. SSAES has seen firsthand and research shows that schools that do not address social emotional learning (SEL) needs are not successful, as processing content and focusing on academics are crippled by more compelling and compounded needs.³⁸ SSAES will have a counselor and a social worker on the staffing team, recognizing the benefit of both professionals through a tiered approach- a counselor to provide academic counseling and put in place preventive measures to address student and family needs such as individual and small

³⁸ Botto, Giancarlo. (June 4, 2018). 21st Century Skills. *The Future of Education Depends on Social Emotional Learning: Here's Why*. <https://www.edsurge.com>.

group instruction on self-regulation behaviors, coping skills, support groups; and a social worker to expertly address the mental health needs of our youth and provide more intensive and targeted supports.

SSAES Board members recognize that the most significant factor for improving student achievement is the teacher in the classroom. A high quality, experienced and credentialed teacher has the greatest impact on achievement of all students, especially students of color.³⁹ As a dual language immersion school, SSAES ~~Our~~ staff members will actively utilize the The Guiding Principles for Dual Language Education, which are organized into seven strands, reflecting the major dimensions of program planning and implementation: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources. After reading and implementing Guiding Principles for Dual Language Education, the SSAES Board and staff members will have a clear sense of the essential guiding principles for dual language education programs, the research and practice base for these principles, and the indicators that describe minimal, partial, full, and exemplary alignment with them. The leadership team and the Board will use the blank templates for each of the seven strands to compare the varying perspectives of stakeholders on the school's current level of implementation, and to identify current strengths of the program and areas in need of improvement. They will then determine the need for additional professional development or structural changes based on the self-assessments. This will ensure that systems and structures for student success and high academic rigor are consistent across the school setting rather than in individual classrooms with pockets of success.

SSAES will incorporate foundational best practices for improving student achievement ~~in~~ at the classroom level, will budget an increased salary schedule, and will attract and retain the highest quality teachers and educational professionals. TNTP will provide training and coaching of staff in School Vision for Instructional Excellence and Student Experience, Instructional Rigor and Expectations of Nevada Academic Content Standards in Core Subjects, Planning and Implementing Strong Instruction in Core Subjects, Analyzing Instructional Tasks and Student Work to Ensure Access to Grade-Appropriate Assignments, and Working in Professional Learning Communities. Dual Language Education of New Mexico (DLeNM) will provide two types of professional development supports: Programmatic Supports for Dual Language Programs and Instructional Supports for Language Learners. DLeNM will start working with SSAES in the spring and summer of 2022 and will be the preferred vendor for the first three years of the school. Training topics for all staff members include: initial pre-planning meetings, dual language program design support and guidance, La Siembra™ program planning retreat, program effectiveness site-evaluation visit, dual language program sustainability and follow-up sessions, dual language essentials (new staff) and Project GLAD® curriculum & unit development support achievement inspired mathematics for scaffolding student success (AIM4S3™). The Executive Director and her/his leadership team will also participate in Program Leadership Development training prior to the start of the 2022-23 school year. All staff members will participate in a minimum of six days of Guided Language Acquisition Design (Project GLAD) professional development throughout each school year. The Project GLAD training will include an overview of GLAD techniques and structures, classroom embedded modeling and coaching. It will ensure that all staff members have a common understanding of the most up to date, research-based dual language immersion techniques and structures and an understanding of first/second language acquisition and multicultural education.

³⁹ Nagal, David. (2019). The Journal. Education Research: Qualifications the Most Significant Factor in Improving Student Achievement. <https://thejournal.com>

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During the second year of implementation, all teachers will be provided Achievement Inspired Mathematics for Scaffolding Student Success training. Finally, in the third year, the Leadership Team and staff members will participate in Contextualized Learning for Access, Validation, Equity and Success training. It is important to note that all professional development will be cyclical and repeated/adjusted based on the individual needs and successes of staff members.

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SSAES will incorporate foundational best practices for improving student achievement at the classroom level, will budget an increased salary schedule, and will be working with TNTP to attract and retain the highest quality teachers and educational professionals. TNTP will provide recruitment, selection, support, training, and coaching of staff. SSAES Board members recognize that the most significant factor for improving student achievement is the teacher in the classroom. A high quality, experienced and credentialed teacher has the greatest impact on achievement of all students, especially students of color.⁴⁰ Our teachers will actively utilize the 10 Classroom Strategies to Dramatically Improve Student Achievement.⁴¹ All teachers will establish a climate of mutual respect, set high and clear expectations for quality work, and insist on high quality by teaching students to polish their work, get students to read twice as much every day, get students to write twice as much each day, establish a culture of evidence and justification in their classrooms, introduce and discuss one new “power word” every day, have students think with numbers every day, maximize the percentage of time that all students are engaged in the content, and when introducing an important new concept or skill, make sure that everyone understands the concept before moving on. SSAES teachers will also use inquiry-based, real-world instructional components. By teaching through a real world, inquiry-based model, SSAES will not only teach problem-solving and application skills, but allow students to be able to make the learning applicable as community members while encouraging them to give back to their community through meaningful service projects and project-based learning. While Project-Based Learning (PBL) benefits all students, PBL has proven to have long-term effects on special education students with even greater impact when incorporated in an inclusive classroom setting.⁴² Furthermore, the explicit use of critical thinking and problem-solving skills can accelerate student learning and make learning more relatable for students; this approach and process, when coupled with proper supports, have also shown positive impact for English Language Learners.⁴³

SSAES will implement tiered models of intervention and support through Response to Intervention (RTI) and a Multi-Tiered System of Support (MTSS) for academic and social emotional interventions and supports. These tiered systems are aligned with SSAES's personal educational plan approach. As a tiered system it allows for and encourages more intensive supports and interventions for students with the greatest needs and provides for acceleration for students that are at grade level and need additional opportunities to grow and excel. It is imperative that SSAES analyze, evaluate, and provide front loaded supports to students who have social and emotional needs the same as for students with academic needs. SSAES will be serving students in communities that are faced with multiple, complex challenges. Current educational programs operated by the city of Las Vegas acknowledge and support social emotional programming and

⁴⁰ Nagal, David. (May 20, 2019). THE Journal. *Education Research: Qualifications the Most Significant Factor in Improving Student Achievement.* <https://thejournal.com>.

⁴¹ Azeuy, Rudy. (October 31, 2017). Teach & Kids Learn. 10 Classroom Strategies to Dramatically Improve Student Achievement. <https://www.teachnkidslearn.com>.

⁴² Fiyola, T.E., and Azizah, N. (January 2019). Research Gate. Conference: Proceedings of the International Conference on Special and Inclusive Education. *Project-Based Learning in Improving Critical Thinking Skill of Children with Special Needs.* <https://www.researchgate.net>.

⁴³ Brooke, Dr. Liz, Chief Learning Officer, Lexia. 6 Evidence-Based Strategies to Boost English Language Learner Achievement. *Project-Based Learning: A Beneficial Approach for English Language Learners.* <https://www.lexialearning.com>.

proactive and preventive supports as well. Many of the youth served are impacted by trauma, both cyclical and historical trauma as well as situational but significant trauma. SSAES has seen firsthand and research shows that schools that do not address social emotional learning (SEL) needs are not successful, as processing content and focusing on academics are crippled by more compelling and compounded needs.⁴⁴ SSAES will have a counselor and a social worker on the staffing team, recognizing the benefit of both professionals through a tiered approach – a counselor to provide academic counseling and put in place preventive measures to address student and family needs such as individual and small group instruction on self-regulation behaviors, coping skills, support groups; and a social worker to expertly address the mental health needs of our youth and provide more intensive and targeted supports.

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(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. For each feature, describe how it will be implemented. Key features may include:

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

SSAES will structurally function from a macro to micro approach, within the total learning community. The Committee to Form and then the ~~governing Board~~ Board of Directors will be responsible for governance, oversight and ensuring accountability. The School will operate under the guidance of an exceptional and proven leader, in partnership with vendors/contractors to provide supportive teacher pipeline, curriculum, professional development, and operational assistance. Schoolwide expectations will include bilingual and multicultural education, tiered models of academic and social-emotional support, consistent use of data to inform/drive/monitor/assess instruction, personal educational plans, bilingual education, and creating a multigenerational learning community. Every classroom will utilize Project GLAD techniques and supports project-based learning, and rigor; high academic standards will be expected and a multisensory approach to instruction will be used across the curriculum. The Principles for Dual Language Education will be used to ensure program efficacy across all school settings. Teachers will be valued and paid as professionals and will be given the autonomy to organize and lead instruction through instructional rounds, small learning communities and grade level teams. All teachers will be required to be endorsed to teach English as a Second Language (TESL), the endorsement will be beneficial for the English Language Learner students being served as well as for implementing a bilingual education. All students and their parents/guardians will be responsible for taking an active role in their academic journey from collaborating on the academic road map to actively engaging in the learning community to providing services/supports through volunteerism or community outreach.

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Programs-

Curriculum Materials- Although we acknowledge the importance of the Executive Director working with the school leadership team to determine a final list of core curriculum materials, the SSAES will use bilingual curriculum materials in both English and Spanish that are highly aligned to the Nevada Academic Content Standards as identified by EdReports.org. Ed Reports is an

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⁴⁴-Botto, Giancarlo. (June 4, 2018). 21st Century Skills. The Future of Education Depends on Social Emotional Learning: Here's Why. <https://www.edsurge.com>.

independent, non-profit organization that provides reviews of high-quality instructional materials. It is also important to note that English and Spanish curriculum materials should be complimentary, but not exact translations of the text. We will also ensure that they meet the Effective Features of Curriculum as outlined by the Guiding Principles of Dual Language Education recommended by the Center for Applied Linguistics. They are:

- Aligned with standards and assessment
- Meaningful and academically challenging and integrate higher order thinking
- Thematically integrated
- Enriching, not remedial
- Aligned with the vision and goals of bilingualism, biliteracy, and multiculturalism, and includes language and literature across the curriculum
- Reflects and values students' cultures
- Horizontally and vertically aligned
- Incorporates a variety of materials
- Integrates technology

New curriculum for both math and reading was selected based on the identification of these resources meeting the highest levels across all domains of coherence, rigor, and usability according to EdReports. In literacy, we have selected Core Knowledge Language Arts (CKLA). This program not only has a strong foundational skills component and is available in Spanish and English, it is also reflective of the target community and is culturally responsive. For math, we selected iReady Classroom Mathematics 2020. This program meets expectations for alignment to Nevada Academic Content Standards and mathematical practice standards. It presents all students opportunities to engage in extensive work with grade level problems to meet the full intent of grade level standards. The Impact Social Studies curriculum strives to prepare students to be active citizens in an ever changing world in alignment to SSAES's Core Beliefs. Houghton Mifflin Harcourt's Into Science program with parallel Arriba las Ciencias is student centered, hands-on learning with embedded social emotional learning.

The following list is selected curriculum that has been chosen:

SSAES will use a bilingual curriculum, in both English and Spanish as follows:

Literacy: Amplify's Core Knowledge Language Arts (CKLA) in both Spanish and English

Mathematics: Curriculum Associates' iReady Classroom Mathematics 2020

Social Studies: McGraw Hill's Impacto Social Studies Spanish program, and parallel Impact Social Studies curriculum

Science: Houghton Mifflin's Harcourt' Into Science program with parallel Arriba las Ciencias

SEL: National University's Sanford Harmony Social Emotional Learning

~~Literacy: Pearson's ReadyGen Biliteracy Pathway, McGraw Hill's Maravillas, and the parallel McGraw Hill Reading Wonders~~

~~Mathematics instruction: Houghton Mifflin Harcourt's Vivan las matematicas! and parallel Houghton Mifflin Harcourt's Go Math!~~

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~~Great Mind's Eureka Math en Español, and parallel Great Mind's Eureka Math Social Studies; McGraw Hill's Impacto Social Studies Spanish program, and parallel Impact Social Studies curriculum.~~

Professional Development and Teacher Expectations - Teachers will be valued and paid as professionals and will be given the autonomy to organize and lead instruction through Professional Learning Communities and grade level teams. The Executive Director will conduct recruitment of Bilingual and TESL/ELAD endorsed teachers, as all teachers will be required to hold a Bilingual Endorsement or at minimum to be endorsed with a Teaching English as a Second Language (TESL)/English Language Acquisition Development (ELAD) license. The endorsement will be beneficial for the English Language Learner students being served as well as for implementing a bilingual education. Staff members will also participate in ongoing, scaffolded professional learning opportunities to ensure successful implementation of the Dual language and multi-tiered systems of support model. For example, DLeNM will provide professional development starting the spring and summer of 2022 for all staff members followed by a follow-up coaching session during the school year. The Executive Director and the school leadership team will also participate in Program Leadership Development training prior to the start of the 2022-23 school year. All staff members will participate in a minimum of six days of Guided Language Acquisition Design (Project GLAD) professional development throughout each school year. The Project GLAD training will include an overview of GLAD techniques and structures, classroom embedded modeling and coaching. It will ensure that all staff members have a common understanding of the most up to date, research-based dual language immersion techniques and structures and an understanding of first/second language acquisition and multicultural education. During the second year of implementation, all teachers will be provided Achievement Inspired Mathematics for Scaffolding Student Success training. Finally, in the third year, the Leadership Team and staff members will participate in Contextualized Learning for Access, Validation, Equity and Success training. It is important to note that all professional development will be cyclical and repeated/adjusted based on the individual needs and successes of staff members.

Following recruitment and selection of staff, SSAES will work with TNTP leadership to design and develop onboarding and induction training. Training and coaching of staff will include School Vision for Instructional Excellence and Student Experience, Instructional Rigor and Expectations of Nevada Academic Content Standards in Core Subjects, Planning and Implementing Strong Instruction in Core Subjects, Analyzing Instructional Tasks and Student Work to Ensure Access to Grade-Appropriate Assignments, and Working in Professional Learning Communities. The sessions will be collaborative and include a balance of direct instruction, practical application, and reflection, allowing teachers time to process and internalize the new information. Real time coaching will also take place throughout the year for all staff members.

In addition, DLeNM will provide two types of professional development supports: Programmatic Supports for Dual Language Programs and Instructional Supports for Language Learners. DLeNM will start working with SSAES in the spring and summer of 2022 and will be the preferred vendor for the first three years of the school. Training topics for all staff members include: initial pre-planning meetings, dual language program design support and guidance, La Siembra™ program

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planning retreat, program effectiveness site-evaluation visit, dual language program sustainability and follow-up sessions, dual language essentials (new staff) and Project GLAD® curriculum & unit development support achievement inspired mathematics for scaffolding student success (AIM4S3™).

▲ The school leadership team will provide professional learning to all staff members and the Board in The Guiding Principles for Dual Language Education. Instructional teams will then use that knowledge to inform professional practices and self-monitor program implementation. Additionally, one of the school's Board members is the assistant professor of multilingual education for UNLV. He will provide training to our teaching staff on the Dual Language Learner Teacher Competencies.

The training will include the Language and Literacy strategies such as processes of first language development, second language acquisition, first language literacy development and cognitive and social benefits of bilingualism and biculturalism. It will also include, the socioemotional theories including the interrelationship of a child's first language and culture, the importance of teacher-child relationships, the importance of socioemotional development and its relationship to second language acquisition, equitable social interactions related to language and cultural differences and the importance of teacher/parent relationships. He will also support teachers through classroom observation and real-time coaching sessions.

MTSS, RTI and PBIS training will be provided by Committee to Form Advisory Committee Members, Dr. Joe Morgan and Dr. Tara Raines prior to the start of the school year. Dr. Morgan is a professor of special education, early childhood education, and multilingual education at UNLV, and Dr. Raines is a professor of educational psychology at UNLV. They will also assist with data management, monitoring and reporting in these three areas throughout the year. They will also support teachers through classroom observation and real-time coaching sessions.

There will also be training provided for curriculum and program implementation. Sanford Harmony will provide training on how to best utilize and incorporate their Social Emotional Learning curriculum. Each of our curriculum providers will provide training on how to incorporate the bilingual textbooks in tandem with the traditional textbooks in alignment to the Principles for Dual Language Education. Infinite Campus will provide training on how to use the student information system, based on position.

Structures for Professional Development – SSAES has identified the following structures for professional development:

- Program Leadership Development - Spring 2022, attended by School Leadership Team
 - Two-day program planning retreat
- Summer Institute – Summer 2022, attended by all licensed staff
 - Curriculum training by each vendor
 - Project GLAD Overview Training
- Teacher Onboarding – 2 Weeks Prior to the Start of School – attended by all staff members
 - TNTP Onboarding Training

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- Language Acquisition Training
- School-wide procedures and culture training
- State mandated training
- Full Day Staff Development Days – Four Times through the year following the CCSD calendar – attended by all staff members
 - Topics determined by school-wide academic and implementation Data
- Monthly Half Day Staff Development Days – Last Friday of Each Month, attended by all staff members
 - Data Analysis and Goal Setting Meetings
 - Students will be released to participate in Big Brothers and Big Sisters Mentoring Program Lessons during these meetings.
- Professional Learning Community Meetings – Daily 7:15-8:15, attended by all staff members
 - Instructional planning
 - Formative Data Analysis
 - Task Analysis
- Embedded Coaching and Feedback Cycles – Weekly, provided by vendors, strategists, and Executive Director

Student and Parent Expectations - SSAES holds the belief that parents and guardians are the first educators of their children and must be engaged as partners in the academic journey of all children. Parents/guardians will be required to sign a Home/School Contract and a Volunteer Contract, committing to full participation in the academic journey. All students and their parents/guardians will be responsible for taking an active role in their academic journey by collaborating on and engaging in quarterly academic and goal setting conferences, actively engaging in school-wide events, ensuring student participation in additional instruction as appropriate, and/or providing services/supports through volunteerism or community outreach.

There will also be adult academic opportunities in the evenings: SSAES will work with community partners to provide adult English Language Learner classes, adult conversational Spanish classes, adult education classes and high school equivalency preparation classes. These classes are funded through a state grant and are currently being provided by City of Las Vegas partner, CSN. CSN will provide the courses and the assessments at no charge if allowed to do so on a City of Las Vegas property. This multigenerational approach creates efficient use of the building, provides services and support to the community, minimizes opportunities for vandalism by increasing presence in the building during atypical times, shows our students the value of education, and creates a community school model.

To be successful, our expectations for parent engagement are:

- Incorporates a variety of home/school collaboration activities
- Maintains a welcoming environment for parents and community
- Values bilingualism and biliteracy

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- Hires office staff who speak the partner language
- Makes announcements in both languages
- Posts signs in both languages
- Values multiculturalism
- Fosters a sense of belonging
- Establishes parent liaisons who
- Are bilingual and reach out to parents and community in both languages
- Arrange parent training to assume advocacy and support for the dual language program
- Know dual language education theory and model
- Contribute to other parent topics as determined by needs assessment

Key elements in the school's educational model such as, extended-day and multi-generational learning, cannot be implemented without a reliable transportation plan. Given the unique makeup of the student and family population, SSAES is aware that transportation may be a barrier for families to not only send their children to school, but to participate in extra-curricular and extended-day activities. SSAES is preparing to overcome this barrier by acquiring group transport vans to be able to offer transportation to students and their families. Vans will be operational by SSAES licensed staff as they are equipped with 15 seats, not requiring a Commercial Driver's License. Staff will be required to present Nevada Driver License at time of hire.

In addition, all teaching staff will utilize the Dual Language Learner Teacher Competencies.⁴⁵ SSAES holds the belief that parents and guardians are the first educators of their children and must be engaged as partners in the academic journey of all children. Parents/guardians will be required to sign a Home/School Contract and a Volunteer Contract, committing to full participation in the academic journey. TNTP will be the Talent Support contractor, providing recruitment, selection and staffing; teacher onboarding and induction; teacher coaching and support; and leader coaching and support. TNTP will also serve as the contractor for intensive literacy support through a phased approach, with Phase I supporting development of vision for excellence in literacy instruction and implementation; Phase II facilitating a Literacy Leader Institute; and Phase III supporting implementation of literacy vision and strategy. SSAES will use Sanford Harmony Social Emotional Learning Program, an evidence based program designed by researchers from the Sanford College of Education at National University.

TNTP's literacy support model includes a comprehensive approach beginning with diagnostic-collecting student learning information to determine what students know academically and independently of school; curriculum—determining what students need to learn within a grade level and across grade levels using curriculum aligned to the Nevada Academic Content Standards; assessment—developing a comprehensive assessment strategy that allows for adjustments to instruction as needed; teacher development—establishing customized professional practices that

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⁴⁵-Alliance for A Better Community- (Winter 2012)-*Dual Language Learner Teacher Competencies (DLLTC) Report*. In collaboration with National Council Of La Raza (NCLR).

supports teachers and refines their skills; and partnership—creating a coherent literacy experience for students by partnering the elementary school with early childhood centers to create alignment.

Social Emotional Learning is not a new idea; it is the evolution of character-based education programs that have existed for years. SEL programs do expand beyond teaching positive character traits to include focusing on creating a deeper understanding of self, others and the community or world. SEL has been connected to increased academic outcomes in many studies, including racially and socioeconomically diverse populations similar to those that will be served by SSAES.⁴⁶ Additionally, learning social-emotional skills can have a dramatic long-term impact into high school, college and beyond, especially on social health, work habits, test scores, and on-time completion of high school. The Collaborative for Academic, Social, and Emotional Learning (CASEL) compiled some compelling statistics based on a meta-analysis that included 213 studies and more than 270,000 students.⁴⁷ The study found that:

- SEL interventions that address the CASEL core competencies increased students' academic performance by 11 percentile points.
- Students participating in SEL programs showed improved classroom behavior, increased ability to manage stress and depression, and have better attitudes about themselves, others, and school.
- SEL programming can have a positive impact up to 18 years later on academics, conduct problems, emotional distress, and drug use.
- SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

Principles- SSAES Core Values:

The principles that SSAES will operate within are The Guiding Principles for Dual Language Education, which are organized into seven strands, reflecting the major dimensions of program planning and implementation: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources.

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Guiding Principles of Dual Language Education:

<u>Assessment and Accountability</u>	<u>Used to shape and monitor program effectiveness</u> <ul style="list-style-type: none">• <u>Aligned with curriculum and appropriate standards</u>• <u>Aligned with the vision and goals of the program</u>• <u>Conducted in both of the languages used for instruction</u>• <u>Used to track the progress of a variety of</u>
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⁴⁶ Bavarian, N., Lewis, K., DuBois, D., Acock, A., & Vuchinich. (2013). Wiley Online Library. *Using social-emotional and character development to improve academic outcomes: A matched-pair, cluster-randomized controlled trial in low-income, urban schools*. *Journal of School Health* 83 (11).

⁴⁷ Collaborative for Academic, Social, and Emotional Learning (December 2020). *Benefits of SEL: The research documenting the impact of SEL is compelling.* <https://casel.org>.

	<p><u>groups in the program over time using disaggregated data</u></p> <ul style="list-style-type: none"> • <u>A topic for professional development for teachers and administrators</u> • <u>Interpreted accurately</u> • <u>Carried out in consistent and systematic ways</u> • <u>Supported by an appropriate infrastructure and budget</u>
<u>Curriculum</u>	<ul style="list-style-type: none"> • <u>Disseminated to appropriate audiences</u> <p><u>Effective Features of Curriculum</u></p> <p><u>The curriculum</u></p> <ul style="list-style-type: none"> • <u>Is aligned with standards and assessment</u> • <u>Is meaningful and academically challenging and integrates higher order thinking</u> • <u>Is thematically integrated</u> • <u>Is enriching, not remedial</u> • <u>Is aligned with the vision and goals of bilingualism, biliteracy, and multiculturalism, and includes language and literature across the curriculum</u> • <u>Reflects and values students' cultures</u> • <u>Is horizontally and vertically aligned</u> • <u>Incorporates a variety of materials</u>
<u>Instruction</u>	<ul style="list-style-type: none"> • <u>Integrates technology</u> <p><u>Effective Features of Instruction</u></p> <p><u>The program features</u></p> <ul style="list-style-type: none"> • <u>A variety of instructional techniques responding to different learning styles and language proficiency levels</u> • <u>Positive interactions between teachers and students and among students</u> • <u>A reciprocal interaction model of teaching, featuring genuine dialog</u> • <u>Cooperative learning or group work situations, including</u> <ul style="list-style-type: none"> ◦ <u>Students working interdependently on tasks with common objectives</u> ◦ <u>Individual accountability and social equity in groups and in the classroom</u> ◦ <u>Extensive interactions among students to develop bilingualism</u> • <u>Language input that</u> <ul style="list-style-type: none"> ◦ <u>Uses sheltering strategies to promote comprehension</u> ◦ <u>Uses visual aids and modeling instruction,</u>

	<p>allowing students to negotiate meaning</p> <ul style="list-style-type: none"> • <u>Is interesting, relevant, and of sufficient quantity</u> • <u>Is challenging enough to promote high levels of language proficiency and critical thinking</u> • <u>Language objectives that are integrated into the curriculum</u> • <u>Structured tasks and unstructured opportunities for students to use language</u> • <u>Language policies that encourage students to use the language of instruction</u> • <u>Monolingual lesson delivery</u> • <u>Balanced consideration of the needs of all students</u> • <u>Integration of students (in two-way programs) for the majority of instruction</u>
<u>Staff Quality and Professional Development</u>	<p><u>Staff Quality</u></p> <ul style="list-style-type: none"> • <u>Have appropriate academic background and experience</u> • <u>Are fully credentialed bilingual or ESL teachers and have knowledge of bilingual education (Dual Language Learner Teacher Competencies - Alliance for a Better Community) and second language acquisition</u> • <u>Have native or native-like ability in the language(s) of instruction (monolingual English speakers who provide English model MUST understand the partner language in early grades)</u> <p><u>Effective Features of Professional Development</u></p> <p><u>Professional development is aligned with goals and strategies of the program, specifically focusing on</u></p> <ul style="list-style-type: none"> • <u>Language education pedagogy and curriculum</u> • <u>Materials and resources</u> • <u>Assessment</u> • <u>Development of professional language skills in the partner language</u> • <u>Educational equity (particularly with regard to high expectations for all students)</u> • <u>Dual language theory and models</u> • <u>Second language acquisition and biliteracy development</u> <p><u>Staff are encouraged to</u></p> <ul style="list-style-type: none"> • <u>Examine their own beliefs and practices in light of theory and the school's vision and</u>

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	<p><u>goals</u></p> <ul style="list-style-type: none"> • <u>Conduct teacher research to reflect on instructional strengths and shortcomings and to consider how strategies work in some contexts but not others</u> <p><u>A variety of types of professional development are provided, including</u></p> <ul style="list-style-type: none"> • <u>Mentoring and teacher trainers</u> • <u>Partnerships with university teacher training institutions to align coursework and provide internships</u> • <u>Teacher study groups</u> • <u>Retreats to make decisions about the model or curriculum</u> • <u>Training for non-teaching staff</u> • <u>Professional development collaborations with district middle and high schools</u>
<u>Program Structure</u>	<p><u>Effective Features of Program Structure</u></p> <p><u>The program has a cohesive, shared vision and set of goals that</u></p> <ul style="list-style-type: none"> • <u>Provide commitment to and instructional focus on bilingualism, biliteracy, and multiculturalism</u> • <u>Establish high expectations for achievement for all students</u> <p><u>With respect to the treatment of all program participants at the school and classroom level, the program ensures</u></p> <ul style="list-style-type: none"> • <u>A safe and orderly environment</u> • <u>A warm and caring community</u> • <u>Ample support and resources</u> • <u>Additive bilingualism for all students</u> • <u>Awareness of the diverse needs of students of different linguistic and cultural backgrounds</u> <p><u>Effective leadership is provided by the principal, program coordinator, and management team, including</u></p> <ul style="list-style-type: none"> • <u>Program advocacy and communication with central administration</u> • <u>Oversight of model development, planning,</u>

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	<p>and coordination</p> <ul style="list-style-type: none"> • Professional development, including the fostering of staff cohesion and collegiality • Appropriate allocation of funding <p>The program engages in ongoing planning, including</p> <ul style="list-style-type: none"> • A focus on the vision and goals of the program • School-wide vertical and horizontal articulation • Proper scope, sequence, and alignment with standards that are developmentally, linguistically, and culturally appropriate <p>A language education model is in place that upholds</p> <ul style="list-style-type: none"> • Principles of second language development • Bilingual and immersion theory and research • Effective instructional methodologies and classroom practices • Belief in and commitment to the dual language education model <p>Sustained instruction in the partner</p> <ul style="list-style-type: none"> • Language for at least 6 years • At least 50% of instruction in the partner language throughout the program • Language arts and literacy instruction in both program languages by the upper elementary grades
Family and Community	<p>Effective Features of Family and Community The program</p> <ul style="list-style-type: none"> • Incorporates a variety of home/school collaboration activities (including home visits) • Maintains a welcoming environment for parents and community • Values bilingualism and biliteracy • Hires office staff who speak the partner language • Makes announcements in both languages • Posts signs in both languages • Values multiculturalism • Fosters a sense of belonging • Establishes parent liaisons who • Are bilingual and reach out to parents and community in both languages • Arrange parent training to assume advocacy and support for the dual language program

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	<ul style="list-style-type: none"> • <u>Know dual language education theory and model</u> • <u>Contribute to other parent topics as determined by needs assessment</u>
<u>Support and Resources</u>	<p><u>The program is supported by the community, the local Board of Education, and the district, in that</u></p> <ul style="list-style-type: none"> • <u>Resources are allocated equitably</u> • <u>The program is seen by all stakeholders as a permanent and enriching part of the school and program administrators</u> • <u>Understand, support, and advocate for the program</u> • <u>Facilitate integration of the program across the school</u> • <u>Ensure equitable access to resources for all students and in both program languages</u> • <u>Families and communities are knowledgeable about the program and can advocate on its behalf.</u>

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- SSAES will strive for high academic standards and expectations for all students in an environment that stimulates learning.
- SSAES will promote students' self-esteem with positive reinforcement and build good character so each student can be successful.
- SSAES believes in programs that allow students to progress academically through appropriately leveled instruction.
- SSAES believes our parents/guardians and families should be equipped with information and resources in order to support their child's learning.
- SSAES respects diversity and individual differences in our students and staff.
- SSAES believes students should be provided with opportunities to learn a second language.
- SSAES uses technology to help our students, parents, and staff prepare for the future.

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The principles that SSAES will operate within are those identified in the 10 Classroom Strategies to Dramatically Improve Student Achievement.⁴⁸

SSAES Principles:

<u>Establish a climate of mutual respect.</u>	<u>Collaboratively set classroom behavior guidelines in partnership with students. Enforce those guidelines consistently to ensure</u>
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⁴⁸-Azeuy, Rudy. (October 31, 2017). Teach & Kids Learn. 10 Classroom Strategies to Dramatically Improve Student Achievement. <https://kidslearn.com>.

	mutual respect and honor everyone's right to learn.
Set high and clear expectations for quality of work.	Explain the expectations as well as the rubric for grading the work to students so that they know how they will be assessed before they submit the work.
Insist on high quality by having students polish their work.	Establish a culture of planning, drafting, critiquing, and polishing work.
Get students to read twice as much every day.	Reading is key to all other subjects, and most students do not read enough. In addition to doubling reading time, have students talk about and write about what they have read.
Get students to write twice as much every day.	Students need plenty of opportunities to write. Have them write as a means of clarifying their thoughts as well as a means of personal expression.
Establish a culture of evidence and justification in the classroom.	Opinions are allowed, but students must be taught to justify their opinion, using evidence.
Introduce and discuss one new "power word" every day.	Power words are abstract vocabulary words that are useful for further discussion about the content. They are the kind of words that appear in prompts for test items. Power words help children think and express their thoughts at a higher level.
Have students think with numbers every day.	Spend part of every class period counting, measuring, estimating, calculating, etc. Show data in tables, graphs, and other visual formats- always emphasize meaning and analysis, not just collection.
Maximize the percentage of time that all students are engaged in the content.	Take steps to ensure that all students are engaged in the academic content as much as possible at all times.
When introducing an important new concept or skill, make sure everyone understands before moving on.	Use performance assessments to ensure mastery and understanding. Use cooperative learning and other strategies to ensure students take responsibility for their own learning and the learning of others as well. Have all students show that they understand. Make sure all students get the help they need. Create a safe classroom where students are comfortable asking for clarification and help.

Structures – SSAES will operate in a structure that will support all students and ensure success. All systems and structures will be consistent school-wide and communicated through Staff, Student, and Parent Handbooks.

Multicultural and Dual Language Structures -

- SSAES will value diversity and embrace the differences within and among our students and

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staff, while recognizing the similarities as well. SSAES will provide bilingual education for all students in both English and Spanish. All instructional materials and curriculum will be reflective of diversity and appreciation for multicultural awareness.

- All teaching staff will hold a bilingual or TESL/ELAD endorsement. The makeup of students in each class will be 50% English language learners and 50% monolingual students. There will be three teachers at each grade level. Two teachers will team together to teach two groups of students with one teacher instructing solely in Spanish and the other in only English throughout the day. The third teacher will instruct his/her class in English half the day and Spanish the other half of the day. Instruction in the second language will never be a mere translation of earlier lessons, but will be a continuation of addition to previous learning. The dual language model works from an asset orientation that provides opportunities for EL students to gain reinforcement in their native language as well as their second language. In following best practices for starting an initial dual language program, the recommendation is to start a dual model as described above no later than first grade. For that reason, the initial second grade class cohort will receive Spanish language enrichment in specialist classes, but not the full dual language model as described above. This will be done to avoid the negative effects of a subtractive bilingual approach.
- Teachers will track ELL student progress with listening, speaking, reading, and writing skills and provide additional support such as small group instruction, sheltered instruction, differentiated instruction and/or materials. However, keeping in mind that in order to grow language skills, students need to receive a full dose of instruction that's one level higher than their current language proficiency. If the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow teachers to team together for dual language instruction. Noting that some parents may have children at different grade levels, SSAE will purchase vans to transport students from one school to the other in order to limit transportation as a barrier.

Multi-tiered Systems of Academic and Social Support Structures -

- As mentioned, SSAES will implement a Multi-Tiered System of Support (MTSS) through Response to Intervention (RTI) and Positive Behavioral Interventions & Support (PBIS) for academic and social emotional interventions and supports. In addition to the structures noted, that will serve and support all youth, SSAES will provide additional targeted support to student groups that may have additional needs.
- Social Emotional Learning (SEL) is a key principle within the SSAES model. SEL is not a new idea; it is the evolution of character-based education programs that have existed for years. SEL programs do expand beyond teaching positive character traits to include focusing on creating a deeper understanding of self, others and the community or world. SEL has been connected to increased academic outcomes in many studies, including racially and socioeconomically diverse populations similar to those that will be served by SSAES.⁴⁹

⁴⁹ Bavarian, N., Lewis, K., DuBois, D., Acock, A., & Vuchinich. (2013). Wiley Online Library. *Using social-emotional and character development to improve academic outcomes: A matched-pair, cluster-randomized controlled trial in low-income, urban schools*. *Journal of School Health* 83 (11).

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Additionally, learning social-emotional skills can have a dramatic long-term impact into high school, college and beyond, especially on social health, work habits, test scores, and on-time completion of high school. The Collaborative for Academic, Social, and Emotional Learning (CASEL) compiled some compelling statistics based on a meta-analysis that included 213 studies and more than 270,000 students.⁵⁰ The study found that:

- o SEL interventions that address the CASEL core competencies increased students' academic performance by 11 percentile points.
- o Students participating in SEL programs showed improved classroom behavior, increased ability to manage stress and depression, and have better attitudes about themselves, others, and school.
- o SEL programming can have a positive impact up to 18 years later on academics, conduct problems, emotional distress, and drug use.
- o SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.
- The school will operate on an extended academic schedule, the academic day for students will be seven hours and we will offer an extended academic year, providing programming in June for students that need a summer bridge program. The additional hour added to the instructional day will allow for an additional 30 minutes of English language arts instruction and 30 minutes of mathematics instruction each day, for a total of an additional 150 minutes of instruction weekly in each content area.
- Class size will be limited to 20 students per class at each grade level, allowing teachers to make a significant impact on student achievement.
- SSAES will use a full inclusion model, providing any additional supports and/or services identified in the student's Individualized Educational Plan. Students will be taught and learn in the modality that is their strength or most comfortable. Interventions identified through the RTI and PBIS process that are successful for each student will be incorporated into instruction. If the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow the special education teacher to provide appropriate services for students in the least restrictive environment, while limiting travel between schools by staff members. Noting that some parents may have children at different grade levels, SSAE will purchase vans to transport students from one school to the other in order to limit transportation as a barrier.
- Academically deficient students will be homogeneously grouped during supplemental literacy and mathematics instruction to rapidly accelerate their academic development and ensure that they meet quarterly growth goals until they are at grade level in both subjects. SSAES will also offer both an extended academic day and an extended academic school year to support their growth. SSAES will implement MTSS through RTI and PBIS for academic and social emotional interventions and supports. These tiered systems are aligned with

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⁵⁰ Collaborative for Academic, Social, and Emotional Learning (December 2020). Benefits of SEL. The research documenting the impact of SEL is compelling. <https://casel.org>.

student data and goal setting notebooks. The tiered system allows for and encourages more intensive support and interventions for students with the greatest needs and provides for acceleration for students that are at grade level and need additional opportunities to grow and excel. It is imperative that SSAES staff analyze, evaluate, and provide front loaded support to students who have social and emotional needs, the same as is done for students with academic needs.

- Students who demonstrate achievement and capacity above grade level will receive extended academic enrichment to ensure that they have opportunities to develop and are being challenged academically. The dual language model works from an asset orientation that provides opportunities for monolingual English speaking students to gain reinforcement in their native language as well as their second language. Further, the premise of adding a second language to learning for all students is an additive enrichment approach.

Welcoming Culture of High Achievement Structures -

- Students will be required to wear uniforms and the uniforms will be provided to them free of charge.
- The school campus will require parents and guardians to be engaged and included in their child's academic journey during the day, but it is also expected that this will lead to their children feeling inspired by their presence and commitment as they help encourage their children toward success.
- There will also be adult academic opportunities in the evenings; SSAES will work with community partners to provide adult English Language Learner classes, adult conversational Spanish classes, adult education classes and high school equivalency preparation classes. This multigenerational approach creates efficient use of the building, provides services and support to the community, minimizes opportunities for vandalism by increasing presence in the building during atypical times, shows our students the value of education, and creates a community school model.
- The administrator, coaches and strategists will support teachers through classroom observation and coaching cycles on a consistent basis. They will also provide professional learning to staff members to ensure they are prepared to deliver high quality instruction to all students. Lastly, they will help to facilitate Professional Learning Community sessions for data analysis and purposeful planning to ensure lessons are planned at an appropriate rigor level in alignment to the trajectory of the standard at a given time of the year. If the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow coaches and the Executive director to concentrate assistance and coaching to each grade level and observe lesson progressions across a grade level to ensure consistency from class to class. One coach, strategist, or administrator will be assigned to each campus on a given day to ensure maximum support to staff members.

SSAES Core Beliefs:

- SSAES will strive for high academic standards and expectations for all students in an

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environment that stimulates learning.

- SSAES will promote students' self-esteem with positive reinforcement and build good character so each student can be successful.
- SSAES believes in programs that allow students to progress academically through appropriately leveled instruction.
- SSAES believes our parents/guardians and families should be equipped with information and resources in order to support their child's learning.
- SSAES respects diversity and individual differences in our students and staff.
- SSAES believes students should be provided with opportunities to learn a second language.
- SSAES uses technology to help our students, parents, and staff prepare for the future.

SSAES Core Values/Character Traits:

- Courage
- Perseverance, Honesty
- Respect
- Gratitude
- Kindness
- Responsibility
- Cooperation
- Creativity
- Empathy

~~The school will operate on an extended academic schedule, the academic day for students will be seven hours and we will offer an extended academic year, providing programming in June for students that need a summer bridge program. The additional hour added to the instructional day will allow for an additional 30 minutes of English language arts instruction and 30 minutes of mathematics instruction each day, for a total of an additional 150 minutes of instruction weekly in each content area. Class size will be limited to 20 students per class at each grade level, allowing teachers to make a significant impact. Students will be required to wear uniforms and the uniforms will be provided to them free of charge. The school campus will require parents and guardians to be engaged and included in their child's academic journey during the day, but it is also expected that this will lead to their children feeling inspired by their presence and commitment as they help encourage their children toward success. There will also be adult academic opportunities in the evenings; SSAES will work with community partners to provide adult English Language Learner classes, adult conversational Spanish classes, adult education classes and high school equivalency preparation classes. This multigenerational approach creates efficient use of the building, provides services and support to the community, minimizes opportunities for vandalism by increasing presence in the building during atypical times, shows our students the value of education, and creates a community school model. SSAES will value diversity and embrace the differences within and among our students and staff, while recognizing the similarities as well. SSAES will provide bilingual education for all students in both English and Spanish. All instructional materials and curriculum will be reflective of diversity and appreciation for multicultural awareness. As~~

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mentioned, SSAES will utilize tiered systems of intervention and support, RTI and MTSS. In addition to the structures noted, that will serve and support all youth, SSAES will provide additional targeted support to student groups that may have additional needs.

• Structures to support English Language Learners—ELL students will be grouped heterogeneously, allowing for greater language acquisition and providing opportunities to practice language development and discourse with peers. All teaching staff will hold a TESL endorsement. Teachers will track ELL student progress with listening, speaking, reading, and writing skills and provide additional support such as small group instruction, sheltered instruction, differentiated instruction and/or materials. However, keeping in mind that in order to grow language skills, students need to receive a full dose of instruction that's one level higher than their current language proficiency.

• Structures to support special education students—SSAES will use a full inclusion model, providing any additional supports and/or services identified in the student's Individualized Educational Plan. SSAES multisensory methodology will benefit special education students, allowing them to learn in the modality that is their strength or most comfortable. Interventions identified through the RTI process that are successful for each student will be incorporated.

• Structures to support academically deficient students—Academically deficient students will be homogeneously grouped during supplemental literacy and mathematics instruction to rapidly accelerate their academic development and ensure that they meet quarterly growth goals until they are at grade level in both subjects. SSAES will also offer both an extended academic day and an extended academic school year to support their growth.

• Structures to support Gifted and Talented students—Students who demonstrate achievement and capacity above grade level will receive extended academic enrichment to ensure that they have opportunities to develop and are being challenged academically.

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(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

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SSAES's approach, programs, principles, and structures are not new or innovative; they are tried and true methods for improving student outcomes. The features that SSAES will use have either been identified due to personal experience and success or because they are research based best practices, or both. The governance structure honoring the tradeoff of autonomy for accountability demands the use of strong, quantifiable systems in place. Project-based learning, multisensory approaches, Strong parent engagement and bilingual education are all programs that are being

used at one or more of the schools identified in the U.S. Department of Education, Office of Innovation and Improvement's Successful Charter Schools study. The schools highlighted were identified for a variety of indicators, but first and foremost, based on student performance. The key programs that SSAES will be using are also ~~research-based~~research-based models of success. TNTP is currently working in more than 50 cities providing support and has successfully been doing this work since 1997. TNTP will provide training and coaching of staff in School Vision for Instructional Excellence and Student Experience, Instructional Rigor and Expectations of Nevada Academic Content Standards in Core Subjects, Planning and Implementing Strong Instruction in Core Subjects, Analyzing Instructional Tasks and Student Work to Ensure Access to Grade-Appropriate Assignments, and Working in Professional Learning Communities. DLeNM will provide professional development in Dual Language School Leadership and Project GLAD techniques and structures. They have done similar work in highly successful charter and public schools in New Mexico and across the country since 1997. DLeNM has 12 dedicated program staff and over a dozen contractors who are all veteran dual-language education educators focused on program development and instructional support. The organization supports 25-35 school districts annually. TNTP will serve as SSAES's teacher pipeline, including coaching, mentoring and evaluation and school leader development provider. They will also provide their literacy support model services; the methodology and design model has gone through a rigorous five year pilot study in Nevada.

Students involved in dual language programs have enhanced problem-solving, critical-thinking, and listening skills, as well as improved memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of increased creativity and mental flexibility. Furthermore, ELs have the additional advantage of learning in their primary language which will help accelerate their progress on grade-level academics by receiving 50% of their instruction in their native language. In turn, native English speakers, who will be learning a second language, will have the added benefit of becoming more academically prepared with 21st-century skills to compete and succeed in a global marketplace. The overall effects of bilingualism can help improve a child's educational development, cognitive functions, social skills, literacy, and emotional skills that have positive effects for many years to come.

Additionally, a Multi-Tiered Systems of Support (MTSS) will be implemented for all students to meet both their academic and social emotional needs. This whole-school data-driven framework for improving learning outcomes will be delivered through a continuum of evidence-based practices and systems. The goals of MTSS are to promote development of essential skills known to correlate with success in later school and community settings, prevent delayed growth and performance challenges by targeting critical foundation skills, and provide timely evidence-based interventions of the proper dosage to ameliorate delays or challenges. These systems will uphold the Guiding Principles of Dual Language Education established by the Center for Applied Linguistics. The guiding principles, which include: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources are designed to be used by dual language programs as a tool for planning, self-reflection, and growth.

The SEL program, Sanford Harmony was developed by researchers from National University and it was used by 80 elementary schools in the Clark County School District (CCSD) for five years with great success. The program is evidence based and aligned to the CASEL standards. The research study done by CASEL and their subsequent meta-analysis, which was noted and cited, included 213

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studies and more than 270,000 students, which shows validity and reliability, and yielded statistically significant positive results. The guiding principles we are committed to come directly from the 10 Classroom Strategies to Dramatically Improve Student Achievement as noted and cited. The structures SSAES will employ are not only research based, but have been used at schools in CCSD with success. For example, successful dual language programs were implemented at Fay Herron Elementary School, Harley Harmon Elementary School, and J. Marlon Walker Elementary School, when the district authorized bilingual programs. Of those three schools, Fay Herron has a demographic closest to SSAES with 93.64% Hispanic or Black students, 13% IEP, 67% ELL, and 100% Free Reduced Lunch. Through implementation of their dual language program in 2013-14, 52% of students met or exceeded standards in reading, 100% met or exceeded standards in writing, 71% met or exceeded math standards, and 40% met or exceeded science standards. At that point in time, they achieved and have maintained a 4-star rating or higher.

-SSAES will partner with the DLeNM to support the school with a wide range of leadership and teacher designed professional development to ensure the program starts off on the right foot and builds in practices that will foster sustainability and capacity building at all levels. Thoughtful program design is a necessary first step to choosing a structure and model that will work best. It requires constant care and reflection on research, best practice, implementation, and continuous improvement. The partnership with DLeNM will undoubtedly ensure program effectiveness and success.

Although all schools have begun to operate within an MTSS model, Lewis E. Rowe Elementary School is a prime example of a school that has implemented a highly structured and successful MTSS program. The model includes a clear decision making protocol to move students between support tiers based on data. The school also has implemented clearly delineated programs and structures for student academic and social-emotional support similar to those outlined in the SSAES model. Lewis E. Rowe serves a population similar to SSAES with 72.72% Hispanic and Black students, 25.3% EL, 4.9% IEP and 100% FR. Through implementation of their MTSS model, the school rose from a 2-star rating in the 2014-15 school year to a 4-star rating in the 2016-17 school year.

John S. Park Elementary is a Title I school serving 80% Hispanic and Black students, 30% EL, 13% IEP, and 100% FR. The percentage of EL students at Park shifted from 40% in 2016-17 to 30% in 2020-21. Lorna James-Cervantes served as the Principal from 2007-2014. During that time, she implemented an instructional model that included a lengthened school day as well as additional learning opportunities such as Saturday School and extended school year classes. The extended day opportunities resulted in increased achievement from 40% proficiency in English Language Arts to 66% and 46% proficiency in math to 70%. Achieved Adequate Yearly Progress in 2008-2009, 2010-2011, and 2011-2012 and above average or exemplary growth category for growth in all grades and subgroups. This success was continued by Principal Miriam Benitez through implementation of a Zoom Schools model from 2014-2021. The model included extended school day/year, inclusion of a Reading Center that increased time on reading instruction, and continuation of Saturday School and before/after school tutoring. The results continued to improve

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at the school with high levels of student growth on a yearly basis. Further, Dr. Tammy A. Malich, Director of the City's Youth Development and Social Innovation Department, has taught in an extended day program and she has seen the benefits firsthand, especially for struggling students. She also taught in a literacy block and was able to cover content with greater breadth and depth with the extended time. In her role as a principal, she opened a four-by-four block high school, and the impact on student achievement was significant. The student achievement data and ranking of the school was well above similarly situated high schools with like student demographics. Students had more opportunities for credits and were able to make administrative academic decisions that created positive outcomes for students and for the school without compromising student choice. In her school, they double blocked mathematics for those students that were struggling, giving them a mathematics preparation and support class matched with their mathematics credit course; and for on grade level and advanced students, they were given two mathematics credit courses, allowing them to progress through the complete mathematics course offerings provided by CCSD. As both a teacher and a school administrator, Dr. Malich had the opportunity to work in full inclusion schools, where all special education students, both resource and self-contained, were fully included in the general population. It was more work for teachers, but far more beneficial for students, academically, socially, and emotionally, based on teacher feedback.

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Dr. Karen L. Mapp from the Harvard Graduate School of Education has conducted research on creating and strengthening family, community, and school partnerships in order to increase student achievement. Dr. Mapp, through her research, has identified that increased family engagement in schools is strongly associated with: faster rates of literacy acquisition among children; increased rates of going on to secondary education among youth; increased attendance rates among students and decreased rates of school dropout among youth.⁵¹

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(5) Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

SSAES is not modeling the school after any one particular school model, however, ~~are it is~~ using components of multiple successful, existing charter and public school model programs. SSAES began this journey by listening to the community and taking note of their needs. Through the city of Las Vegas operations, independently and in partnership with Acelero Learning, the local Head Start provider, in Wards 1, 3, and 5, SSAES has heard the pleas from families since starting this work to keep their children a little bit longer before sending them to the massive CCSD. They have expressed their gratitude for the progress their little ones made in CLV programs, but feel that they are not quite ready for the size and institutional feel of the CCSD. During the pandemic, the city of Las Vegas Department of Youth Development and Social Innovation worked with Las Vegas-Clark County Library District to open 10 Vegas Strong Academy sites that provided full-day care with distance learning support, allowing parents who were able and first responders/essential employees to continue working. In total, the city served 1,136 children from 781 families for eight months. Each site served around 100 children in total, with classes of 10-20 children. Again, CLV heard from families that their children had greater success in their program, academically and

⁵¹ Auerbach, S., Comer, J., Epstein, J., Hill, N., Jeynes, W., Mapp, K., (2016). The Importance of Parent Engagement: A List of Research and Thought Leadership. <https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/>

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behaviorally, than they had previously in CCSD due to the city's small instruction setting size and personalized attention. After the Mayor addressed the requests during a Las Vegas City Council Meeting and asked staff to look further into the idea, a group of leaders in the surrounding communities within Wards 1, 3, and 5 were pulled together to brainstorm current gaps within CCSD for youth living in and attending schools in those Wards. The results of advisory meetings were the following recommendations: address multicultural curriculum and resources, diversity among staff, early screening to identify gaps, culturally responsive practices, bilingual education, restorative models of discipline, MTSS model, two generational educational approach, and integrated services.

The following charter school models validated the suggestions through their recognition as "Successful Charter Schools" and student achievement success through implementation of these recommendations:⁵²

The Arts and Technology Academy Public Charter School- grades K-6, focused on "propelling students beyond their economically depressed community". The arts are used as the foundation for building academic success. They run an extended school day and an extended academic school year, use a robust multicultural curriculum, and all students learn English and Spanish. Respect is a core value and they use a restorative justice discipline model. The school has a strong focus on a continuous learning model that is informed by data on a regular basis and are held firmly accountable by their governing Board. Parents and guardians are seen as partners and are required to engage and volunteer, and have access to multigenerational academic programs on the school campus. The school has demonstrated success by every measure, despite multiple challenges for the families they serve.

Community of Peace Academy- grades K-12, focused on empowering students to make thoughtful, non-violent life choices. The mission of the school is to create a peaceful environment in which all people are treated with unconditional positive regard and acceptance. The school uses a continuous learning model with a heavy reliance on assessment, data and evaluation. Students wear uniforms at the school. The school leverages funding and support for a strong English Language Learner program.

Ralph A. Gates Elementary School- grades K-6, focused on a multicultural and multilingual mission. The school offers academic and extracurricular programming for parents and family members in a multigenerational approach. The school uses a bilingual curriculum in English and Spanish. The teachers take on a strong leadership role and are instrumental in providing, but also in planning for and driving instruction. They use a continuous learning model that is based on regular and current data. Parents are partners and must volunteer in some way to contribute to the school community. The students have demonstrated success on state assessments and have shown great growth in literacy.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will

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⁵² U.S. Department of Education, Office of Innovation and Improvement. (2004). *Innovations in Education: Successful Charter Schools*. Washington, D.C.

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provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school. Required courses, such as physical education, financial literacy⁵³ and computer science⁵⁴, should be included.

The SSAES curriculum model combines direct instruction delivered with multimodal teaching strategies with creative dual language-learning opportunities, following The Foundation, The Creative Curriculum for Kindergarten is the model that will be used for the first semester of kindergarten. The program uses a building block style of teaching. Children begin the program with systematic instructions and move into working independently. Structured, explicit instruction is effective and efficient in building the foundational knowledge in young students. Having skills and knowledge as tools allow students to be more effective in creative exploration, analysis and evaluation of projects. The program is especially strong in using all modalities in every area of the curriculum. Multisensory teacher-directed instruction is designed to be developmentally appropriate, systematic, cumulative, and responsive to formative assessments for emergent readers and writers. Direct instruction is reinforced and extended with skills applied in higher thinking activities through *Interest Areas* and other engaging activities in The Creative Curriculum framework. The program can adapt to accommodate the needs of each incoming kindergarten class. The effectiveness of the instruction and curriculum methods have consistently shaped kindergarten students that perform well above grade level. The program has been effectively implemented over several decades in the Clark County School District (CCSD) and at The Meadows School, a college preparatory, independent school in Las Vegas that has been recognized for inspiring a love of learning. The program will continue to incorporate new resources and technology that becomes available to enhance student-learning experiences.

SSAES will operate within a dual language immersion approach. The makeup of students in each class will be 50% English language learners and 50% monolingual (English) students. There will be three teachers at each grade level. Two teachers will team together to teach two groups of students with one teacher instructing solely in Spanish and the other in only English throughout the day. The third teacher will instruct his/her class in English half the day and Spanish the other half of the day. Instruction in the second language will never be a mere translation of earlier lessons, but will be a continuation of instruction to previous learning. The dual language model works from an asset orientation that provides opportunities for EL students to gain reinforcement in their native language as well as their second language. Content areas will be taught thematically by integrating language arts into all other content area instruction in both languages daily. For example, reading will be combined with social studies content and taught in English, while science will also be combined with reading and taught in Spanish. Writing will be taught and reinforced across all content area instructions in both languages. Specialist teachers will alternate the language of instruction every other day class period to ensure their content is taught in both languages as well. In following best practices for starting an initial dual language program, the recommendation is to start a dual model as described above no later than first grade. For that reason, the initial second grade class cohort will receive Spanish language enrichment in specialist classes, but not the full dual language model as described above. This will be done to avoid the negative effects of a

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⁵³ NRS 389.074

⁵⁴ NRS 389.072

subtractive bilingual approach.

Project GLAD (Guided Language Acquisition Design) is the instructional approach that incorporates techniques to support bilingual students in simultaneously learning content and acquiring language at SSAES. Project GLAD is grounded in research related to second language acquisition and sheltered instruction. Lessons are taught through thematic units, to facilitate consistent exposure and use of target vocabulary in both languages eliminating direct translation within/among lessons. The GLAD instructional strategies and scaffolding techniques help make grade-level content comprehensible for all learners, regardless of their language proficiency, while also supporting their language development. The eight components of effective sheltered instruction addressed by Project GLAD include: Focus on Language, Plan for Peer Interaction, Support Meaning with Realia/Visuals/Movement, Activate Prior Knowledge/Create Shared Knowledge, Make Text Accessible, Develop Student Learning Strategies, Bridge the Two Languages, Affirm Identity (linguistic, cultural, individual).⁵⁵ Project GLAD teacher strategies will be the core structure used for implementation of the Dual Language instructional model. The four components of Project GLAD consist of the following: Focus/Motivation, which is very similar to building background; Input, the ways to make cognitively complex concepts understandable to students; Guided Oral Practice, the practice of key vocabulary and language objectives; and Reading/Writing including modeled, shared, collaborative, guided and independent reading and writing.⁵⁶

Language Arts

Reading

Reading is the central curriculum component to this program. Students are immersed in a literacy-rich environment in both English and Spanish and given tools to approach books and text in their environment with independence and confidence. SSEA' Balanced Literacy Approach will include 30 minutes whole group explicit reading instruction including phonics and word work; 30 minutes Close Read/reading analysis lessons using integrated social studies in the English and science in Spanish grade level text; and 60 minutes differentiated instruction in small groups at the student's instructional reading level. Explicit phonics (English) and syllabication (Spanish) instruction is a key component to the Kindergarten-literacy program. Multisensory instructional methods in this program provide pathways to text and literature for all types of learners. Sadlier Phonics to Reading: A systematic phonics program with provides-leveled materials and activities for phonemic awareness, alphabetic knowledge, decoding skills, sound-symbol correspondences and experiences with -manipulating and building words will be used for both languages. The program comes with traditional and on-line resources. Students will engage in daily whole group phonics lessons that Daily Large Group Phonics features multisensory phonics instruction with movement, visual, oral and auditory learning. The lesson sequence builds from introduction of phoneme-grapheme correspondence, then progresses to blends, clusters, digraphs, and other orthographic conventions.

⁵⁵ Alexandria City Public Schools. (2017). Tips for Teachers: Promoting the Achievement of English Learners. <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/801/Teaching%20Tips%20for%20Teachers%20Vol.%204.pdf>

⁵⁶ ELD Strategies. (2021). Project GLAD- Guided Language Acquisition Design. <https://eldstrategies.com/projectglad/>

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The ~~L~~arge ~~Group-group~~ sessions also include lessons on phonetic blending, word attack skills, and reinforces perceptual skills. ~~Phonics skills are practiced on selections from Sadlier Phonics, Grade K through Grade 2. It is important to note the distinction between English phonics instruction and Spanish phonics instruction. Instruction should never be a translation from English to Spanish. Contrary to what people think, teaching Spanish literacy is different than teaching English literacy because the linguistic nature of the two languages is different. Some educational companies have attempted to teach Spanish phonics the same way they teach English phonics. This is based on an incorrect premise that literacy development in English and Spanish are the same or very similar. Finally, word study will also be targeted during the phonics block to provide students the opportunity to engage in hands-on activities to help them explore and understand spelling patterns.~~

~~The close reading block will be dedicated to explicitly teaching students grade level comprehension standards in both English and Spanish. Students will be taught to read a passage closely in order to help students develop reading comprehension strategies. Students need to learn how to raise questions about the text so they can develop a deep and detailed understanding of the text. Working closely with the text also facilitates meaningful and authentic discourse opportunities between the teacher and students and among students to help with language development in both languages.~~

~~▲ Daily Small Group reading is a basal reading program with emphasis on both decoding and reading comprehension. Daily small guided Guided reading in Small Groups groups, will be selected by reading level, features-featuring books that are a) text-rich, b) genre and style-multiculturally diverse, with c) vocabulary that is appropriate for instructional level phonetic practice. The sequence and progression of leveled books will provides students with practice recognizing previously introduced words, decoding and using word attack skills on new vocabulary. The Reading program is designed to support student reading development in three steps: 1) decoding, development and improvement of word recognition; 2) fluency, reading at appropriate pace and accurately; and 3) reading for comprehension. During this differentiated reading block, students will be instructed at their instructional reading level and provided scaffolded instruction to move their reading proficiency forward. At the beginning of Small-small Group-group reading, teachers review vocabulary definitions in context to the selection, prior to reading the story. During guided reading, teachers instruct and model phrasing, pace, and expression. Then students practice reading as a group, and then individually while others practice tracking and silent reading. Throughout the session, teachers model questioning and processing strategies to teach students how to be proficient readers. Final reflection discussions explore story and genre elements, themes, perspectives and writing conventions. Simultaneously, other students experience stories in Auditory Centers to develop listening skills with books and poetry using a digital library, Epic! headphones, and iPads or computer stations. Library selections can be individually assigned based on reading level, student interest, or current topics of study. The Auditory Centers provide students great exposure to a wide range of vocabulary words, visual encounters with print, different fonts, unencumbered by having to decode the words, and exposure to an even greater number of literary works and styles. The Auditory Center can eventually be student directed and can allow for self-motivated exploration or level advancement.~~

Spelling

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Spelling follows the standards-based program, Everyday Spelling Scott Foresman, that includes handwriting of letters and numbers, and word lists that progress from consonant-vowel-consonant (CVC) words, through beginning and ending sounds, short and long vowels, to blends and digraphs. The spelling conventions are integrated and coordinated with Large Group Phonics Instruction. Word lists include commonly misspelled words, common spelling patterns and strategies. Activities include word games, proofreading and editing, and challenge activities.

Writing

Students will be expected to write across all content areas and in both languages for a minimum of 50 minutes a day. The teacher will provide a 10 to 15 minute daily mini-lesson in writing and language standards and then work with students in small groups and/or independently to assist with improving writing organization, voices, word usage, and conventions. Daily Creative Writing lessons feature handwriting for letters and numbers. The All student-lessons will encourage student expression of formal and inventive spelling. Writing lessons include sentence structure, parts of speech, expository, descriptive, narrative, persuasive, and poetry. Topics discussed in other curriculum areas, such as math, science, and social studies, are integrated into writing projects as subject matter.

Math

The Math block will be primarily taught in Spanish program implements the Saxon Math Curriculum. It is an effective, systematic, multisensory, differentiated, and comprehensive program. All math lessons will begin with a focus on developing students' conceptual understanding of the standard. The curriculum relies. Instruction will rely heavily on student exploration with manipulatives, activities, and practical applications to support mastery of foundational math concepts. Each lesson will introduces a new concept, and previous concepts are developed, reviewed, and practiced cumulatively to ensure retention and sustained improvement. Regular formative assessments will provide immediate feedback for intervention or extension activities provided within the math block program. The modules Lessons will emphasize logical thinking, conceptual understanding, and problem solving, as well as accurate computation. Concepts taught in all domains include number sense and numeration, whole-number operations, fractions, money, patterns, geometry, times and dates, temperature, linear measurement, weight, capacity, area, data analysis and statistics, skills and strategies for problem solving, will be taught using the Eight Mathematical Practices. Students will also engage in daily number talks in order to facilitate opportunities to explain their thinking in a safe environment. This approach develops students' flexibility with numbers through the use of number relationships and the structure of numbers, and allows them to use mathematics that is meaningful to them. It promotes language development by allowing students to explain their thinking and how they reached their solution. This approach also offers teachers insight into student misconceptions for reteaching or intervention opportunities.

Social Studies

The Social Studies program will expands the students' social awareness of self as a member of a family, classroom, school, neighborhood, community and the world around them. Lessons include citizenship principles and responsibilities, rules and laws, and explores future career roles. Basic physical landforms and environments are studied as well as the way people are influenced by, and influence, the land. Geographic tools like maps, globes, and compasses, as well as timelines of

historic events are introduced as sources of information. Diversity of cultural backgrounds, celebrations, symbols, belief systems, and languages are explored. Topics are the basis for research and art projects with a strong emphasis on expository writing.

Social Emotional Learning

~~Sanford Harmony, Social Emotional Learning curriculum is supported through the PurposeFull People CharacterStrong's Pre-K – 5 toolkit. Social Emotional Learning curriculum~~ ~~It~~ is designed to support any work the classroom teacher has in place around character education and social-emotional learning. The program can also be used independently. Connections of the program are applicable with student to staff, student to family, student to community, and student to student. ~~Core values or Character Traits Traits~~ focused on, but not limited to, are courage, perseverance, honesty, respect, gratitude, kindness, responsibility, cooperation, creativity, and empathy. Teachers have the option of incorporating character education lessons on a daily or weekly basis.

Science

Science ~~will be primarily taught in Spanish through~~ is a multisensory exploration of topics in life science, earth science, and physical science. The students learn the process framework of the predict, hypothesize, investigate, analyze, and conclude model. Topics are reinforced through realia, lab investigations, songs, and books and other technology to allow students to make connections to their own lives and make sense of new concepts and ideas. Topics are the basis for research and art projects with a strong emphasis on expository ~~reading and~~ writing, information documentation ~~and creating and analyzing and~~ graphs and charts.

Music

Songs and creative, or choreographed, movement are used to reinforce topics or content in other content areas, such as spelling, science, math, and social studies. The students explore rhythm, pitch and cooperative singing. The songs help students organize and recall or retain information or new concepts. Songs and dance are incorporated to performance programs that develop cooperation, confidence and communication skills.

Art

Art instruction is incorporated into daily classroom activities as well as in formal instruction. Creativity is encouraged. Curriculum includes introduction to various mediums, including clay, paint, cut paper, tissue paper, and found objects; ~~art critique, art history; and an as well as~~ introduction to art tools. The teacher-directed art activities are designed to develop listening skills, multi-step direction following, fine motor and perceptual skills. The subject matter often correlates to topics in other curriculum areas. A multisensory approach to directed art instruction is used, in which the teacher demonstrates a visual and verbal example, then allows students to do it themselves, with teacher assistance if necessary. Creative art projects allow students to experiment and explore the style and mediums experienced in directed lessons.

Physical Education

Physical education instruction will communicate knowledge, offer group experiences, teach the importance of effort and achievement, and build long lasting recreational interests. The program will strive to be coupled with the current practices and procedures in education and contribute to the all-around development and education of students. The program will consist of a standards-based, balanced, sequential and progressive program involving moderate to vigorous physical activity. The program will also include Health education that builds student knowledge, skills, and positive attitudes about health. The Health education program will teach about physical, mental, emotional, and social health. The program will deliver additional knowledge in the concepts, providing students with supplementary educational experiences, enabling students to learn skills

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and make healthy choices throughout their lives, as well as promote increased learning in other subject areas. Moreover, the health competencies will focus on educating students to develop habits of health that contribute to the continued health functioning of the body. Once SSAES has fourth and fifth grade students, the health program will begin to incorporate a “Say No to Drugs” and anti-tobacco and vaping campaign utilizing a prevention and awareness curriculum.

Financial Literacy

Although there will not be a need to provide financial literacy until the second year of operations due to the incubation grades, SSAES has put together a draft curriculum to begin with the third grade class in 2023. Financial literacy instruction will include personal finance and economics education. Instruction will provide students with a basic understanding of the US and world economy. The early introduction to economics and finance at this early age will provide a real life ecosystem where students learn the importance and value of money and savings through simulation of doing chores, earning an allowance, spending, over-spending and owing debt, saving, and earning interest. The simulation will be related to adult financial decision making with regard to spending, over spending and saving and economic impact of each. The overall goal will be to reduce the later likelihood of over spending and encourage limited personal debt, increase the likelihood of having emergency savings, and decrease the likelihood of using high-cost methods of borrowing.

Computer Education

In order to prepare students for the required computer education course before the end of elementary school, SSAES will begin laying the foundation for technology education in first grade. SSAES will begin working with students on solving problems, through drag-and-drop coding blocks, leading to simple algorithms. This instruction will aid in problem solving and perseverance. The program will advance to simple robots, allowing learners to practice sequence, loops, and basic commands to create a foundation for coding. Block-based coding skills, including variables, animation, and music will be incorporated into the program. Once prepared, students will be able to independently code a variety of projects, including animations, games, and music. The program will include augmented and virtual reality and work with more complex robots capable of performing tasks for intermediate grades. The intermediate grade program also includes moving students from visual code blocks to text based coding like Javascript or HTML. The evolution of the program leads to more complex coding skills, working with professional game making software and complex autonomous robots.

~~SSAES will provide a balanced instructional model of direct instruction and inquiry-based opportunities. Project-based learning will be used schoolwide, as will bilingual education in both English and Spanish. The overview of the academic programs included provides a broad scope of the content. The Content by Strand table provides more specifics on skills that will be the focus in our opening year with grades K, 1 and 2. Multiple curriculum components will be used in tandem to provide a thorough and comprehensive education for our students. The curriculum selections were identified in the scope for each of the content areas and in the program section of the Transformational Change section. The extended academic day and the extended academic year will provide opportunities to both build skills for students with academic gaps and provide enrichment for students on grade level and advanced. Class sizes will be capped at 20 and grade levels will be capped at three for each grade level, serving grades K, 1 and 2 in 2022-2023 and rolling up to the next grade each year for the next three years until we have grades K through 5 in 2025-2026.~~

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

SSAES will serve a predominantly Latinx (approximately 62%) and Black (approximately 18%) community with approximately 90% of those students receiving free or reduced lunches, 40% being English language learners, and 12% receiving special education services. In order to meet the needs of these students, the school will focus on two major approaches to education, Dual Language Immersion and Multi-tiered Systems of Support in both academics and social emotional learning. This work will all be grounded in the Guiding Principles for Dual Language Education.

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All students at SSAES will have a personalized learning plan. The plan will be informed by baseline data at the beginning of each school year and will be updated with quarterly assessment and evaluation data and monitored by the student and the teacher monthly for progress monitoring and weekly for reflection. The creation of the plan is collaborative; to keep ownership of the plan, academic achievement, and outcomes with each student. Although the students cannot assume all responsibility for their learning, we expect them to be active and engaged partners in their own learning. This is critical for youth and families that have not always felt welcomed or a sense of belonging in the public school system. The pushout for youth of color in urban school districts has resulted in many families of and youth of color to feel defensive and blame the schools for their progress or lack thereof; SSAES wants to empower students to feel that they have a great deal of control and responsibility for their learning. SSAES will operate on an extended day and an extended school year schedule. The additional time will allow for blocked time for English language arts and mathematics. This will support students with gaps by providing additional opportunities for support and remediation, and for our students on grade level and above to have additional time for enrichment and extension opportunities. This will also impact student achievement positively, given the increased time. Teachers will use a balanced instructional approach between direct instruction and inquiry-based learning. They will also employ a multisensory approach to learning across the content. The varied instructional approach and the multisensory approach will support all students, regardless of learning modality. Students who have a strong learning modality, students with learning disabilities and English Language Learners are more successful if they can connect to the instruction, and they are more likely to connect if they are being taught in their modality of strength, which will be the case in a multisensory classroom.

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SSAES teachers will incorporate a designated Social Emotional Learning (SEL) program into their daily instruction and will use trauma informed approaches, as many of our students have and are suffering from situational or cyclical trauma; unless teachers give grounding to the whole child, students will not be successful. It is not possible to make as significant of an impact academically until or unless teachers address the social, emotional and mental health needs of our students. All teachers will utilize project based learning which supports a community school model. The mission is to help our youth see themselves in context with their family, their community, their classroom and their school. Project Based Learning (PBL) teaches concepts using a practical application approach, which is very concrete and easier to comprehend than abstract concepts without the practical application. For some youth, PBL gives formal learning a sense of purpose, especially for youth and families that do not see formal education as an option for all or who see education or workforce as an "or" not an "and". PBL also provides an opportunity to teach our students the impact and benefit of giving back to their community, school or neighborhood. This maintains the school as a community and our students as a connection, creating sense of belonging.

Parents/guardians and families must be seen and treated as true partners if schools expect or want them to collaborate in this journey. SSAES will find ways for all parents/guardians and families to get involved and volunteer or provide a benefit or service to the school community. That relationship will continue to support the sense of belonging for the students as well as for their families. SSAES students will wear uniforms, which will be provided to them to remove any potential barriers. Uniforms fuel the membership and belonging; they set the tone for learning for many students and create a sense of pride. Finally, uniforms create an opportunity to escape the struggles and challenges of school clothes for families in poverty or with important competing needs.

The targeted zip codes for SSAES include families of diverse backgrounds. It is one of SSAES's top priorities to ensure that diversity is acknowledged, respected and celebrated at SSAES. The curriculum, textbooks, and materials will honor and respect diversity. The Committee to Form is diverse and focused on intentionally addressing it through a commitment of resources, professional development, staff selection and accountability. Using the [Guided Principles of Dual Language Education](#) and Dual Language Learner Teacher Competencies to guide literacy and bilingual educational approaches will strengthen both literacy skills and bilingual skill development for students, but as importantly, will establish a level of mutual respect between students and our staff.⁵⁷ All teachers will be expected to be or get [Bilingual or Teach English as a Second Language \(TESL\)](#) endorsed, and all staff will receive training on Culturally Relevant and Responsive Pedagogy through a framework that provides professional learning needed to create an environment of differentiated, inclusive, and validating instruction in schools that serve culturally and linguistically diverse students.⁵⁸ All staff will also receive training from Infinity: Diversity Matters on strengthening classroom practices as they relate to equity, focused student engagement, culturally responsive practices, and equity literacy.

The Executive Director will engage all teachers in continuous observation, feedback and coaching cycles. She will maintain and review data from those cycles on a consistent and ongoing basis, and analyze formative and benchmark assessment data to assist teachers with their Student Learning Goals and Professional Practice Goals. Daily Professional Learning Community meetings will include data gathering, analysis, and discussion, creation of common grade level assessments, unwrapping standards, understanding rigor for the trajectory of the standard, determination of success criteria, and lesson progression will also be discussed. Monthly Data Meetings will also be held where school-wide progress is presented by grade level teachers to the rest of the staff. During meetings, staff members will discuss challenges and successes with the whole school celebrating successes and problem solving solutions to challenges. This provides transparency and accountability within the school setting.

Project GLAD (Guided Language Acquisition Design) instructional strategies incorporate techniques to support bilingual students in simultaneously learning content and acquiring language at SSAES. Project GLAD is grounded in research related to second language acquisition and sheltered instruction. Lessons are taught through thematic units, to facilitate consistent exposure and use of

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⁵⁷ Alliance for A Better Community. Winter 2021. *Dual Language Learner Teacher Competencies (DLLTC) Report*. In collaboration with National Council Of La Raza (NCLR).

⁵⁸ Ladson-Billings, G. (2021). Culturally Relevant Pedagogy: Asking a Different Question. *Culturally Sustaining Pedagogies Series*. Teachers College Press,

target vocabulary in both languages eliminating direct translation within/among lessons. The GLAD instructional strategies and scaffolding techniques help make grade-level content comprehensible for all learners, regardless of their language proficiency, while also supporting their language development. The eight components of effective sheltered instruction addressed by Project GLAD include: Focus on Language, Plan for Peer Interaction, Support Meaning with Realia/Visuals/Movement, Activate Prior Knowledge/Create Shared Knowledge, Make Text Accessible, Develop Student Learning Strategies, Bridge the Two Languages, Affirm Identity (linguistic, cultural, individual).⁵⁹ Project GLAD teacher strategies will be the core structure used for implementation of the Dual Language instructional model. The four components of Project GLAD consist of the following: Focus/Motivation, which is very similar to building background; Input, the ways to make cognitively complex concepts understandable to students; Guided Oral Practice, the practice of key vocabulary and language objectives; and Reading/Writing including modeled, shared, collaborative, guided and independent reading and writing.⁶⁰

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Multi-Tiered Systems of Support (MTSS) will be implemented for all students to meet both their academic and social emotional needs. This whole-school data-driven framework for improving learning outcomes will be delivered through a continuum of evidence-based practices and systems. The goals of MTSS are to promote development of essential skills known to correlate with success in later school and community settings, prevent delayed growth and performance challenges by targeting critical foundation skills, and provide timely evidence-based interventions of the proper dosage to ameliorate delays or challenges. All students will be assessed upon entering and at the start of each school year to ascertain their academic and language proficiency levels. Staff members will then work in daily professional learning community meetings to review, collect, and analyze data in order to take improvement actions to increase student academic and language achievement as well as social emotional development. They will also hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks.

The MTSS processes will be informed by baseline data at the beginning of each school year and will be updated with quarterly assessment and evaluation data and monitored by the student and the teacher monthly for progress monitoring and weekly for reflection. The partnership between school, students, and families is critical in order to ensure students' academic and behavioral success. Although the students cannot assume all responsibility for their learning, we expect them to be active and engaged partners in their own learning. This is critical for youth and families that have not always felt welcomed or a sense of belonging in the public school system. The pushout for youth of color in urban school districts has resulted in many families of and youth of color to feel defensive and blame the schools for their progress or lack thereof. SSAES wants to empower students to feel that they have a great deal of control and responsibility for their learning. SSAES will operate on an extended day and an extended school year schedule. The extended time will allow for ~~blocked~~ additional instruction in English and Spanish in core content areas. This will

⁵⁹ Alexandria City Public Schools. (2017). Tips for Teachers: Promoting the Achievement of English Learners. <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/801/Teaching%20Tips%20for%20Teachers%20Vol.%204.pdf>

⁶⁰ ELD Strategies. (2021). Project GLAD- Guided Language Acquisition Design. <https://eldstrategies.com/projectglad/>

support students with gaps by providing additional opportunities for support and remediation, and for our students on grade level and above to have additional time for enrichment and extension opportunities. This will also impact student achievement positively, given the increased time. Teachers will use a balanced instructional approach between direct instruction and inquiry based learning.

Parents/guardians and families must be seen and treated as true partners if schools expect or want them to collaborate in this journey. SSAES will find ways for all parents/guardians and families to get involved and volunteer or provide a benefit or service to the school community. That relationship will continue to support the sense of belonging for the students as well as for their families. SSAES students will wear uniforms, which will be provided to them to remove any potential barriers. Uniforms fuel the membership and belonging; they set the tone for learning for many students and create a sense of pride. Finally, uniforms create an opportunity to escape the struggles and challenges of school clothes for families in poverty or with important competing needs.

SSAES teachers will incorporate a designated Social Emotional Learning (SEL) program into their daily instruction and will use trauma informed approaches, as many of our students have and are suffering from situational or cyclical trauma; unless teachers give grounding to the whole child, students will not be successful. It is not possible to make as significant of an impact academically until or unless teachers address the social, emotional and mental health needs of our students.

(3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students according to the Nevada Academic Content Standards, including those that are in need of remediation and those that are intellectually gifted.

SSAES will focus on data and use data to inform, plan for, guide, progress monitor and evaluate instruction to support the school's continuous growth model and ensure that staff remain focused and attentive on student achievement and growth at the individual student level. ~~Personal educational plans~~ Teachers will also hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks, will contain goals based on individual student data and benchmarked against the Nevada Academic Content Standards.⁶¹⁻⁶² The scheduled and ongoing data reporting and regular reflections and status checks on ~~formative and common grade level assessments~~ ~~personal educational plans~~ will keep the focus on the expectation of continued growth and progress. These practices will also keep school staff and leadership informed of the status of each child and allow for more intensive remediation if needed.

Multi-Tiered Systems of Support (MTSS) will be implemented for all students to meet both their academic and social emotional needs. Specifically, The use of a Response to Intervention (RTI) model will be used to meet the students' academic needs and provide necessary interventions or enrichment, and the The extended school day and school year, allowing for 60 additional minutes

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⁶¹-Nevada Department of Education. (March 28, 2017). Nevada Academic Content Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

⁶²-Nevada Department of Education. (March 28, 2017). Nevada Academic Content Standards in Mathematics.

of instruction daily split between the areas of English and Spanish language arts and mathematics, will allow opportunities to provide focused, intensive support for students who are in need of remediation and extension activities for students who are on grade level or excelling respectively. Teachers will have weekly daily planning meetings to focus on the Nevada Academic Content Standards and plan instruction collaboratively to ensure that our students successfully meet all of the content standards and to share struggles and brainstorm solutions. Staff members will also review, collect, and analyze data in order to take improvement actions to increase student academic and language achievement as well as social emotional development. The small class sizes will ensure that teachers truly get to know their students as individuals, more quickly than in district schools. It also allows teachers to focus on academics and achievement of each student in a more thorough and comprehensive way. Teachers will have professional flexibility to regroup students among the grade level team for academic grouping purposes, to provide more intensive instruction, facilitate project-based learning, capitalize on content strengths of students and/or staff, etc.

The RTI model will facilitate a process for early intervention and provide for research-validated interventions when students first begin to struggle, including both students with disabilities as well as those without disabilities. Students who are struggling academically receive more immediate attention, support and intervention. The model will ensure that all students receive high-quality instruction in general education classrooms. RTI will also eliminate inappropriate referrals and placements in special education. The sooner the school identifies challenges for students who are struggling academically, the more quickly staff can begin to address those challenges and make an impact. RTI will be one of the frameworks used within the MTSS structure. The MTSS structure provides for both an RTI model for academics as well as Positive Behavioral Interventions and Supports PBIS for social and emotional interventions and supports.⁶³ The core components of an MTSS framework: high-quality, differentiated classroom instruction, systemic and sustainable change, integrated data collection, and positive behavioral supports are foundational to ensuring success for all students.

Students who demonstrate achievement and capacity above grade level will receive extended academic enrichment to ensure that they have opportunities to develop and are being challenged academically. The dual language model works from an asset orientation that provides opportunities for monolingual English speaking students to gain reinforcement in their native language as well as their second language. Further, the premise of adding a second language to learning for all students is an additive enrichment model.

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

SSAES will provide support to our gifted students to ensure that we continue to provide opportunities for them to excel and ensure that they do not become bored. Within their grade level classroom, teachers will get to know them and how they think and learn as well as any struggles that they do face. During instruction, teachers will create tiered assignments for students to provide grade level standards work, and increased challenges for gifted students, for example, more complex numbers could be used for math assignments or more complex text for reading or literacy

⁶³ Wyoming Department of Education. Parents Helping Parents, Parent Information Center. Multi-Tiered System of Supports (MTSS). Disability Brochure #34.

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based subjects. Assignments can also be adjusted to add additional components such as having gifted students add a real-world application situation to the assignment or provide an explanation describing their thought process. Reading libraries in classrooms will provide a variety of texts in ability and interest, ensuring that more complex reading ability choices are in alignment with interests of the gifted students in that classroom. Teachers will brainstorm how to utilize the talents and interests of their gifted students so that when they complete work or assignments ahead of the class, they are not given busy work to do but actually complex tasks that utilize their talents and interests.

Teachers at SSAES have the ability to use grouping to meet the needs of gifted students as well. They can do so across the same grade level, with another grade level or within their own classroom, depending on what is best for each student. Grouping is the most effective and efficient way to provide more challenging coursework, giving gifted students' access to advanced content and providing a peer group.⁶⁴ Effective grouping is not static but adapts to the student, the content and the situation. Grouping will remain flexible and targeted, and not permanent. Flexible ability grouping will allow our teachers to deliver the right content to the right student at the right time. Finally, SSAES will ensure that one of our specialists has a Gifted & Talented Education (GATE) endorsement. The GATE specialist will provide pull-out programming for 50 minutes a day, three days per week. If our GATE enrollment is sufficient to hire a full-time GATE specialist, then we will do so. Using a combination of strategies including acceleration, flexible ability grouping, and specialized pull-out programming, SSAES will best meet the needs of gifted students and continue to support them to increase their achievement levels. Students who demonstrate achievement and capacity above grade level will be identified for GATE testing towards the end of second grade to receive services beginning in third grade. Eligible third through fifth grade students will receive extended academic enrichment to ensure that they have opportunities to develop and are being challenged academically. The dual language model works from an asset orientation that provides opportunities for monolingual English speaking students to gain reinforcement in their native language as well as their second language. Further, the premise of adding a second language to learning for all students is an additive enrichment model.

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(5) Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

Professional development for all SSAES is critical to the school's success. It is imperative to develop staff and provide them with time to develop each other as well. SSAES will operate on a schedule that closely mimics that of CCSD since our families may have children in CCSD schools as well. Once the CCSD 2022-2023 school calendar is approved, SSAES will set the school calendar. Two weeks prior to the first day of school for students, SSAES will bring staff back each school year for professional development and to prepare for the new school year. Program Leadership Development and Summer Institute training will be provided in preparation for school opening. Additionally, SSAES will have quarterly full-day staff development days, and monthly half-day staff development days. To provide for monthly half-day professional development, SSAES has

⁶⁴ National Association for Gifted Children. 1300 I Street, NW, Suite 400E, Washington, DC 20005. <https://www.nagc.org>.

partnered with Big Brothers and Big Sisters to provide mentoring training for students to help them grow socially and alleviate the need for parents to find day care on these days. –Teachers will have professional learning community time, above and beyond their preparation period and instructional time. For the opening year, the professional development will focus on programs and expectations. Professional development during the school year will focus on needs of the students or staff, based on data and desires.

Structures for Professional Development – SSAES has identified the following structures for professional development:

- Program Leadership Development - Spring 2022, attended by School Leadership Team
 - Two-day program planning retreat
- Summer Institute – Summer 2022, attended by all licensed staff
 - Curriculum Training by each vendor
 - Project GLAD Overview Training
- Teacher Onboarding – 2 Weeks Prior to the Start of School – attended by all staff members
 - TNTP Onboarding Training
 - Language Acquisition Training
 - School-wide Procedures and Culture Training
 - State Mandated Training
- Full Day Staff Development Days – Four Times through the year following the CCSD Calendar – attended by all staff members
 - Topics determined by school-wide academic and implementation Data
- Monthly Half Day Staff Development Days – Last Friday of Each Month, Attended by all staff members
 - Data Analysis and Goal Setting Meetings
 - Students will be released to participate in Big Brothers and Big Sisters Mentoring Program Lessons during these meetings.
- Professional Learning Community Meetings – Daily 7:15-8:15, attended by all staff members
 - Instructional planning
 - Formative Data Analysis
 - Task Analysis
- Embedded Coaching and Feedback Cycles – Weekly, provided by vendors, Strategists, and Executive Director

TNTP will serve as the teacher pipeline provider, assisting the school in finding, developing and retaining a diverse group of talented and committed staff. Following recruitment and selection of staff, SSAES will work with TNTP leadership to design and develop onboarding and induction training. In addition to the mandated training such as Bullying, Working With Vulnerable Populations, Child Abuse and Neglect Signs and Reporting Responsibilities, SSAES staff will receive the following professional development from TNTP trainers: School Visioning for Instructional Excellence and Student Experience, Instructional Rigor and Expectations of Nevada Academic Content Standards in Core Subjects, Planning and Implementing Strong Instruction in Core Subjects, Analyzing Instructional Tasks and Student Work to ensure access to Grade-Appropriate Assignments, and Building and Maintaining Student Engagement in Daily Learning. The sessions

will be collaborative and include a balance of direct instruction, practical application, and reflection, allowing teachers time to process and internalize the new information.

Staff members will also participate in ongoing, scaffolded professional learning opportunities to ensure successful implementation of the Dual language and multi-tiered systems of support model. For example, DLeNM will provide two types of professional development supports: Programmatic Supports for Dual Language Programs and Instructional Supports for Language Learners. DLeNM will start working with SSAES in the spring and summer of 2022 and will be the preferred vendor for the first three years of the school. Training topics for all staff members include: initial pre-planning meetings, dual language program design support and guidance, La Siembra™ program planning retreat, program effectiveness site-evaluation visit, dual language program sustainability and follow-up sessions, dual language essentials (new staff) and Project GLAD® curriculum & unit development support achievement inspired mathematics for scaffolding student success (AIM4S3™). The Executive Director and her/his leadership team will also participate in Program Leadership Development training prior to the start of the 2022-23 school year. All staff members will participate in a minimum of six days of Guided Language Acquisition Design (Project GLAD) professional development throughout each school year. The Project GLAD training will include an overview of GLAD techniques and structures, classroom embedded modeling and coaching. It will ensure that all staff members have a common understanding of the most up to date, research-based dual language immersion techniques and structures and an understanding of first/second language acquisition and multicultural education. During the second year of implementation, all teachers will be provided Achievement Inspired Mathematics for Scaffolding Student Success training. Finally, in the third year, the Leadership Team and staff members will participate in Contextualized Learning for Access, Validation, Equity and Success training. It is important to note that all professional development will be cyclical and repeated/adjusted based on the individual needs and successes of staff members. The Instructional Leadership Team will provide professional learning to all staff members and the Board in The Guiding Principles for Dual Language Education. Instructional teams will then use that knowledge to inform professional practices and self-monitor program implementation.

TNTP will also work with SSAES staff to ensure a strong literacy program. TNTP will use a phased training approach to work with our teachers to prepare them to engage all students in research-based, culturally relevant and responsive experiences to prepare them to be readers, writers, critical thinkers, and communicators to meet their goals. In the Spring of 2022, Phase I will begin with TNTP providing support for the development and vision for excellent literacy instruction and an implementation plan. The training will include all teachers and any support staff that support instruction. Phase II will begin in the Summer of 2022, a Literacy Leadership to prepare our Executive Director for best practices in observing and in engaging in meaningful feedback cycles around literacy instruction. Phase III will take place from the Fall of 2022 through the Spring of 2023. This phase will involve support through the implementation of the literacy strategy.

The school leadership team will provide professional learning to all staff members and the Board in The Guiding Principles for Dual Language Education. Instructional teams will then use that knowledge to inform professional practices and self monitor program implementation. Additionally, One of the school's Board members is the assistant professor of multilingual

education for UNLV. He will provide training to our teaching staff on the Dual Language Learner Teacher Competencies. The training will include the Language and Literacy strategies such as processes of first language development, second language acquisition, first language literacy development, and cognitive and social benefits of bilingualism and biculturalism. The socioemotional theories including the interrelationship of a child's first language and culture, the importance of teacher-child relationships, the importance of socioemotional development and its relationship to second language acquisition, equitable social interactions related to language and cultural differences and the importance of teacher/parent relationships.

~~All SSAES staff will participate in equity training provided by Infinity: Diversity Matters. The training will focus on strengthening classroom practices related to equity. The training covers the importance of student engagement, especially for our target demographic. Attendees will also learn how to develop a cultural self-awareness and how to appreciate the value of diverse views. Participants will examine their own cultural bias and how to avoid allowing personal bias to interfere with teaching. Finally, the team will examine how to build on our students' cultural strengths.~~

Multi-tiered Systems of Support Response to Intervention and PBIS training will be provided by Committee to Form Advisory Committee Members, Dr. Joe Morgan and Dr. Tara Raines prior to the start of the school year. Dr. Morgan is a professor of special education, early childhood education, and multilingual education at UNLV, and Dr. Raines is a professor of educational psychology at UNLV. They will also assist with data management, monitoring and reporting in these three areas throughout the year. They will also support teachers through classroom observation and real-time coaching sessions.

There will also be training provided for curriculum and program implementation. Sanford Harmony will provide training on how to best utilize and incorporate their Social Emotional Learning curriculum. Each of our curriculum providers will provide training on how to incorporate the bilingual textbooks in tandem with the traditional textbooks in alignment to the Principles for Dual Language Education. Infinite Campus will provide training on how to use the student information system, based on position.

(6) If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.

Strong Start Academy Elementary School will not provide a vocational or technical education program; this section is not applicable.

PROGRAMS OF DISTANCE EDUCATION (*Distance Education Applicants Only*)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Describe the system of course credits that the school will use.

(2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.

(3) Describe how the school will ensure students participate in assessments and submit coursework.

(4) Describe how the school will conduct parent-teacher conferences.

(5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

(6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.

(7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

Strong Start Academy Elementary School will not provide a program of distance learning; this section is not applicable.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCS is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

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Strong Start Academy Elementary School will only operate as a K-5 school and will not have a pre-kindergarten program; this section is not applicable.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

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

Students will be matriculated through SSAES based on a combination of metrics. This information and the process will be communicated to stakeholders through the SSAES Promotion and Retention Policy. Kindergarten students will be socially promoted after completing one academic year of instruction, as kindergarten is not compulsory and the entrance age for first grade is set forth in Nevada School Law. In the event that school staff or the parent/guardian believes it is in the best interest of the child to be retained in kindergarten, a meeting will be held to discuss the recommendation and outline supports and interventions that will be provided to remedy the academic gap. The parent/guardian, teacher and ED must come to a consensus and because the retention is voluntary, parent/guardians must sign the SSAES Retention Acknowledgement Form, which outlines the support that will be provided at home and at school to address the academic gap and includes a statement that the parent/guardian is agreeing to the voluntary retention. In grades 1-5, students will generally be promoted to the next grade level at the end of each school year. However, each student's demonstrated academic ability, academic needs, growth data, proficiency status, attendance and maturity level will be taken into consideration when determining promotion to the next grade level or consideration for retention. If either the school staff or the parent/guardian believe that it is in the best interest of the student to be retained, a meeting will be held to discuss the recommendation and outline supports and interventions that will be provided to remedy the academic gap. School staff/Multidisciplinary Team will follow the RTI process in advance to making a recommendation for retention to ensure that the student is appropriately placed and to determine if special education services are needed. In the event that school staff or the parent/guardian believes it is in the best interest of the child to be retained, a meeting will be held to discuss the recommendation and outline academic supports and interventions that will be provided to remedy the academic gap. The parent/guardian, teacher and ED must come to a consensus and the parent/guardian must sign the SSAES Retention Acknowledgement Form, which outlines the support that will be provided at home and at school to address the academic gap, the parent/guardian must consent to SSAES Summer Bridge or equivalent and includes a statement that the parent/guardian is agreeing to the retention.

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Strong Start Academy Elementary School will only operate as a K-5 school and will not extend to middle school and high school.; high school graduation requirements is not applicable.

(2)

(2) For schools proposing a high school program, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

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(3) For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

(3)

(4) Explain what systems and structures the school will implement for students at risk for retention and/or dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

All students will be assessed upon enrollment and at the start of each school year. All teachers will establish a climate of mutual respect, set high and clear expectations for quality work, and insist on high quality by teaching students to polish their work. SSAES will implement tiered models of intervention and support through RTI and a MTSS for academic and social emotional interventions and supports. Staff will hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks. These tiered systems are aligned with SSAES's educational plan approach. As a tiered system it allows for and encourages more intensive supports and interventions for students with the greatest needs. It is imperative that SSAES analyze, evaluate, and provide front loaded supports to students who have social and emotional needs the same as for students with academic needs.

(4)

Strong Start Academy Elementary School will only operate as a K-5 school and will not extend beyond those grades; this section is not applicable.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Discuss the scope of the services and resources that will be provided by the college or university.

(2) Describe the proposed terms of the relationship between the charter school and the college or university including

- (a) proposed duration of the relationship and the conditions for renewal and termination
- (b) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university

(3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.

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(4) Identify any employees of the college or university who will serve on the governing body of the charter school.

(5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

Strong Start Academy Elementary School will only operate as a K-5 school and will not extend beyond those grades; this section is not applicable.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not supplant, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

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

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world.

Academic Proficiency—All students will be proficient and/or make dramatic gains in core subject mastery (Mathematics, English, Science, Social Studies)

- SSAES students will read at or above grade level as measured by Fountas & Pinnell (F&P) assessment after one full year of enrollment at SSAES.
- SSAES students will grow at least three F&P levels per year, as measured by Fountas & Pinnell assessment.
- SSAES students will achieve proficiency of 10% gains or higher in reading and mathematics on the Smarter Balanced Assessment Consortium (SBAC) after one full year of enrollment at SSAES.

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Social-Emotional Learning—All students will reach age-appropriate social-emotional developmental milestones in the Collaborative for Academic, Social, and Emotional Learning (CASEL) five areas of social-emotional learning: Self-Awareness, Responsible Decision Making, Relationship Skills, Social Awareness, and Self-Management.

- All SSAES students will demonstrate age-appropriate growth on internally created assessments based on the CASEL 5 Framework.

Bilingual Language Learning—All students will increase speaking, reading, and writing skills in English and Spanish.

- 90% of Grade 3 students will reach Novice Mid target for bilingual language proficiency determined by the American Council for Teaching Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Languages (AAPL).

Operational Oversight and Fiduciary Control—SSAES governing Board/Board of Directors will exercise their oversight and fiduciary responsibilities to ensure effective and efficient operations of the school.

- The Board will conduct formal annual reviews of the SSAES school leadership using an evaluation tool and metric determined and agreed upon at the first Board Meeting of each school year.
- The Board will conduct annual self-evaluations to assess strengths and weaknesses and increase Board member accountability and commitment.
- The Board will conduct formal annual reviews of its bylaws and policies.
- The Board will select an external auditor to perform an independent examination of financial statements and internal controls annually, to ensure that SSAES meets or exceeds all professional accounting standards.
- Annual budgets will be approved by the Board and they will ensure effective allocation of financial resources aligned with the mission.

Restorative Practices Whole School Approach—All students will demonstrate an ability to understand peers, manage emotions, develop greater empathy, resolve conflicts with others, and maintain positive relationships with peers through a whole-school restorative practices approach. Restorative practice builds community and promotes healthy relationships among students and between students and school staff.

- Schoolwide student discipline referrals will reduce by 5% each quarter, as measured by Behavior, Infinite Campus.
- Every quarter, the percentage of students who have 0-1 discipline referral will increase by 10%, as measured by Behavior, Infinite Campus.
- Each semester the percentage of students who have been recognized for positive behavior-related events will increase by 20%, as measured by Awards, Infinite Campus.

Academic Goals:

- **ELA, Math, Science Proficiency Goal:** Students who have attended SSAES for at least two years will achieve proficiency of at least 10% or higher in ELA, Math, and Science as measured by annual SBAC Assessments.
- **Literacy Proficiency Goal:** Students who have attended SSAES for at least two years will read on or above grade level as measured by mCLASS Dibels assessments.

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- **Literacy Growth Goal:** All students will meet their quarterly individual growth targets following their proficiency pathway set in the mCLASS Dibels growth monitoring system.
- **Math Proficiency Goal:** Students who have attended SSAES for at least two years will achieve on or above grade level proficiency as measured by the iReady Math Diagnostic.
- **Math Growth Goal:** All students will meet their trimester individual growth targets following their proficiency pathway set in the iReady Math growth monitoring system.
- **Science and Social Studies Goals:** Students who have attended SSAES for at least two years will achieve a score of an average of 80% or higher on internally created science and social studies content area unit assessments.

Language Acquisition Goals:

- **SSAES will be ranked in the 50% Growth Percentile or above for the percentage of students meeting their Adequate Growth Percentiles on the annual WiDA Assessments.**
- **English Language Acquisition Proficiency Goal:** All students will meet their yearly Adequate Growth Percentile Goals based on annual Flashlight 360 assessments following individual growth targets following their proficiency pathway.
- **English Language Acquisition Growth Goal:** All students will meet their quarterly individual growth targets following their proficiency pathway set in the Flashlight 360 growth monitoring system.
- **Spanish Language Acquisition Proficiency Goal:** All students will meet their yearly Adequate Growth Percentile Goals based on Flashlight 360 assessments following individual growth targets following their proficiency pathway.
- **Spanish Language Acquisition Growth Goal:** All students will meet their quarterly individual growth targets following their proficiency pathway set in the Flashlight 360 growth monitoring system.

Social-Emotional Learning Goals:

SEL Proficiency Goal: All students will reach age-appropriate social-emotional developmental milestones in the Collaborative for Academic, Social, and Emotional Learning (CASEL) five areas of social-emotional learning: Self Awareness, Responsible Decision Making, Relationship Skills, Social Awareness, and Self-Management.

SEL Growth Goal: All SSAES students will demonstrate age-appropriate growth on internally created assessments based on the CASEL 5 Framework.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework

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(NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

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

SSAES will track and report student, student group, and school annual performance based on state proficiency assessments, Smarter Balanced Assessments for English Language Arts and Mathematics for grades 3-5. Although that will be the data reported for state reporting purposes, SSAES staff will be monitoring, tracking, and using a more robust data set on a consistent and regular basis. To maintain the focus on continuous growth and improvement and ensure local accountability, all students will be assessed upon entering and at the start of each school year to ascertain their academic and language proficiency levels. Staff members will then work in daily professional learning community meetings to review, collect, and analyze formative classroom data in order to take improvement actions to increase student academic and language achievement as well as social emotional development. They will also hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks. Finally, the Executive Director will engage all teachers in continuous observation, feedback and coaching cycles. She will maintain and review data from those cycles on a consistent and ongoing basis, and analyze formative and benchmark assessment data to assist teachers with their Student Learning Goals and Professional Practice Goals. Daily Professional Learning Community meetings will include data gathering, analysis, and discussion, creation of common grade level assessments, unwrapping standards, understanding rigor for the trajectory of the standard, determination of success criteria, and lesson progression will also be discussed. Monthly Data Meetings will also be held where school-wide progress is presented by grade level teachers to the rest of the staff. During meetings, staff members will discuss challenges and successes with the whole school celebrating successes and problem solving solutions to challenges. This provides transparency and accountability within the school setting.

Students, parents/guardians, and staff will begin each school year with a focus on data from the previous year and setting goals for the new school year, which includes regular, formal check ins. The check ins will include ongoing assessment data including MAP assessment data, Fountas and Pinnell reading assessment data, WIDA assessment data, interim assessment data, classroom assessment data, attendance data, behavior data, and grade reporting data. The process will include the goal setting process and personal educational plan creation at the beginning of each academic year. The Executive Director will conduct quarterly reporting to the Board and SPCSA, monthly reporting to the Board and CLV, and bi-weekly reporting to parents/guardians. The intentional focus on achievement data, goals and progress will keep all stakeholders informed and

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the collaborative process of including the student and parent/guardian keeps them informed and connected to the process as a partner in a shared responsibility. Targeted Creative Solutions currently provides independent data collection, analysis, progress monitoring, and recommendations for evidence-based solutions to fill gaps identified by the evaluation for City of Las Vegas programs. The team members are experienced and recognized as experts in the areas of early childhood education, special education, and social and emotional learning and provide the value of third party analysis and evaluation. Targeted Creative Solutions is an entity that will provide support to Strong SSAES through an existing contract with the City of Las Vegas. In this capacity, they will advise the SSAES Board and the Executive Director of progress toward achievement goals, areas of concerns, and possible mid-course adjustments to ensure goal attainment.

Measures of Academic Progress (MAP) student growth results and Smarter Balanced Assessment Consortium (SBAC) interim assessments (3rd-5th grades) will be used to measure progress toward academic content standards each trimester. At the end of the year they will also be used to determine annual progress status and recommend extended learning, when appropriate. The mCLASS Dibels Assessment will be conducted on a trimester basis to track students' progress in reading and an iReady Math Diagnostic assessment will be used to monitor attainment of mathematical problem solving and number concepts each trimester. The DIBELS were developed as criterion-based measures; but national norms have been developed. DIBELS are criterion-referenced because each measure has an empirically established goal (or benchmark) that changes across time to ensure students' skills are developing in a manner predictive of continued progress. Common grade level assessments will be created in professional learning community meetings and used to determine mastery of grade level standards or need for reteaching throughout the year. Imagine Learning will provide a measure for staff members to monitor English/Spanish language acquisition on a consistent basis.

The CCSD ~~District~~ proficiency data for our target zip codes: 89101, 89104, and 89106 for 2018-2019 will be used as our baseline. That is the most current data due to the pandemic. Given that we will open with grades K-2, they will not come in with proficiency data as they do not take the SBAC until grade 3. Once we have data for SSAES students, fall of 2024, we will change our baseline and use the SBAC data from our first class of third grade students. We will adjust our outcome goals for the next three years based on the actual baseline for SSAES students.

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Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
English Language Arts Proficiency	Both	SBAC ELA Annually	CCSD ELA Proficiency 40%	Only grades K-2	SSAES grade 3 students will Achieve	SSAES grade 3 students will: Achieve 60%

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					50% proficiency	proficiency Grow by 10%
Mathematics Proficiency	Both	SBAC Math Annually	CCSD Math Proficiency 33%	Only grades K-2	SSAES grade 3 students will: Achieve 43% proficiency	SSAES grade 3 students will: Achieve 53% proficiency Grow by 10%
Reading Level	Both	Fountas & Pinnell (F&P)	F & P is a nationally normed test. Baseline goals are set using the F & P Grade Level Scale.	80% of SSAES students will grow at least three F & P levels.	60% of SSAES students will read on or above grade level 80% of SSAES students will grow at least three F & P levels	70% of SSAES students will read on or above grade level 80% of SSAES students will grow at least three F & P levels

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Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
Reading Level Monitoring	Literacy Proficiency Goal: Students who have attended SSAES for at least two years will read on or above grade level as measured by mCLASS Dibels assessments. Literacy Growth Goal: All students will meet their quarterly individual growth targets following their proficiency pathway set in the mCLASS Dibels growth monitoring system.					
	Both	mCLASS Dibels (K-5) Grade by Grade Benchmark and Growth Goal Chart	mCLASS Dibels is a nationally normed test. Baseline goals are	80% of	60% of students will read on or above grade level.	70% of students will read on or above grade level. 80% of

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		<u>in Appendix</u>	<u>set using the mCLASS Dibels grade level scale.</u>	<u>students will grow at least 3 Dibels levels.</u>	<u>80% of students will grow at least 3 Dibels levels.</u>	<u>students will grow at least 3 Dibels levels.</u>
<u>Math Level Monitoring</u>	<p>Math Proficiency Goal: Students who have attended SSAES for at least two years will achieve on or above grade level proficiency as measured by the iReady Math Diagnostic.</p> <p>Math Growth Goal: All students will meet their quarterly individual growth targets following their proficiency pathway set in the iReady Math growth monitoring system.</p>					
▲	<u>Both</u>	<u>iReady Math Diagnostic (K-5) Grade by Grade Benchmark and Growth Goal Chart in Appendix</u>	<u>iReady Math Diagnostic is a nationally normed test. Baseline goals are set using the iReady Math Diagnostic grade level scale.</u>	<u>80% of students will grow at least 3 iReady levels.</u>	<u>60% of students will achieve on or above grade level proficiency. 80% of students will grow at least 3 iReady levels.</u>	<u>70% of students will achieve on or above grade level proficiency. 80% of students will grow at least 3 iReady levels.</u>
<u>Science and Social Studies Level Monitoring</u>	<p>Science and Social Studies Goals: Students who have attended SSAES for at least two years will achieve a score of an average of 80% or higher on internally created science and social studies content area unit assessments.</p>					
▲	<u>Both (Science only)</u>	<u>Internal Unit Assessments</u>	<u>Will be based on internal science and social studies assessments given in 22-23.</u>	<u>Students will average 70% on internally created science and social studies assessments.</u>	<u>Students will average 80% on internally created science and social studies assessments.</u>	<u>Students will average 80% on internally created science and social studies assessments.</u>
<u>Language Acquisition Level Monitoring</u>	<p>English Language Acquisition Proficiency Goal: All students will meet their yearly Adequate Growth Percentile Goals based on annual Flashlight 360 assessments.</p> <p>English Language Acquisition Growth Goal: All students will meet their quarterly individual growth targets following their proficiency pathway set in the Flashlight 360 growth monitoring system.</p> <p>Spanish Language Acquisition Proficiency Goal: All students will meet their yearly</p>					

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	<u>Adequate Growth Percentile Goals based on Flashlight 360 assessments.</u> Spanish Language Acquisition Growth Goal: All students will meet their quarterly individual growth targets following their proficiency pathway set in the Flashlight 360 growth monitoring system.						
▲	NSPF	Flashlight 360 Progress Monitoring (K-5) Grade by Grade Benchmark and Growth Goal Chart in Appendix	Flashlight 360 Progress Monitoring is a nationally normed test. Baseline goals are set using the Imagine Learning Progress Monitoring language acquisition scale.	80% of students will grow in second language (Spanish/English) acquisition based on progress through the Flashlight 360 Program.	80% of students will grow in second language (Spanish/English) acquisition based on progress through the Flashlight 360 Program.	80% of students will grow in second language (Spanish/English) acquisition based on progress through the Flashlight 360 Program.	Formatted: Font: +Body (Cambria), 11 pt Formatted: Font: +Body (Cambria), 11 pt Formatted: Font: +Body (Cambria), 11 pt Formatted: Font: +Body (Cambria) Formatted: Font: +Body (Cambria)
ELA, Math, Science Proficiency	ELA, Math, Science Proficiency Goal: Students who have attended SSAES for at least two years will achieve proficiency of at least 10% or higher in ELA, Math, and Science as measured by annual SBAC Assessments.						Formatted: Font: +Body (Cambria), 11 pt
▲	Both	SBAC ELA (3-5) yearly	CCSD ELA Proficiency in 2020-21 35.9%	Only grades K-2	Students will achieve 45.9% or higher	Students will achieve 55.9% or higher	Formatted: Font: +Body (Cambria), 11 pt Formatted: Font: +Body (Cambria) Formatted: Font: +Body (Cambria), 11 pt
▲	Both	SBAC Math (3-5) yearly	CCSD Math Proficiency in 2020-21 22.1%	Only grades K-2	Students will achieve 32.1% or higher	Students will achieve 42.1% or higher	Formatted: Font: +Body (Cambria), 11 pt Formatted: Font: +Body (Cambria) Formatted: Font: +Body (Cambria), 11 pt
▲	Both	SBAC Science (3-5) yearly	CCSD Science Proficiency 23%	Only grades K-2	Students will achieve 33% or higher	Students will achieve 43% or higher	Formatted: Font: +Body (Cambria), 11 pt Formatted: Font: +Body (Cambria) Formatted: Font: +Body (Cambria), 11 pt
Social Emotional	N/A	SEL Proficiency Goal: All students will reach age-appropriate social-emotional developmental milestones in the Collaborative for					Formatted: Font: +Body (Cambria), 11 pt Formatted: Font: +Body (Cambria)

Learning		<p><u>Academic, Social, and Emotional Learning (CASEL) five areas of social-emotional learning: Self Awareness, Responsible Decision Making, Relationship Skills, Social Awareness, and Self-Management.</u></p> <p><u>SEL Growth Goal: All SSAES students will demonstrate age-appropriate growth on internally created assessments based on the CASEL 5 Framework.</u></p>
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(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

SSAES teachers will use NWEA MAP interim assessments, for all grades, to inform instruction and support student learning. Teachers will use SBAC interim assessments for grades 3-5 to adequately prepare students for the annual Criterion-Referenced Test in the spring. Finally, Fountas & Pinnell reading assessments will be used, for all grades, to prepare K-3 students to read by grade 3 and to maintain that reading level in the intermediate grades to prepare students for more challenging and technical text that will increase in all core content areas.

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

SSAES teachers will be supported through professional development and teacher leaders assisting them with how to effectively use embedded assessments. CLV will leverage their contract and partnership with Data Insight Partners, to assist and support this by providing training, support and assisting with a thorough understanding of how to collect, synthesize and use data to improve instruction and support students.

SSAES teachers will leverage the provided curriculum: Core Knowledge Language Arts (CKLA), iReady Classroom Mathematics 2020, Impact (Social Studies), Into Science, Sanford Harmony Social Emotional Learning, and Flashlight 360, to develop embedded assessments at the trajectory of grade level standards. A minimum of two assessments, one pre-test, and one "standards mastery" test after learning, will be collected for each unit of study to ensure mastery of content. Additionally, teachers will engage in checks for understanding throughout the teaching and learning cycle. Daily Professional Learning Community meetings will include data gathering, analysis, and discussion, creation of common grade level assessments, unwrapping standards, understanding rigor for the trajectory of the standard, determination of success criteria, and lesson progression will also be discussed. Monthly Data Meetings will also be held where school-wide progress is presented by grade level teachers to the rest of the staff. During meetings, staff members will discuss challenges and successes with the whole school celebrating successes and problem solving solutions to challenges. This provides transparency and accountability within the school setting. Finally, Targeted Creative Solutions currently provides independent data collection, analysis, progress monitoring, and recommendations for evidence-based solutions to fill gaps identified by the evaluation for City of Las Vegas programs. The team members are experienced and recognized as experts in the areas of early childhood education, special education, and social and emotional learning and provide the value of third party analysis and evaluation. Targeted Creative Solutions is an entity that will provide support to Strong SSAES through an existing contract with

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the City of Las Vegas. In this capacity, they will advise the SSAES Board and the Executive Director of progress toward achievement goals, areas of concerns, and possible mid-course adjustments to ensure goal attainment.

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- (b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

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All of the interim assessments that will be used at SSAES are nationally normed. SBAC and MAP are state approved assessments and that are aligned with the Nevada Academic Content Standards. Fountas & Pinnell mCLASS Dibels assessment is a solid interim measure of reading level, especially when used with other interim assessments that is directly tied to the CKLA Reading Curriculum. Likewise, iReady Math Diagnostic is a reliable source for measuring academic success in math. Science and social studies common assessments will be created during daily Professional Learning Community Meetings. Teachers will be trained to use a set structure for creating the assessments using the Nevada Academic Content Standards as the northstar for rigor, content, and mastery. Strategists will be present in these meetings to assist the teachers in creating quality assessments. SBAC and MAP are state approved assessments and are aligned with the Nevada Academic Content Standards

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

The reasoning behind the continuous cycle of improvement, personal educational plans for every student, and aggressive data reporting schedule is to shore up the timeline to take corrective action when needed. During bi-weekly data check-ups, teachers will be able to identify students that are not meeting their goals and are in jeopardy of not meeting annual progress goals. Teachers will refer those students for support. The strategist will work with those students based on their gaps in small groups, independently or a combination to provide support. During monthly data reports to the Board, gaps will be evident, if they exist allowing the Board and Executive Director to determine solutions. Depending on the extent of the gap, afterschool tutoring could be implemented through extra duty pay for staff, support from agency partners could be leveraged to provide additional support, and additional training for staff to address more systemic causes could be provided as well. The corrective action will be able to occur in a timely manner to address needs and deficiencies to avoid data surprises at the end of the school year, when it is too late to address them.

To maintain the focus on continuous growth and improvement and ensure local accountability, all students will be assessed upon entering and at the start of each school year to ascertain their academic and language proficiency levels. Additionally, the ongoing professional development allows SSAES teachers to continuously address and develop needed skills, analyze student data and plan targeted interventions for individual students in order to accelerate learning. Coaching and Feedback Cycles with the strategists and Executive Director will support the continuous growth and improvement process. Although designated professional development topics have been

identified, monthly half-day professional development time has been set aside to address deficiencies in student and/or teacher learning if there is a whole school need. Gaps for specific student groups or individual teachers will be addressed in more targeted or one-on-one modeling and training sessions. Teachers will be offered targeted support, by internal or external experts depending on the area of need. The principal and the leadership team will use Targeted Creative Solutions data reports for tracking academic data, implementing corrective actions, and ultimately ensuring academic goals are met.

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

SBAC Interim Assessments can be used either independently or as a class assignment. The assessments are aligned with the Nevada Academic Content Standards, which supports students and teachers work toward comprehension and acquisition of grade-level content. MAP Interim Assessments will be used by the whole school in alignment with the testing calendar. Teachers will use MAPs scores to inform their instruction, personalize learning and monitor individual student growth. The Executive Director and Board can use the MAPs scores to see overall performance and progress by teacher, grade level, and the school. This information will inform additional professional development needs and allow for onsite “experts”, teachers whose students are outperforming their peers, to lead training and provide insight to their success.

Formative assessments are a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ self-assessment, reflection, and attainment of curricular learning. SSAES teachers will initially use the NWEA MAP Growth assessments for reading and math in grades K-5, as a universal screener to identify students at risk for academic difficulties or in need of interventions or extensions. After the initial screener, the NWEA MAP Growth assessment will be administered two more times throughout the year as an interim assessment to determine if students are making progress towards the mastery of standards. At each grade level, teams will use the data to determine how effective instruction or interventions were and how students are progressing. The School leadership team will identify schoolwide trends to inform learning. The Executive Director will work with teacher teams to identify strengths/gaps and make changes to instruction/intervention as needed, using the MAP Growth Data Conference forms in the appendix.

The mCLASS Dibels assessment will be administered three times a year to provide progress monitoring in reading. These assessments will inform the teacher's instruction and intervention practices. The information will answer questions such as, how the student is responding to instruction and/or intervention, what learning comes next for the student, and how effective the instruction was. Teachers will have the opportunity to adjust instruction and/or provide frequent and meaningful feedback to support mastery of the concept being taught.

The iReady Math Diagnostic will also be administered three times during the school year. Determines area of specific skill deficits to guide instruction and/or intervention planning. The first assessment will be administered at the beginning of the year to determine areas of specific skill deficits to guide instruction and/or intervention planning. The data will be used by the teacher and specialists to differentiate and/or intervene based on the identified student's learning deficit to create a starting point for targeted instruction.

The Flashlight 360 tool will be used four times during the school year to determine language acquisition growth in English and Spanish. Flashlight360 is designed as an assets-oriented tool for

supporting educators and students in growing productive language. It provides a user-friendly formative evidence-based system for teaching, monitoring, and assessing language.

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Informal classroom-based assessments will also be used in science and social studies to ensure mastery of standards. These assessments will be used to inform the teacher's instruction and intervention practices. Teachers will also use SBAC interim assessments for grades 3-5 to adequately prepare students for the annual Criterion-Referenced Testing in the spring.

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Vendors will provide curriculum and program implementation training. They will include how to effectively implement the curriculum while meeting the language and content needs of each student. Additionally, the Leadership Team members will provide ongoing professional development, coaching and feedback cycles for teachers in a targeted approach to make sure teachers purposefully implement their learning in the classroom.

- (e) Identify specific interim assessments and quarterly performance goals that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1 Goal	Quarter 2 Goal	Quarter 3 Goal	Quarter 4 Goal
Grade Level Reading	Fountas & Pinnell Reading	Diagnostic	Mid-Year Grade Level Benchmarks	Grade Level Benchmarks	End of Year Grade Level Benchmarks
ELA Proficiency	Measures of Academic Progress (MAP)	Baseline Growth Goal Set	70% of Students Meet or Exceed Growth Goal		80% of Students Meet or Exceed Growth Goal
ELA Proficiency	Smarter Balanced Assessment	Baseline Growth Goal Set	70% of Students At or Above Standards	80% of Students At or Above Standards	90% of Students At or Above Standards
Math Proficiency	Measures of Academic Progress (MAP)	Baseline Growth Goal Set	70% of Students Meet or Exceed Growth Goal		80% of Students Meet or Exceed Growth Goal
Math Proficiency	Smarter Balanced Assessment	Baseline Growth Goal Set	70% of Students At or Above Standards	80% of Students At or Above Standards	90% of Students At or Above Standards

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<u>Interim Assessment and Goals</u>				
<u>Goal</u>	<u>Assessment</u>	<u>Trimester 1 Goal</u>	<u>Trimester 2 Goal</u>	<u>Trimester 3 Goal</u>
▲ <u>Grade Level Reading</u>	<u>mCLASS Dibels</u>	<u>mCLASS Dibels Diagnostic</u>	<u>mCLASS Dibels Mid-Year Grade Level Benchmarks</u>	<u>mCLASS Dibels Grade Level EOY Benchmarks</u>
▲ <u>ELA Proficiency</u>	<u>Measures of Academic Progress (MAP)</u>	<u>ELA MAP Baseline Diagnostic</u>	<u>ELA MAP Mid-Year Meet/Exceeded Growth</u>	<u>ELA MAP EOY/Exceed Growth</u>
	<u>Smarter Balanced Consortium (SBAC) Interim Assessment</u>	<u>ELA SBAC Interim Baseline Diagnostic</u>	<u>ELA SBAC Interim Mid-Year Meet/Exceeded Growth</u>	<u>N/A</u>
	<u>Smarter Balanced Consortium (SBAC) Assessment</u>	<u>N/A</u>	<u>N/A</u>	<u>SBAC EOY ELA Exam</u>
▲ <u>Grade Level Reading</u>	<u>iReady Math Diagnostic</u>	<u>iReady Math Diagnostic</u>	<u>iReady Math Diagnostic Mid-Year Grade Level Benchmarks</u>	<u>iReady Math Diagnostic Grade Level EOY Benchmarks</u>
▲ <u>Math Proficiency</u>	<u>Measures of Academic Progress (MAP)</u>	<u>Math MAP Baseline Diagnostic</u>	<u>Math MAP Mid-Year Meet/Exceeded Growth</u>	<u>Math MAP EOY/Exceed Growth</u>
	<u>Smarter Balanced Consortium (SBAC) Interim Assessment</u>	<u>Math SBAC Interim Baseline Diagnostic</u>	<u>Math SBAC Interim Mid-Year Meet/Exceeded Growth</u>	<u>N/A</u>
▲	<u>Smarter Balanced Consortium (SBAC) Assessment</u>	<u>N/A</u>	<u>N/A</u>	<u>SBAC EOY Math Exam</u>
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(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

All data will be collected and stored in dashboards and reports provided by contracted vendors of the assessment programs, in compliance with the Federal Education Right to Privacy Act (FERPA). NWEA MAP ~~and SBAC, mCLASS, and iReady~~ assessments all provide reporting within a secure dashboard. SSAES staff will use Infinite Campus as the only student information system and provide training and access to all staff and families. Board members will receive the appropriate access and training on student performance data that is pertinent to their roles and functions.

(5) How will the school monitor for disparities in academic performance between student groups? What actions with the school take to address identified disparities?

~~All students will be assessed upon entering and at the start of each school year and then a personal educational plan will be created for each student, that plan will include assessment data inclusive of academic, social/emotional, and self-assessments, and will be created in partnership with the student and parent/guardian/caregiver. The plan will create an annual baseline, address learning gaps against grade level standards or student standards, whichever is higher, and outline goals that have been created through the collaborative process. The plan will be the map for each student's journey towards academic achievement. The academic map will be used during weekly reflections, monthly status updates and goal and gap analysis, quarterly in alignment with Measures of Academic Progress (MAP) student growth results, and at the end of the year to determine annual progress status and recommend extended learning, when appropriate.~~

SSAES is committed to ensuring all students, including those with Individualized Education Plan and English Language Learners, are mastering grade-level standards and meeting grade level goals. All assessment data, both interim and summative, will be disaggregated by sub-groups: Special Education, ELL, FRL, and race. These demographic categories allow teachers to focus on any gaps or disparities between student groups, including access to high quality instruction. This analysis takes place during daily PLC meetings and monthly staff data meetings. Teachers take action by planning for targeted and differentiated instruction to close gaps and ensure that all students have access to learning opportunities at rigorous levels. The Leadership Team will also review student data across all subgroups in order to identify trends by whole school, grade level, or student group. The data analysis will lead to action in the form of professional development for the staff, coaching for individual teachers, and school-wide action planning to improve outcomes.

Additionally, SSAES will implement tiered models of intervention and support through Response to Intervention (RTI) ~~within and~~ a Multi-Tiered System of Support (MTSS) ~~model~~ for academic and social emotional interventions and supports. These tiered systems ~~are aligned with the personal educational plan approach as a tiered system~~ allows for and encourages more intensive supports and interventions for students ~~who need additional support beyond high quality Tier 1 instruction. The MTSS model also supports students with social-emotional needs in a tiered intervention system so that they can succeed academically.~~ with the greatest needs and provides for acceleration for students that are at grade level and need additional opportunities to grow and excel. It is imperative that SSAES staff analyze, evaluate, and provide front loaded supports to students who have social and emotional needs, the same as is done for students with academic needs.

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AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.

The SPCSA operates under the following principles with regards to special populations of students:

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 6. If necessary, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest need students, including but not limited to clustered placements in consortium with other charter schools.*
- 7. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

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

Based on zip codes that SSAES is focusing outreach on and the preschool programs operated currently within those zip codes, SSAES anticipates a significant percentage of students that fall in the category of at-risk. SSAES considers students who require temporary or ongoing intervention in order to succeed academically at-risk. Characteristics of students who require intervention for success include: low academic performance, poor attendance, disconnected from school, emotional or behavioral problems. Students who fall into this category have had limited access to opportunities to excel for a variety of reasons, and in CCSO have historically been students in high-poverty households, students who are in low performing schools, students of color, students whose native language is not English, students with special needs, and students who have been system involved (foster youth, homeless youth, Child Haven youth, and juvenile detention youth). Given the incubation sites for the school and the planned location for the permanent site, as well as the mission, vision and focus, SSAES anticipates a significant percentage of students who could be identified as at-risk. As mentioned throughout the application and specifically throughout the Academic Plan chapter, SSAES has a concrete plan for addressing the needs of all SSAES students, and especially those students who have traditionally fallen into the at-risk category.

Identification of at-risk students will occur initially at enrollment, as parents will populate student information that will begin the process of student identification. However, the continuous cycle of learning and personal educational planning and improvement for all students at SSAES will further inform the identification process. Enrollment information and baseline performance and historical data for each child will play a large role in identification of student needs. SSAES is less concerned

about making an identification and labeling a child “at-risk” and more focused on the needs of each child as an individual regardless of how many of the traditional at-risk factors are present or absent.

As previously outlined, the focus at SSAES will be academic performance for all students based on baseline data and assessment and survey data as well as established goals and measurable progress toward those goals. The expectations have been established by setting the tone from the ~~C~~ommittee to form level with a strong accountability structure, regular data reporting, ~~schoolwide~~ school wide expectations, and classroom strategies. Teachers will get to know their students and families prior to the school year beginning to create a collaborative partnership. Regardless of incoming student ~~performance level-achievement data~~, high expectations will be set for all students and rigor in every classroom ~~will be with~~ the standard, with supports in place to ensure that students do not fall through the cracks or give up. Differentiated instruction will be universal, with all teachers expected to create diverse educational opportunities and learning experiences based on student needs and learning styles. ~~Project GLAD strategies~~ The multisensory approach to learning will aid in the process of differentiation and provide students with multiple ways ~~to access content, acquire language to process the information~~ and demonstrate knowledge. SSAES will use ~~RTI~~/MTSS framework as a prevention oriented approach to link assessment and instruction, which will ensure that teachers are using real-time data from frequent and varied assessment results. This process will allow teachers to employ targeted interventions such as flexible grouping; targeted tutoring before, during and after school; supplemental intervention programs and support within core content areas in the classroom; small group or individual pull-out targeted intensive support.

(2) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment.

In accordance with the Individual’s with Disabilities Education Act (IDEA) Child Find Provision and Nevada laws governing students with disabilities, SSAES staff will be trained by Legal Aid of Southern Nevada staff on the requirements to actively locate, identify and evaluate all students who may qualify for special education and related services. A Multidisciplinary Team, consisting of the parent/guardian, general education teacher, special education teacher, specialists as appropriate, social worker, and counselor will work together to determine eligibility for services. Students who do not qualify for specialized services through an IEP but need accommodations and modifications for equal access to classroom instruction and academic opportunities will be considered for a 504 Plan.

The MTSS processes will be informed by baseline data at the beginning of each school year and will be updated with quarterly assessment and evaluation data and monitored by the student and the teacher monthly for progress monitoring and weekly for reflection. Through the implementation of The RTI/MTSS structures, will serve as the initial screening process, and typically students typically will receive interventions through this process before a recommendation for special education services. During the period of intervention, the educational and behavioral intervention strategies and the student’s response will be closely monitored on a weekly basis by the RTI/~~MTSS~~PBIS Committee. ~~If~~Once progress ~~is has been~~ observed, the Committee will determine whether to continue with the ~~chosen current~~ intervention, or move to a higher tier of intervention (Tier 2 or Tier 3). ~~try new interventions, or recommend a referral for determination of eligibility for special~~

education services- If, after three weeks, measurable progress is still not evident, intervention strategies will be modified (Tier 2 or Tier 3), while continuing to track the student's progress. If, after ten weeks, the student is not progressing, a recommendation may be made to the student's parent/guardian that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians. If a student is deemed eligible for special education services at a subsequent Eligibility Meeting, the team will develop an IEP. If the student is not found eligible for special education services, the team will consider a 504 Plan and develop one if appropriate. If neither an IEP nor a 504 Plan is appropriate, but the student is still struggling, the team will schedule a meeting with appropriate staff to determine a behavior and/or academic support plan.

SSAES will use a full inclusion model, providing any additional supports and/or services identified in the student's Individualized Educational Plan. Interventions identified through the RTI process that are successful for each student will be incorporated into instruction. In accordance with best practices, SSAES will provide a continuum of support and services targeted at assisting students in the least restrictive environment and ranging to increasingly restrictive options in order to meet the needs of each student. Students with disabilities will be provided the services specified in their IEP.

- Related Services- services that are developmental, corrective, and other support services required to help students with disabilities benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, health services, speech, language, hearing, and vision.
- Supportive Services- other supportive services include, but are not limited to: assistive technology, behavior intervention plans, and curriculum modifications.
- Supplemental Services- students may receive specially designed supplemental instruction based on their needs identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet the student's individual needs.
- Collaborative Consultative Model- classrooms where students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The general education teacher collaborates with the special education teacher and the pair provides instructional support, adaptations and modifications as needed.
- Curriculum/Instructional Adjustments- all teachers will be trained to make adjustments and modifications to the curricular and instructional programs and practices to meet the needs of special education students

SSAES staff will comply with all state and federal laws to ensure students with disabilities are served in the Least Restrictive Environment (LRE), where they have access to general education curriculum and inclusion with their non-disabled peer, with appropriate modifications and accommodations as mandated in their IEP. General education class enrollment will not be comprised of more than 20% of students with disabilities. In a dual language model, where teachers are designated to teach in only one language and teach specific content area, it will be necessary for the special education teacher to push-in to one classroom and pull-in all special education students from that grade level to provide services in the identified content area. For example, if Teacher A is teaching reading in English in the mornings, when the special education teacher provides services for reading, she will push-in to Teacher A's classroom and bring with her the special education students from Teacher B's and Teacher C's classes for reading services through an inclusion model. Further, the special education teacher will be able to include tier 2

and/or 3 students in her small groups. SSAES will use the general education classroom, co-teaching, push in/pull out support, alternate assessments, and in the rarest cases, self-contained classrooms to provide each special education student the most appropriate LRE to meet that student's needs. Placement decisions will be made based on each student's abilities and needs.

Although we are projecting a population of 12% special education students, and historical data that supports minimal students identified at the kindergarten level, we anticipate the caseload of students during the first couple of years to be significantly lower than subsequent years. Once the school has grown into a K-5 campus and teachers have had the opportunity to move students through the RTI process, while considering language acquisition levels, we do anticipate needing additional special education staff. With this in mind, SSAES is prepared to adjust staffing as necessary to meet the individual needs of all students. If a student's IEP cannot be met with the current staffing, if the number of students with IEPs or 504 Plans exceeds the anticipated number, additional teaching assistants or special education teachers will be hired. Furthermore, if the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow the special education teacher to provide appropriate services for students in the least restrictive environment, while limiting travel between schools by staff members. Noting that some parents may have children at different grade levels, SSAES will purchase vans to transport students from one school to the other in order to limit transportation as a barrier.

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(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?)

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To maintain that focus and ensure local accountability, all students will be assessed upon entering and at the start of each school year to ascertain their academic and language proficiency levels. Staff members will then work in daily professional learning community meetings to review, collect, and analyze data in order to take improvement actions to increase student academic and language achievement as well as social emotional development. They will also hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks. The needs of students are identified in a variety of ways, as SSAES will operate in a structure that will support all students and ensure success for those students with the greatest needs. The identification of students who are experiencing academic underperformance will be tracked in happen through Infinite Campus, the student information system, as well as student achievement and assessment data using the diagnostic and benchmark assessments outlined in the Driving Results section of our application. Students not meeting grade-level Benchmarks or those performing below 70% on class work/formative assessments will be identified for intervention and tracked through the RTI process. (Brigance Early Childhood Screens III for entering kindergartners, MAP for kindergarten through second grade in year 1) and personal educational plans. Following the creation of the personal educational plans, diagnostic assessments will be used to track and monitor the plans, which will be an ongoing method for identification of students who are underperforming.

All curriculum materials and lessons will be planned, aligned, and delivered to meet the trajectory of the rigor for each standard as outlined in the Nevada Academic Content Standards. The

curriculum for both math and reading was selected based on the identification of these resources meeting the highest levels across all domains of coherence, rigor, and usability according to EdReports.

The following research-based instructional methods are an expectation for all learners during Tier I instruction:

- Dual Language Instruction - SSAES will provide bilingual education for all students in both English and Spanish through high-quality Tier I instruction. (Details for the Dual Language Model are provided below.)
- Small Group Support - Students who struggle with mastering the content are pulled into small groups for targeted reteaching and those who are high-achieving are pulled into small groups for enrichment opportunities.
- Targeted Re-teach - Instruction is provided in the identified language in which students need additional language support.
- Daily Discourse Opportunities - As noted in language acquisition research, students must engage in varied instructional discourse opportunities daily in both English and Spanish. This includes student to student and student to teacher discourse.
- Rigorous Tasks with Scaffolded Support - Students should be provided with tasks that are of high cognitive demand and teachers should provide high levels of support.
- Small Class sizes - Class sizes at SSAES will be limited to 20 students per class at each grade level, allowing teachers to make a significant impact on student learning and provide providing more personalized attention to each student.
- Metacognition - Teachers will hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks.
- Data-Driven Instruction - With the assistance of learning strategists, teachers will participate in daily PLC meetings to analyze formative and diagnostic assessments, plan for ongoing instruction, and tiered supports.
- Extended School Day - The academic day for students will be seven hours and we will offer an extended academic year. The additional hour added to the instructional day will allow for an extra 150 minutes of instruction weekly in each content area in both English and Spanish.
- Social Emotional Learning - A comprehensive, tiered, model of instruction that promotes well-being, connectedness and success by focusing on the entire school community and promoting healthy and confident students and adults in alignment with the CASEL 5 Standards.

Tier 1 instruction is a key component in a dual language program, not only because it is in the students' first language for part of the time, but also because instruction must meet the needs of all students regardless of their levels of language proficiency. Tier 1 instruction in dual language

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is/should be delivered in such a way to allow for growth in content and language - no matter the language of instruction.⁶⁵

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All instructional materials and curriculum will be bilingual, reflective of diversity, and culturally responsive. The makeup of students in each class will be 50% English language learners and 50% monolingual (English) students. There will be three teachers at each grade level. Two teachers will team together to teach two groups of students with one teacher instructing solely in Spanish and the other in only English throughout the day. The third teacher will instruct his/her class in English half the day and Spanish the other half of the day. Instruction in the second language will never be a mere translation of earlier lessons, but will be a continuation of instruction to previous learning. The dual language model works from an asset orientation that provides opportunities for EL students to gain reinforcement in their native language as well as their second language. Content areas will be taught thematically by integrating language arts into all other content area instruction in both languages daily. For example, reading will be combined with social studies content and taught in English, while science will also be combined with reading and taught in Spanish. Writing will be taught and reinforced across all content area instructions in both languages. Specialist teachers will alternate the language of instruction every other day class period to ensure their content is taught in both languages as well. In following best practices for starting an initial dual language program, the recommendation is to start a dual model as described above no later than first grade. For that reason, the initial second grade class cohort will receive Spanish language enrichment in specialist classes, but not the full dual language model as described above. This will be done to avoid the negative effects of a subtractive bilingual approach.

As mentioned, SSAES will implement a MTSS through RTI and PBIS for academic and social emotional interventions and supports. In addition to the structures noted that will serve and support all youth, SSAES will provide additional targeted support to student groups that may have additional needs. The following is a list of the intervention methods we will use:

- Small Group Support - Provided by Instructional Strategist or special education staff members, this intervention is for students who don't respond to Tier 1 small group instruction. This approach is further specialized for Tier 2 and Tier 3 instruction. Changes may include group size, additional time, or specialized program.
- Targeted Re-teach - Provided by Instructional Strategist or special education staff members, this instruction is provided in the identified language in which students need additional language support. It is further specialized for Tier 2 and Tier 3 instruction. Changes may include group size, additional time, or specialized program.
- Extended learning - Opportunities will also be offered before or after-school, on Saturdays, and/or in June for students needing additional time and support to master grade level content.

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The structures SSAES will employ are not only research based, but have been used at schools in CCSD with success. For instance, implementing differentiated instructional strategies through small group instruction and targeted re-teaching, ensures at-risk students are provided with adequate individualized learning supports. Differentiating content for at-risk students through small group

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⁶⁵ Galicia, A. (2021). RTI Blog. RTI Action Network. <http://www.rtinetwork.org/connect/discussion/topic?id=536>

instruction will provide students with equitable success opportunities. The lessons are more explicit and intensive to accommodate their individual learning needs.⁶⁶

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Additionally, research shows that extending the school day can be effective, particularly for students most at risk of school failure and if considerations are made for how time is used. After school programs with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.⁶⁷

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Although all schools have begun to operate within an MTSS model, Lewis E. Rowe Elementary School is a prime example of a school that has implemented a highly structured and successful MTSS program. The model includes a clear decision making protocol to move students between support tiers based on data. The school also has implemented clearly delineated programs and structures for student academic and social-emotional support similar to those outlined in the SSAES model. Lewis E. Rowe serves a population similar to SSAES with 72.72% Hispanic and Black students, 25.3% EL, 4.9% IEP and 100% FR. Through implementation of their MTSS model, the school rose from a 2-star rating in the 2014-15 school year to a 4-star rating in the 2016-17 school year.

John S. Park Elementary is a Title I school serving 80% Hispanic and Black students, 30% EL, 13% IEP, and 100% FR. The percentage of EL students at Park shifted from 40% in 2016-17 to 30% in 2020-21. Lorna James-Cervantes served as the Principal from 2007-2014. During that time, she implemented an instructional model that included a lengthened school day as well as additional learning opportunities such as Saturday School and extended school year classes. The extended day opportunities resulted in increased achievement from 40% proficiency in English Language Arts to 66% and 46% proficiency in math to 70%. Achieved Adequate Yearly Progress in 2008-2009, 2010-2011, and 2011-2012 and above average or exemplary growth category for growth in all grades and subgroups. This success was continued by Principal Miriam Benitez through implementation of a Zoom Schools model from 2014-2021. The model included extended school day/year, inclusion of a Reading Center that increased time on reading instruction, and continuation of Saturday School and before/after school tutoring. The results continued to improve at the school with high levels of student growth on a yearly basis.

We measure the success of academic intervention through data tracking, monitoring growth over time and studying individual and sub-group data to mark progress. For students all incoming SSAES students, grade level achievement is the measure of success for our program. The following are school-side goals:

- Year 1: 80% of students classified as Tier 2 or Tier 3 are reclassified at least one Tier above

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⁶⁶ Bolden, F. (2020). Differentiating Instruction for At-Risk Students. Graduate Programs for Educators. <https://www.graduateprogram.org/2020/05/differentiating-instruction-for-at-risk-students/>

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⁶⁷ Chartered College of Teaching. (2021). A Look at the Research on Extending Schools Days, Length of Terms and Supporting Learning. Chartered College of Teaching. <https://chartered.college/2021/03/10/a-look-at-the-research-on-extending-school-days-length-of-terms-and-supporting-learning/>

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their beginning of the year benchmark by end of year across all subject areas.

- Year 3: 70% of students perform at Tier 1 on nationally normed assessments across all subject areas; 20% of all students perform at Tier 2 across all subject areas; 10% of all students perform at Tier 3 across all subject areas at the end of the year.
- Year 5: SSAES will reach the ideal population distribution of students performing within the three-tier model of 85% at Tier 1, 10% at Tier 2, and 5% at Tier 3 on nationally normed assessments across subject areas.

The school will operate on an extended academic schedule, the academic day for students will be seven hours and we will offer an extended academic year, providing programming in June for students that need a summer bridge program. The additional hour added to the instructional day will allow for an additional 30 minutes of English language arts instruction and 30 minutes of mathematics instruction each day, for a total of an additional 150 minutes of instruction weekly in each content area. All students will have this opportunity, but how the school structures the time will vary based on students' needs as identified by personal educational plans, which include assessment data. Class sizes at SSAES will be limited to 20 students per class at each grade level, allowing teachers to make a significant impact and provide more personalized attention to each student. The school campus will not only require parents/guardians to be engaged and included in their child's academic journey during the day, but also will provide adult academic opportunities in the evenings. SSAES will work with community partners to provide adult English Language Learner classes, adult conversational Spanish classes, adult education classes and high school equivalency preparation classes. This multigenerational approach shows students the value of education among other things, and creates a community school model. The school will value diversity and embrace the differences within and among our students and staff, while recognizing the similarities as well. SSAES will provide bilingual education for all students in both English and Spanish. All instructional materials and curriculum will be reflective of diversity and appreciation for multicultural awareness. As mentioned, SSAES will utilize tiered systems of intervention and support, RTI and MTSS. In addition to the structures noted that will serve and support all youth, SSAES will provide additional targeted support to student groups that may have additional needs.

SSAES's approach, programs, principles, and structures are not new or innovative; they are tried and true methods for improving student outcomes. The features that the school will use have either been identified due to personal experience and success or because they are research based best practices, or both. Project based learning, multisensory approaches, strong parent engagement and bilingual education are all programs that are being used at one or more of the schools identified in the U.S. Department of Education, Office of Innovation and Improvement's Successful Charter Schools study. The schools highlighted were identified for a variety of indicators, but first and foremost, based on student performance. The key programs that we will be using are also research based models of success. TNTP is currently working in more than 50 cities providing support based on the services they offer and their success with doing so and has been doing this work since 1997. TNTP will serve as our teacher pipeline, including coaching, mentoring and evaluation and school leader development provider. The greatest impact to student achievement is the classroom teacher; the teachers hired and the support they receive will be the most impactful way to address academic underperformance. TNTP will also provide their literacy support model services, the methodology and design model has gone through a rigorous five year pilot study in Nevada. The SEL program, Sanford Harmony was developed by researchers from National University and it was used by 80 elementary schools in the Clark County School District (CCSD) for five years with great success. The program is evidence based and aligned to the CASEL standards. The research study done by CASEL and their subsequent meta-analysis, which was noted

and cited, included 213 studies and more than 270,000 students, which shows validity and reliability, yielded statistically significant positive results. The guiding principles SSAES is committed to come directly from the 10 Classroom Strategies to Dramatically Improve Student Achievement as noted and cited earlier in this chapter. The structures SSAES will employ are not only research based, but have been used at schools in CCSD with success. Success will be measured by a reduction in the percentage of students who are performing below grade level. The fall of 2022 will provide baseline data and at the end of year one, we expect to see a 10% decrease in the percent of students performing below grade level, as identified on the Spring administration of MAP Growth Reading and Mathematics for grades K-2. At the end of year three, SSAES expects to see a 10% decrease in the percent of students performing below grade level, as identified on the Spring administration of MAP for grades K-2 and a 10% decrease in the percent of students performing below grade level, as identified on the SBAC in English Language Arts and Mathematics for grades 3-4.

(4) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

Leadership and staff for SSAES understands that not all students will excel or succeed equally or at the same rate in our classrooms. With that in mind, identification, monitoring, and intervention for at-risk students will be a shared responsibility among leadership, teachers and staff. The school's primary system for identification and monitoring students' social and emotional needs will be the MTSS, which is a structure for providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about instruction or goals. Under the umbrella of MTSS, RTI will be used to identify students with academic needs and PBIS will be used to identify students with social or emotional needs. Both RTI and PBIS operate within a tiered system that resembles a pyramid. Because SSAES will operate within a dual language model, it is important to remember, dual language programs must decipher between issues with language acquisition versus struggles in learning content in the native language (L1). If the struggle is in acquiring English as a second language (L2), much could be done at Tier 1 within the regular classroom. If the struggle stems from L1 - then what is the cause? The plan must be specific and targeted. For example, in reading - is the issue comprehension? phonics? In math, is it number sense? patterns? problem solving? Determining the cause helps determine the goals for the plan and the details which include the frequency, intensity and duration of the intervention.⁶⁸

The SSAES RTI Model is as follows:

- Tier 1- the base of the pyramid represents the largest percent of students (approximately 80%) whose needs, academic, behavioral and emotional, can be met through high quality, research-based instruction, differentiated to meet their needs and screened weekly to identify struggling learners who need additional support. Academic interventions include core curriculum and whole-class instruction and interventions. Behavioral interventions include schoolwide discipline policies and positive behavioral interventions and supports.
- Tier 2- the middle of the triangle (approximately 10%) and includes students demonstrating at-risk capacity in academics or behaviors. These students require moderate supports to take full advantage of the standard classroom environment. Supports should be matched to each student's needs including, but not limited to, small group instruction, one-on-one re-teaching, pull-out interventions, individualized instruction, and tutoring.

⁶⁸ Bolden, F. (2020). Differentiating Instruction for At-Risk Students. Graduate Programs for Educators. <https://www.graduateprogram.org/2020/05/differentiating-instruction-for-at-risk-students/>

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- Tier 3- the top of the triangle and usually the smallest percentage, but slightly higher for our target population (approximately 10%). These students require significant supports to participate in the general education curriculum. These students are often already or have been recommended for special education supports. These students need more frequent, intense and individualized instruction on a regular basis. Daily pull-out, tutoring, one-on-one instructions, behavior intervention plan, intensive individualized academic plans.

In many school settings the pyramid and accompanying percentages of students at each tier decreases with only about 5% at the top of the pyramid. Based on Nevada Report Card data for elementary schools within a 2 mile radius of our incubation sites, we are predicting a higher percentage of students in need of more intensive supports in the first two years.

(5) How will you communicate the need for remediation to parents?

Families will receive regular, bi-weekly communication about their child's grades, progress and behavior in class. Teachers, the counselor and/or social worker will communicate with families directly regarding the need for remediation and/or more intensive interventions. (Tier 2 or 3 small group instruction, before/after school tutoring, Saturday school, summer bridge). Families will be provided with tips and suggestions for how they can support their child at home ~~in between class~~ as well. In addition to bi-weekly progress updates, families will receive quarterly report cards and quarterly progress reports (for students with IEPs). Parent-teacher conferences will be held each semester. For students ~~that who~~ are being considered for special education services, families will have access to the data collection taking place through the RTI /PBIS process and will be able to offer feedback as well. Prior to a student being tested for special education, a meeting is held with the parent/guardian and consent must be provided.

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

Students who are exhibiting behavioral concerns will be provided with a Restorative Plan of Action as required under NRS 392.4644.⁶⁹ The Restorative Plan of Action will include, without limitation: accountability for exhibited behavior, restoration or remedies related to the behavior, relief for the victim (if applicable), and a plan to change the behavior. Restorative Justice (RJ) efforts promote student accountability, increase student sense of community and belonging, and have a proven track record of reducing disciplinary infractions for all students.⁷⁰ RJ also reduces racial disparities and over-representation of students of color identified as "behavior concerns".⁷¹ Students who demonstrate a pattern of behavioral incidents, as evidenced by PBIS data, will be monitored and provided with interventions similar to students exhibiting a pattern of academic challenges. All of this will be done through our MTSS model. Behavior interventions can be established, when necessary, such as providing students who struggle to remain attentive when they are not actively engaged, with a stress ball to squeeze during down time or listening time to keep them focused, using proximity to remind the student to focus, or simply drawing the student into the lesson or activity in a nonthreatening way. Often times, students exhibiting antisocial behaviors are bored and need to be challenged at a higher level so SSAES will impress upon staff the importance of handling students who are struggling with behaviors similar to those that are struggling with

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⁶⁹ Nevada Revised Statute 392.4644. Plan for restorative discipline and on-site review of disciplinary decisions.

⁷⁰ The Benefits of Restorative Practices. (2020). *There are any benefits to using restorative practices*. Youth Restoration Project. Yrpfir.org/benefits-of-restorative-practices/.

⁷¹ Fronius, T. WestEd. *Restorative Justice in U.S. Schools: An Updated Research Review*. 2019.

academics, looking for remedies, solutions, and interventions instead of punishing. Staff will address student behavior with dignity and through corrective action that includes teaching the behavior that is preferred.

Special Education

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

The licensed administrator on the committee to form, who will become our Executive Director upon authorization, served as the principal at John S. Park Elementary School in CCSD. During her seven years at Park, she improved English language arts student achievement for 40% proficient to 65% proficient and improved mathematics student achievement from 45% proficient to 70% proficient and moved the school rating from a 2-star school to a 5-star school. Park Elementary School served 66% Hispanic and 15% African American students with 100% free and reduced lunch, 40% ELL, 40% transiency rate, and 14% special education at that time.

(2) Identification: How will the school identify students in need of additional supports or services?

(a) (Elementary Schools Only) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

The city of Las Vegas operates preschool sites at each of our incubation sites. CLV has access to those students and their assessment data as a current community partner serving students in the targeted zip codes. All incoming kindergartners will take the Brigance Early Childhood Screen III, which will provide literacy readiness for all incoming kindergartners. For incoming first and second grade students in our opening year, SSAES will have access to their Infinite Campus information if they are coming from a public school in Nevada. All students will be assessed upon entering and at the start of each school year to ascertain their academic and language proficiency levels. Teachers will also hold conferences with students to help them understand where they are compared to where they should be and to set improvement goals for themselves. This information will be held in individual student data and goal setting notebooks. At the beginning of each school year, each student will have a personal educational plan created in collaboration with the teacher, parent/guardian, student and informed by data from the previous school year. One of SSAES's ~~committee~~ Committee to form Form advisory ~~Advisory members~~ Members is a tester for Child Find and a school occupational therapist, so she will guide and advise us on the process for those students coming in with IEPs. For any students coming in without an IEP but who appear to be struggling, we will begin the RTI process to determine how to best serve them.

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

Not Applicable.

(c) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Students that are enrolled in SSAES will move through the school's RTI/PBIS process and be determined eligible for testing prior to being tested for special education services. If a parent/guardian requests testing then the student would be tested, but still must qualify to receive services. Students ~~that who~~ enroll at SSAES that have been incorrectly identified as special education, or who are successful enough to be moved to a less restrictive environment, will be monitored and collected data will be ~~collected-used~~ to ensure that the student should be exited from special education. If an IEP team member recommends that the student be exited, the team can meet and data and progress monitoring will be used to show there is not a need for services. If the team comes to consensus there is an exit IEP and the student can transition to general education settings. If the parent determines that the student will not continue to receive special education services, the parent has the right to refuse services. To avoid over identification of ELL students, it is imperative that the school employ a bilingual school psychologist who is adept at understanding the differences between second language acquisition development and learning disabilities.

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

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As noted earlier in this section, and in accordance with best practices, SSAES will provide a continuum of support and services targeted at assisting students in the least restrictive environment and ranging to increasingly restrictive options in order to meet the needs of each student. Students with disabilities will be provided the services specified in their IEP.

- Related Services- services that are developmental, corrective, and other support services required to help students with disabilities benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, health services, speech, language, hearing, and vision.
- Supportive Services- other supportive services include, but are not limited to: assistive technology, behavior intervention plans, and curriculum modifications.
- Supplemental Services- students may receive specially designed supplemental instruction based on their needs identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet the student's individual needs.
- Collaborative Consultative Model- classrooms where students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The general education teacher collaborates with the special education teacher and the pair provides instructional support, adaptations and modifications as needed.
- Curriculum/Instructional Adjustments- all teachers will be trained to make adjustments and modifications to the curricular and instructional programs and practices to meet the needs of special education students

SSAES staff will comply with all state and federal laws to ensure students with disabilities are served in the Least Restrictive Environment (LRE), where they have access to general education curriculum and inclusion with their non-disabled peers, with appropriate modifications and accommodations as mandated in their IEP. General education class enrollment will not be comprised of more than 20% of students with disabilities. In a dual language model, where teachers are designated to teach in only one language and teach specific content area, it will be necessary for the special education teacher to push-in to one classroom and pull-in all special education students from that grade level to provide services in the identified content area. For example, if Teacher A is teaching reading in English in the mornings, when the special education teacher provides services for reading, she will push-in to Teacher A's classroom and bring with her the special education students from Teacher B's and Teacher C's classes for reading services through an inclusion model. Further, the special education teacher will be able to include tier 2 and/or 3 students in her small groups. SSAES will use the general education classroom, co-teaching, push in/pull out support, alternate assessments, and in the rarest cases, self-contained classrooms to provide each special education student the most appropriate LRE to meet that student's needs. Placement decisions will be made based on each student's abilities and needs. Students with severe intellectual, learning, and/or emotional disabilities will be served according to their IEP and the needs and best interests of the student. The fact that a student has a severe disability does not prohibit them from achieving success in a general education classroom, especially for some content areas and specials. The goal for SSAES is to address the student's needs in the least restrictive environment.

Although we are projecting a population of 12% special education students, and historical data that supports minimal students identified at the kindergarten level, we anticipate the caseload of students during the first couple of years to be significantly lower than subsequent years. Once the school has grown into a K-5 campus and teachers have had the opportunity to move students through the RTI process, while considering language acquisition levels, we do anticipate needing additional special education staff. With this in mind, SSAES is prepared to adjust staffing as necessary to meet the individual needs of all students. If a student's IEP cannot be met with the current staffing, if the number of students with IEPs or 504 Plans exceeds the anticipated number, additional teaching assistants or special education teachers will be hired. Furthermore, if the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow the special education teacher to provide appropriate services for students in the least restrictive environment, while limiting travel between schools by staff members. Noting that some parents may have children at different grade levels, SSAES will purchase vans to transport students from one school to the other in order to limit transportation as a barrier.

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

SSAES will operate under a full inclusion model, providing special education services in the general education classroom to the extent possible. Having students with disabilities in general education classrooms exposes them to the same rigorous curriculum and instruction as their nondisabled peers. All teachers will be trained on the RTI/PBIS model and on how to modify curriculum and instruction to effectively meet the needs of all students on their caseload, including students with an IEP. With small classes and a capped enrollment of special education students per class, it is

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possible that all or most special education students can thrive in that setting with interventions, modifications and adaptations. Furthermore, all SSAES teachers will be bilingual or TESL/ELAD endorsed, therefore, they will be adept at understanding the differences between second language acquisition development and cognitive disabilities. An inclusion model allows for a more effective use of special education staff. They can serve as co-teachers in the general education class and in ~~that~~ that setting can support and assist any student in the classroom, regardless of special education status. When needed, the special education teacher can pull out a small group of students, both those with an IEP and those without, to do more intensive instruction or provide remediation when needed. In the SSAES dual language model, where teachers are designated to teach in only one language and teach specific content area, it will be necessary for the special education teacher to push-in to one classroom and pull-in all special education students from that grade level to provide services in the identified content area. For example, if Teacher A is teaching reading in English in the mornings, when the special education teacher provides services for reading, she will push-in to Teacher A's classroom and bring with her the special education students from Teacher B's and Teacher C's classes for reading services through an inclusion model. Further, the special education teacher will be able to include tier 2 and/or 3 students in her small groups. The personal educational plan for the special education students will be assigned to the special education teacher for additional support, progress monitoring, and management. If the school has a special education student who has intensive needs and cannot be successful in a general education setting, the school will provide additional supports in a resource room or self-contained classroom, whichever is most appropriate per the IEP. If a resource room or self-contained classroom must be added, the special education team will remain a part of the grade level team and grade level data team to ensure that they are actively involved in all grade level instructional and data planning. All teachers will participate in daily PLC meetings with special education teachers rotating through grade level meetings. During the meetings, teachers will collaborate on instructional data, purposeful planning, and modifications needed to meet the needs of special education students.

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

SSAES has included one special education teacher in the staffing plan for Year 1 to serve an estimated 19-20 special education students. SSAES is projecting ~~12~~ 44% special education based on the percentage of special education students at the surrounding schools and if opening at full capacity for Year 1 of 180 students. That would make the special education population of students served at SSAES be at just under 20 students. SSAES increased special education teaching staff to two in our second year. This staffing level would keep us at a 20:1 ratio as required. Due to the small projected numbers of special education students, SSAES will only hire licensed teachers for all teaching positions. For the school psychologist and related services support, SSAES will contract out those services due to our small projected numbers. On the Committee to Form Advisory Team ~~committee to form advisory team~~, SSAES has a CCSD occupational therapist/child find tester and a school psychologist. SSAES also included a licensed counselor and a licensed social worker in our staffing plan.

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Although we are projecting a population of 12% special education students, historical data that supports minimal students identified at the kindergarten level, we anticipate the caseload of students during the first couple of years to be significantly lower than subsequent years. Once the school has grown into a K-5 campus and teachers have had the opportunity to move students through the RTI process, while considering language acquisition levels, we do anticipate needing additional special education staff. With this in mind, SSAES is prepared to adjust staffing as necessary to meet the individual needs of all students. If a student's IEP cannot be met with the current staffing, if the number of students with IEPs or 504 Plans exceeds the anticipated number, additional teaching assistants or special education teachers will be hired. Furthermore, if the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow the special education teacher to provide appropriate services for students in the least restrictive environment, while limiting travel between schools by staff members. Noting that some parents may have children at different grade levels, SSAES will purchase vans to transport students from one school to the other in order to limit transportation as a barrier.

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

One of the community partners who was counsel for Legal Aid of Southern Nevada, handling all special education cases against the CCSD, will provide training for staff on special education laws, requirements, and expectations. On the Committee to Form Advisory Team, SSAES has two UNLV professors who specialize in special education, early childhood education, and multilingual education. Our proposed Executive Director is also an expert in bilingual and ESL instruction and second language education, thus she will be able to provide effective coaching and feedback cycles that augment the professional development. All staff will receive training on RTI and the MTSS framework that includes both RTI and PBIS, reading and interpreting IEPs or 504 Plans, implementing instructional and behavioral accommodations/modifications, roles and responsibilities in a successful cooperative consultative model of instruction, and collecting and tracking data to best serve students with special needs. Special education teachers will be trained on communication with families of students with suspected disabilities, continuum of services provided, placement of students, supporting teachers in the general education setting to serve students, and how to facilitate a successful cooperative consultative model of instruction.

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

Students demonstrating behavioral concerns will be placed on a restorative plan of action at the onset to provide interventions and supports to assist the student with managing their own behaviors. SSAES will operate under a restorative approach with discipline for all students and will not allow exclusionary discipline unless the ~~executive~~ Executive director ~~Director~~ perceives a threat to the safety of students or staff. Through the MTSS process, a student who needs behavioral interventions and supports, will be placed on a behavior intervention plan with support provided the same as if there ~~are were~~ academic concerns.

If a recommendation for suspension or expulsion results from the ~~executive~~ **Executive director** ~~Director~~ evaluation, within 10 school days of the recommendation for suspension or expulsion, a manifestation hearing will be conducted. The IEP team will convene for the manifestation hearing. The purpose of the hearing is to determine the root cause of the behavior and to determine if the behavior was related to or caused by a direct or substantial relationship to the student's disability or caused by the direct result of the school's failure to implement the IEP/504 Plan. If either is determined to be the cause of the behavior, the team will conduct a behavioral assessment and implement behavior interventions for the student or if the student already has a behavior intervention plan, re-evaluate the plan to modify it as necessary to address the behavior, and return the child to the placement from which the child was removed.

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

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Students qualifying for and receiving special education services will be monitored daily through observations gathered during instruction. Special education teachers are required to monitor students' progress toward IEP goals on a weekly basis through assignments and assessments. The data from progress monitoring will be shared with parents/guardians on a quarterly basis. Additionally, annual IEP meetings are required for all students receiving services to evaluate data and update individual education plans. The same is expected for students with a 504 Plan. The Executive Director, as the educational leader, is responsible for ensuring compliance with all state and federal laws, monitoring student records, and providing necessary professional development to all staff.

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

Family engagement and participation ~~is not only will be highly~~ encouraged for families of SSAES students, ~~but required~~. Families are active partners in their child's educational progress and as their first teachers, will ~~take an active role in school-wide events. be involved in the annual creation of the personal educational planning process for all students.~~ The focus on achievement and academic progress for all SSAES students involves data reporting on a monthly basis to address progress made towards goals that were collaboratively set during ~~the planning process for the personal educational plan parent teacher confereces~~. For students with disabilities, parents receive additional communication and are intimately involved in the IEP or 504 Plan process as a member of the team. Parents/guardians are advised of their rights under IDEA and Section 504 annually in preparation for the IEP or 504 Plan review and update. Transition meetings will be held with IEP/504 parent/guardians and students as they prepare to transition out of SSAES and into middle school.

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

SSAES will not operate as a distance education school. This section is not applicable.

(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Based on demographic enrollment data at elementary schools within a two-mile radius of our three incubation sites, we are projecting enrollment of 12% students with disabilities. Year one at full capacity with 180 students that will be just under 22 special education students and at Year four with all grades represented, at full capacity, that will be 43 special education students.

English Language Learners

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

English Language Learners will be identified as such upon enrollment in SSAES. The enrollment packet includes a Home Language ~~Survey which~~Survey, which must be completed by each parent/guardian. The Home Language Survey includes three questions to determine the student's primary language, as indicated by Nevada Department of Education, Title III Guidance and NAC 388.620:

- What was the first language spoken by the student?
- What is the primary language spoken in the home?
- What is the language most spoken by the student?

If a language other than English is provided as a response to any of the questions in the Home Language Survey, the student will be assessed using the state approved assessments (Kindergarten: WIDA-APT, Grades 1 and up WIDA Screener) if the child has not previously been tested and identified as an English learner by another Nevada public school or there is no record of WIDA ACCESS results. The appropriate WIDA placement screener will take place within 30 days of the start of the school year or within two weeks after the date of the student's first enrollment. The ELL Coordinator will be responsible for tracking all students' Home Language Surveys, ensuring screeners are given, and compliance with federal and state laws. They will also address any concerns with over or under identification of students for ELL services.

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

Once the student has taken the appropriate WIDA assessment, results will be reported to teachers and parents, used to create an Individual Language Education Plan (ILEP) for the student. The plan will describe the~~The data that is shared with staff members will include:~~ student's level of English proficiency based on the score for the WIDA assessment, the type of service the student will ~~receive, receive~~ accommodations for both classroom instruction and assessments, and language goals for the student. The ELL Coordinator will be responsible for ~~creating the student's ILEP in collaboration with the parent/guardian and sharing the final plan with the student, parent/guardian, and joining grade level PLCs and RTI Meetings to ensure proper EL accommodations are planned for instruction. They will also provide professional development, coaching and mentoring for~~ classroom teachers. For students who are newly identified as an English Language Learner, results from the WIDA Screener ~~and the ILEP~~ will be mailed home as well.

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For ELL students returning to SSAES, the ELL Coordinator will update the student's ~~ILEP data file~~ with WIDA ACCESS results from the previous year. Classroom teachers will receive a copy of the ~~Individual Language Education Plans~~updated data for students assigned to them.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students, conduct assessments, and monitor the progress of ELL students? *Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.*

When hiring staff to meet the needs of our ELL students, all teachers will be required to hold or be in the process of completing either a Bilingual or a Teaching English as a Second Language (TESL) or English Language Acquisition and Development (ELAD), in addition to their Nevada Elementary Teaching License. ~~Priority~~Priority will be placed on hiring ~~for~~ teachers who are bilingual.

The English Language Learner (ELL) ~~Facilitator~~Coordinator will be responsible for administering the appropriate WIDA screener to new students. The ELL ~~Facilitator~~Coordinator will be certified to administer WIDA assessments, both the WIDA Screener and the annual ACCESS assessments, certification will be achieved through online training and certification provide by WIDA. The ELL ~~Facilitator~~Coordinator will be responsible for the monitoring of the ELL students, in coordination with the classroom teachers. The ELL ~~Facilitator~~Coordinator will work with the classroom teachers to explain the purpose of monitoring ELLs and what will be done with the monitoring data. If an ELL is not making progress in the classroom, the ELL ~~Facilitator~~Coordinator will update the student's ~~IEP data file with accommodations that are needed as well as a change in services provided by the ELL Coordinator and ELL teachers. The ELL Coordinator will also join grade level PLCs and RTI Meetings to ensure proper EL accommodations are planned and implemented in instruction. They will also provide professional development, coaching and mentoring for classroom teachers.~~ Parents will be notified of any changes in their child's ~~IEP and ELL services~~ELL services; changes made during the school year will be communicated ~~with to~~ parents/guardians by mail and telephone call.

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

The core academic program of SSAES has been designed with the needs of English Language Learners in mind. With an anticipated population of approximately 40% ELL students, SSAES is committed to ensuring that strong language acquisition practices are common in all classrooms.

~~Project-based learning is research proven to be an additionally effective pedagogical approach, producing stronger language acquisition than traditional direct instruction methods.⁷²~~ All students, particularly ELL students, will benefit from additional focused time in literacy and mathematics. We are able to provide an additional 30 minutes per day of ~~English~~ language arts and 30 minutes per day of mathematics. This allows for a longer ~~blocked~~ instructional period for both subjects, which provides opportunities for our ELL students to get additional instructional time, receive more intensive interventions without comprising the standard instructional time, and allow teachers to take the time to cover the Nevada Academic Content Standards with more depth and breadth. In exploring the most effective approaches to close the achievement gap for historically underserved students, a myriad of research was found to support the success of dual language education as a highly effective model of instruction for our targeted demographic. Research in neuroscience has shown that children who learn a second language have enhanced problem-

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⁷² Wolpert-Gawron, H. (June 13, 2018). *PBL with English Language Learners: A Vital Need*. PBL Works. <https://www.pblworks.org>.

solving, critical-thinking, and listening skills, as well as improved memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of increased creativity and mental flexibility. Furthermore, ELs have the additional advantage of learning in their primary language which will help accelerate their progress on grade-level academics by receiving 50% of their instruction in their native language. In turn, native English speakers, who will be learning a second language, will have the added benefit of becoming more academically prepared with 21st-century skills to compete and succeed in a global marketplace. The overall effects of bilingualism can help improve a child's educational development, cognitive functions, social skills, literacy, and emotional skills that have positive effects for many years to come. Further benefits of dual language programs, besides the goal of biliteracy and bilingualism, is to promote a positive attitude towards languages and diverse cultures. Integrating native English speakers with native Spanish speakers provides the opportunity for students to develop an appreciation for and an understanding of diverse cultures. Therefore, this model will undoubtedly ensure the school's ability to attain a 4- or 5-star rating and contribute to a focus on college and career readiness at the secondary level.

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Additionally, a MTSS will be implemented for all students to meet both their academic and social emotional needs. This whole-school data-driven framework for improving learning outcomes will be delivered through a continuum of evidence-based practices and systems. The goals of MTSS are to promote development of essential skills known to correlate with success in later school and community settings, prevent delayed growth and performance challenges by targeting critical foundation skills, and provide timely evidence-based interventions of the proper dosage to ameliorate delays or challenges. These systems will uphold the Guiding Principles of Dual Language Education established by the Center for Applied Linguistics. The guiding principles, which include: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources are designed to be used by dual language programs as a tool for planning, self-reflection, and growth. By following these principles with fidelity, we will be able to ensure we meet the program's goals of promoting bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students at a 4- or 5-star level.

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The makeup of students in each class will be 50% English language learners and 50% monolingual students. There will be three teachers at each grade level. Two teachers will team together to teach two groups of students with one teacher instructing solely in Spanish and the other in only English throughout the day. The third teacher will instruct his/her class in English half the day and Spanish the other half of the day. Instruction in the second language will never be a mere translation of earlier lessons, but will be a continuation of addition to previous learning. The dual language model works from an asset orientation that provides opportunities for EL students to gain reinforcement in their native language as well as their second language. Teachers will track ELL student progress with listening, speaking, reading, and writing skills and provide additional support such as small group instruction, sheltered instruction, differentiated instruction and/or materials. However, keeping in mind that in order to grow language skills, students need to receive a full dose of instruction that's one level higher than their current language proficiency. If the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each

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site rather than having one class per grade level on each campus. This will allow teachers to team together for dual language instruction. Noting that some parents may have children at different grade levels, SSAE will purchase vans to transport students from one school to the other in order to limit transportation as a barrier.

SSAE teachers will be provided with a six-day training on Project GLAD. Project GLAD (Guided Language Acquisition Design) is the instructional approach that incorporates techniques to support bilingual students in simultaneously learning content and acquiring language at SSAES. Project GLAD is grounded in research related to second language acquisition and sheltered instruction. Lessons are taught through thematic units, to facilitate consistent exposure and use of target vocabulary in both languages eliminating direct translation within/among lessons. The GLAD instructional strategies and scaffolding techniques help make grade-level content comprehensible for all learners, regardless of their language proficiency, while also supporting their language development. The eight components of effective sheltered instruction addressed by Project GLAD include: Focus on Language, Plan for Peer Interaction, Support Meaning with Realia/Visuals/Movement, Activate Prior Knowledge/Create Shared Knowledge, Make Text Accessible, Develop Student Learning Strategies, Bridge the Two Languages, Affirm Identity (linguistic, cultural, individual). Project GLAD teacher strategies will be the core structure used for implementation of the Dual Language instructional model. The four components of Project GLAD consist of the following: Focus/Motivation, which is very similar to building background; Input, the ways to make cognitively complex concepts understandable to students; Guided Oral Practice, the practice of key vocabulary and language objectives; and Reading/Writing including modeled, shared, collaborative, guided and independent reading and writing.⁷³

SSAES teachers will be provided with intensive literacy professional development throughout the opening year to ensure that all teachers are trained in development and implementation of excellent literacy instruction by TNTP. The multisensory approach to instruction provides the same information taught using all of the senses, which ensures that the school is meeting the needs of kids regardless of their learning style. The commitment to a thoughtful focus on diversity and multicultural appreciation and culturally responsive teaching will support all students of color. Providing bilingual education to all students in both English and Spanish is beneficial to both English speakers and Spanish speakers. Spanish speaking students in bilingual programs perform well on tests of Spanish achievement and score higher on all other core academic subjects.⁷⁴ Finally, within our multigenerational approach, SSAES will offer adult ELL classes onsite in the evening to assist and support parents/guardians or other family members with learning English. This supports the school community and the geographic community and models the importance of bilingual education for our students.

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⁷³ Alexandria City Public Schools. (2017). Tips for Teachers: Promoting the Achievement of English Learners. <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/801/Teaching%20Tips%20for%20Teachers%20Vol.%204.pdf>

⁷⁴ Thomas, W. and Collier, V. (2002). The Effects of Bilingual Education Programs on English Language Learners: A national study of school effectiveness for language minority students' long-term academic achievement. Center for Research on Education, Diversity & Excellence.

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

Classroom teachers in collaboration with our ELL Coordinator will be responsible for monitoring the progress of ELL students. They will monitor yearly progress on the WIDA Access test in all four domains: speaking, reading, listening and writing to ensure the students are making progress in English language proficiency. They will set growth targets for each student. If students are not making gains, the ELL Coordinator will work directly with students in small groups, model lessons, and provide teachers with EL strategies for whole and small group instruction that will lead to growth. They-Teachers will monitor student performance through direct work, writing samples, small group work, whole group work, reading instruction, informal assessments, and formal assessments. Teachers and the ELL Coordinator will work collaboratively using interim assessments to assess-monitor ongoing progress and the efficacy of EL instruction, and take corrective action as needed. SSAES will exit students identified as English Language Learners from the program when they reach proficiency as defined as 4.5 Composite scores on WIDA ASSESS assessments, per the goal of the Nevada Department of Education and the authorizing agency, SPCSA.

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

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of their home languages and cultures. SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potentials, and close the achievement gap while preparing them for success in the 21st century.

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As noted in other sections, SSAES has a high expectation for parent engagement and involvement and will also offer supportive services to families onsite and outside of school hours. Parents/guardians will be involved in working collaboratively with their child's teacher through participation in semester parent-teacher conferences, and by ensuring students engage in identified tutoring or extra instructional opportunities. - to create their personal educational plan at the beginning of each academic year and will receive a status update of that plan bi-weekly. - Parents will receive a status updates on their child's performance bi-weekly. Parent communication will take place in a variety of ways including, but not limited to: monthly newsletters, quarterly progress reports, quarterly report cards, ~~semester parent-teacher~~ conferences and special events and performances. Parents/guardians will all have the opportunity and requirement to volunteer at least one time each school year as an engagement activity. All written and oral communications and materials will be provided in both English and Spanish to ensure parent accessibility.

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

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SSAES will not operate as a distance education school; this section is not applicable.

(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Based on demographic enrollment data at elementary schools within a two-mile radius of the three proposed incubation sites, SSAES is projecting enrollment of 40% ELL students. Year one at full capacity with 180 students will be approximately 72 ELL students and at year four with all grades represented, at full capacity, will be 144 ELL students.

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Homeless/Migrant Services

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

Identification of homeless/migrant students is critical as a means to provide the necessary support to students. Using federal McKinney-Vento Homeless Assistance Act as a guide, SSAES will ensure that students qualified as homeless have access to the same, free and appropriate education and related services/supports as provided to other children. Students who are homeless or in transition, such as foster youth, refugees, or unaccompanied youth will be identified by school staff at registration and enrollment and supported through coordinated services provided by multiple agencies, including the city of Las Vegas. SSAES will use the Residency Questionnaire provided by the SPCSA to assess a student's housing security status to enroll accordingly and trigger supportive services. Staff will also be trained to actively listen for indicators that qualify as homeless even though the child and family may have a temporary living arrangement, for example the child living with a friend's family that does not have custody of the child, or the family residing with another family in an informal cohabitation arrangement. Teachers need to be watchful for indicators as well to identify students and families who may become homeless after registration.

Academic performance for this student group will be tracked and monitored the same as for other student groups to ensure that all students have access and opportunity for equitable outcomes. For homeless students, modification may need to be made to ensure that the student has the means to complete out-of-school activities and assignments in an equitable way. The school counselor will schedule standing check-ins with students in this student group to ensure that they have what they need to succeed and are coping and provide support or referrals when appropriate.

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

The city of Las Vegas has a robust homeless initiative that resides in the Department of Office of Community Services and has access to information, providers, and services. In the school's youth programming office, SSAES will have access to numerous supportive services providers and can provide bus passes, workforce assistance, clothing and shoes from the school's clothes closet, school supplies, etc. SSAES has commitments from great community partners that can support homeless youth as well, including: Big Brothers, Big Sisters of Southern Nevada; Children's Advocacy Alliance; DISCOVERY Children's Museum; Las Vegas-Clark County Library District; Opportunity 180; Targeted Creative Solutions; TRY Yoga; and UNLV Schools of Medicine, Nursing, and Dental. With the ability of the City to secure resources and all of our community partners, SSAES will have no problem securing required resources in the mandated timeframe for our homeless students.

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

SSAES will not operate as a distance education school; this section is not applicable.

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SCHOOL STRUCTURE: CULTURE

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

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of their home languages and cultures. SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potentials, and close the achievement gap while preparing them for success in the 21st century.

SSAES is a values-driven community of learners committed to the following core beliefs. Common community values are the driver of culture, allowing students, staff, and families to commit to shared ways of operating, hold common language for culture, and live out the commitments through implementation of our core beliefs.

• **SSAES Core Beliefs:**

- SSAES will strive for high academic standards and expectations for all students in an environment that stimulates learning.
- SSAES will promote students' self-esteem with positive reinforcement and build good character so each student can be successful.
- SSAES believes in programs that allow students to progress academically through appropriately leveled instruction.
- SSAES believes our parents/guardians and families should be equipped with information and resources in order to support their child's learning.
- SSAES respects diversity and individual differences in our students and staff.
- SSAES believes students should be provided with opportunities to learn a second language.
- SSAES uses technology to help our students, parents, and staff prepare for the future.

Finally, social-emotional learning and trauma informed pedagogy complete the picture of SSAES's culture. Students thrive holistically as people and as leaders when we equip them with the self-awareness, emotional intelligence, and interrelationship skills to do so. These practices build a

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community of learners, who share common Core Values or Character Traits.

- SSAES Core Values/Character Traits

- Courage
- Perseverance, Honesty
- Respect
- Gratitud
- Kindness
- Responsibility
- Cooperation
- Creativity
- Empathy

~~The culture of SSAES is centered on providing equitable academic opportunities for all children, especially those that reside in zip codes 89101, 89104, and 89106. Children in those zip codes attend schools where the combined, average proficiency rate is 40% in English language arts, 33% in mathematics and 15% in science. There is only one 4-star and one 5-star elementary school in all three zip codes combined. Families living in those zip codes realize higher unemployment and underemployment rates, contributing to increased housing, food, and health care insecurities. The opportunities that SSAES is providing includes high-quality, rigorous academic standards; continuous cycle of improvement including data analysis, goal setting, progress monitoring, reflection; extended school day/year; bilingual education, SEL curriculum, family engagement partnership, multigenerational educational opportunities where children go to school during the day and adults can participate in adult education, high school equivalency and adult ELL in the evenings—investments in the communities with the greatest need.~~

SSAES will be a place that is warm and welcoming with a focus on what is best for children, their families and the community. In order to create a warm and welcoming environment there must be trust. Honesty, integrity, transparency and respect build trust. Parents/guardians and students will feel the difference and see the character traits in daily practice. The parent/guardian partnership is key to the success of the school; parents will be communicated with in their native language, and parents will be included in personal educational plan development and informed with consistent data reporting. SSAES offers multigenerational educational opportunities where children go to school during the day and family members can participate in adult education, high school equivalency and adult ELL in the evenings. An exceptional school leader with a history of success with like student groups has been identified. Excellent teachers will be hired with the understanding and expectation that they are committed to the success of every child. Systems and structures will be in place to identify gaps and needs to trigger interventions and supports. All staff will be grounded in culturally responsive practices and teaching. SSAES will serve as a community school model that educates, supports, serves, and uplifts the community.

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

In pursuit of a culture of excellence that aligns with our vision, priority will be given to student and family recruitment, advertising the SSAES “Brand”, and galvanizing community partnerships. The foundations and structures for the school were built upon the comments, voices, and desires of the community.

The high achieving culture of SSAES is explicitly taught at the beginning of the year and supported throughout the school year through the implementation of our core beliefs, core values, mission, vision, and goals. Our culture will be evident in everything we do, from our daily routines to our school celebrations. We will consistently check-in with students, staff, and families to ensure school is a happy place for all, and take action to make necessary changes based on their input. If any of the staff members, families, or students struggle with implementation of school culture, corrective action steps including reteaching of the expectations will take place immediately. We will begin each year by explicitly teaching our core values, setting high expectations for behavior and academics, building community, and celebrating growth and accomplishments.

For staff members, it is important for them to take ownership of the school to allow their passion to spark the operations and build culture. Therefore, the SSAES staff members will be intimately involved in the decision making and preparation for the opening during this planning year. In the summer, before school begins, all staff members will engage in onboarding and professional development that will include revisiting the vision, mission, goals, core beliefs, and core values of the school to support implementation of the vision. Throughout the year, staff members will be reminded of the school culture, all visual displays will be tied to the school-wide structures, and goals, and celebrations and awards will be based on the same cultural elements. Staff orientation to the culture of the school and expectations will begin in the interview process, reiterated in the hiring offer and modeled throughout the school year. Staff will be empowered to work and be treated as the professionals that they are with the expectation that they reflect excellence and inclusion for all students.

For families, a notice of intent will be completed and a database will be created to facilitate communication in both English and Spanish on a regular basis. Families will engage in a Parent Advisory to weigh in on decisions about the school. It is critical to take the necessary steps to connect staff and families to each other and to the school throughout the initial pre-opening phase to create a community culture. Before school starts, families will have the opportunity to meet their teachers, tour the school and attend an orientation that explicitly teaches the school’s culture the week before school starts. Families will be invited and included in school events as well as expected to contribute to the school through volunteerism. Families will be kept informed of their child’s progress and school announcements throughout the school year, not just at the beginning of the school year. As mentioned previously, families will also have the opportunity to engage in adult multigenerational learning on the school campus in the evenings.

For students, the opening day will be a big event that celebrates the beginning of a new year, and welcomes the opportunities to come. Students will have the opportunity to meet their teachers, visit the school and attend an orientation that explicitly teaches school culture and expectations the week before school starts. From the first day of school forward, students will be able to see and live

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the journey that was explained to them during the orientation. Daily routines and structure are important for young children. Students will be welcomed into the school by staff and move directly into their morning activities that create a warm and welcoming start to the day.

Once the charter is approved, the work begins. Initially, the work will focus on seeking and hiring the best and most qualified staff that believe in and can execute the vision. Parallel to staffing will be more focused on community outreach to finalize partnerships and contracts for the work and continue, with more certainty, recruiting students and families. Planning will begin as soon as staff comes on board as the committee to form members and the city of Las Vegas have created a one dimensional, research-based plan; have taken into consideration comments and concerns voiced by the community; and have a solid foundation and structure for the school. It is imperative that staff is involved in the planning. Staff needs to take ownership of the school to allow their passion to spark the operations. As families complete a notice of intent, a database needs to be kept so that communication can be provided on a regular basis and they can weigh in on decisions about the school. It is critical to take the necessary steps to connect staff and families to each other and to the school throughout the initial preopening phase to create a community culture. That needs to take place before the first day of school.

The opening day will be a big event that celebrates the journey to that point and welcomes the opportunities to come. Students will have the opportunity to meet their teachers and see the school and attend an orientation the week before school starts. From the first day of school forward, they will be able to see and live the journey that was explained to them during the orientation. Routines and structure are important for young children and morning routines will begin the first day of school for that reason. Students will be welcomed into the school by staff and move directly into their morning advisory activities that create a warm and welcoming start to the day. Families will be invited and included in school events as well as expected to participate in the creation of personal educational plans for each child and contributing to the school through volunteerism. Families will be kept informed throughout the school year, not just at the beginning of the school year. As mentioned previously, families will also have the opportunity to engage in adult learning on the school campus in the evenings. Staff orientation to the culture of the school and expectations will begin in the interview process, reiterated in the hiring offer and modeled throughout the school year. Staff will be empowered to work and be treated as the professionals that they are with the expectation that they reflect excellence and inclusion for all students.

For students who enroll after the first day of school or staff that comes on board after the school year begins, SSAES students and staff will play a role in orienting them to the SSAES team. Staff will meet with new students and families to provide an orientation, answer questions, provide materials, and get to know them. Staff will also orient parents/guardians to the services and supports provided for them and the opportunities and expectations for engagement and volunteerism. A small group of older, veteran students will then take over and provide an orientation from a student perspective, answer questions, and give them a tour of the school. The same process will occur for new staff, but replacing students with staff in the above example. Welcome packets will include Student, Parent, and Staff Handbooks that will include a section on school culture and expectation, and will be given to anyone new to the campus upon their arrival.

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

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At the end of each school year, Data-driven decision making at SSAES includes culture data. studentsStudents, parents, and staff will be surveyed each trimester with similar strands of questions phrased appropriately for the target audience to gather feedback and to inform instruction, improve upcoming events, and build opportunities for all stakeholders to live out the envisioned culture. make decisions for the next school year. For example: School Support- (student question) I feel supported by the staff at Strong Start Academy Elementary School; (parent question) I feel that the school staff at SSAES supports my child; (staff question) I feel that the staff at SSAES is supported by administration supports students. The surveys will use a Likert scale for responses. Responses will be calculated and disaggregated by responding group and then compared against each responding group for the same question. The survey will include items that represent school culture and climate. This will give the Board, Executive Director and staff information to be mindful of, to make changes or address through communications.

It is the goal of SSAES that 100% of staff members, families, and students respond to the trimesterly culture surveys and that a minimum of 95% of those responding report feeling happy and supported at school - thus answering positively to the surveys.

The primary method to ensure that school culture is implemented effectively in each classroom is through classroom observations, professional development, and individual coaching of teachers. Staff will have ongoing staff-wide professional development opportunities on how to implement SSAES routines and core values, including the SEL curriculum that will support our efforts of building community.

Additionally, behavior and attendance reports will be pulled from Infinite Campus by whole-school, student sub-group, and at the student's individual level to ensure that culture and expectations are being consistently met. Data analysis may reveal gaps with some students missing more school or receiving more discipline. School leadership will work with the counselor, social worker, and designated teacher to ensure classroom practices are aligned with the school's culture.

The Office Clerk will be responsible for collecting, managing, and reporting attendance using Infinite Campus Attendance. The counselor and social worker will be responsible for monitoring attendance and managing the SSAES Attendance Policy. The SSAES Attendance Policy will be clearly communicated to families. Average daily attendance will meet or exceed 95% and chronic absenteeism will be 3% or less.

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The Office Manager will be responsible for managing and verifying the accuracy of discipline data in Infinite Campus. Data reports will be disaggregated by referring staff, by student, by offense, by location, and by resolution. Reports will be compiled monthly and provided to staff for review and discussion. Staff will address concerns, make recommendations for any needed changes, brainstorm remedies for findings and submit to the Executive Director to provide to the Board with the data reports. It is the goal of SSAES to maintain 100% compliance with expectations and routines as measured by the PBIS Tiered Fidelity Inventory (See Appendix). Further, we aspire to 0% of students disciplined using exclusionary consequences. Once a baseline for discipline is set

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after the first month of school, our goal is to reduce the number of negative behaviors in each category by at least 5% per month. ▲

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(4) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

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SSAES will implement tiered models of intervention and support through ~~Response to Intervention (RTI) and PBIS within and a Multi-Tiered System of Support (MTSS) model~~ for academic and social emotional interventions and supports. These tiered systems ~~are aligned with the personal educational plan approach as a tiered system~~ allows for and encourages more intensive supports and interventions for students ~~who need additional support beyond high quality Tier 1 instruction. The MTSS model also supports students with social-emotional needs in a tiered intervention system so that they can succeed academically, with the greatest needs and provides for acceleration for students that are at grade level and need additional opportunities to grow and excel. It is imperative that staff analyze, evaluate, and provide front loaded supports to students who have social and emotional needs the same as is done for students with academic needs.~~

SSAES will be serving students in communities that face multiple, complex challenges. Current educational programs operated by the city of Las Vegas acknowledge and support social emotional programming and proactive and preventive supports as well. Many of the youth that will be served are impacted by trauma, both cyclical and historical, ~~trauma~~ as well as situational but significant trauma. Research shows that schools that do not address social emotional learning needs are not successful, as processing content and focusing on academics are crippled by more compelling and compounded needs.⁷⁵ SSAES will have a counselor and a social worker on the staffing team as the benefit of both will support the tiered approach- a counselor to provide academic counseling and put in place preventive measures to address student and family needs such as individual and small group instruction on self-regulation behaviors, coping skills, support groups; and a social worker to professionally address the mental health needs of youth and provide more intensive and targeted supports.

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All teachers will use an SEL program. The SEL program, Sanford Harmony, was developed by researchers from National University and was used by 80 elementary schools in the Clark County School District (CCSD) for five years with great success. The program is evidence-based and aligned to the CASEL standards. The research study done by CASEL and their subsequent meta-analysis included 213 studies and more than 270,000 students, yielded statistically significant positive results.⁷⁶ ▲

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

To further promote a sense of community and put students in a work mindset, SSAES students will wear uniforms. "Back to School" is a huge marketing campaign for retailers: school supplies, technology, shoes, and clothes generate business and revenue for many retailers from July through August. For families in poverty, this time of year often generates stress and worry and for their children, concern. Too often, school-aged children who live in poverty are mocked and bullied by peers for their appearance and reprimanded by teachers for not bringing boxes of Kleenex and

⁷⁵ Botto, Giancarlo. (June 4, 2018). 21ST Century Skills. *The Future of Education Depends on Social Emotional Learning: Here's Why*. <https://www.edsurge.com>.

⁷⁶ Collaborative for Academic, Social, and Emotional Learning. (December 2020). Benefits of SEL. The research documenting the impact of SEL is compelling. <https://casel.org>.

school supplies. SSAES students will be provided with uniforms and school supplies to relieve that stress for families and children. Research supports uniforms for school-aged children for the other positive benefits. Uniforms reduce distractions, prioritize learning and can boost pride and create a sense of belonging.⁷⁷ A study in a large urban school district found that uniforms improved student attendance in secondary grades and generated large increases in teacher retention in elementary schools.⁷⁸ Uniforms will consist of a polo shirt and pants, shorts, or jumper. Colors of uniforms will be school colors, which will be decided by the school community. Students will be required to wear the school uniform daily.

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SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

When students show a deficit in reading, schools traditionally provide interventions and support to close the gap in reading and continue to teach reading to the student, often more intensively. When students behave inappropriately, schools traditionally punish the student, intending to change the behavior, often removing the student from school, eliminating teaching and learning. Students who do not want to be in school or do not perform well in school quickly figure out how to be "sent home" from school, rewarding them for the inappropriate behavior. The philosophy of SSAES staff is to treat behavior the same as any of the other content areas, teach the content, encourage progress/growth, reteach when there seems to be confusion, provide interventions and support when there is a content gap, and reward mastery. SSAES will utilize an MTSS framework as mentioned and within that framework will operate as a ~~PBIS~~ ~~PBIS~~ school. SSAES will utilize schoolwide Restorative Justice Practices as well. PBIS and Restorative Practices (RP) are both schoolwide models that intentionally seek to increase positive outcomes for student behavior. The multi-tiered structure for implementing practices and systemic use of data (PBIS) compliments the process for including youth, staff, and community voice (RP). Both PBIS and RP value youth and staff engagement in the process of increasing positive outcomes for behavior and focus on prevention. They support social emotional learning for students and are effective in efforts to reduce racially disproportionate discipline referrals by providing alternative responses to inappropriate behaviors. PBIS changes the focus from punishing and excluding behaviors staff are trying to eliminate to teaching and rewarding behaviors staff wants to increase. RP focuses on personal reflection, accountability, remedy, and healing for both students and adults. Both practices align with the ~~core~~ ~~Core~~ ~~beliefs~~ ~~Beliefs~~, programs, and initiatives that will be implemented at SSAES.

All teachers will teach the SEL curriculum to create a strong social and emotional knowledge foundation for all students. ~~Schoolwide~~ ~~School wide~~ classroom behavior expectations will be created by teachers and posted in every classroom to avoid any ambiguity in what is acceptable behavior in one classroom versus another classroom; there will be consistency. Teachers will spend time reviewing and explaining the classroom behavior expectations to ensure that all students are all working from the same understanding about what acceptable classroom behavior looks like. All teachers will utilize PBIS strategies in their classrooms and all staff will utilize PBIS strategies in common areas (ex. routines, silent signals, proximity, quiet corrections, take a break,

⁷⁷ Burtka, A. & Brunsma, D. *Are School Uniforms a Good Fit?*. ASCD Vol. 57. <http://www.ascd.org>.

⁷⁸ Gentile, E. & Imberman, S. (2012). *Dressed for Success: The Effect of School Uniforms on Student Achievement and Behavior*. Journal of Urban Economics, Vol. 71.

positive phrasing, stating behavior you want to see). Teachers will be encouraged to implement any or all of the 13 PBIS Strategies that Build a Welcoming Classroom to Promote Positive Behavior.⁷⁹

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When behaviors need to be addressed, staff will use PBIS strategies to address the behaviors. Minor Behavior Incidents will be handled and managed by staff, generally used for classroom rule or school rule violations. Major Behavior Incidents will be referred to the office and handled by office staff, severe in nature or habitual, generally impact staff or student safety or cause damage to property. When Major Behavior Incidents occur, staff will complete a Restorative Plan of Action and list supports that will be provided to the student to change behaviors. RP will be used to resolve the conflict, repair the harm, and restore positive relationships. RP strategies that will be utilized by office staff include: student reflection sheets, community-building circles, and tribunals. Positive student behavior is rewarded through a token system as a component of PBIS. Students earn tickets for positive or desired behaviors and the tickets can be exchanged for school supplies; school clothing; school logo items, opportunities such as special assembly attendance, lunch line pass, or “principal for the day”. Students will be instrumental in providing feedback and recommendations for exchange items to ensure that the items for “purchase” with the tickets are items that elementary school students truly desire. All student behavior, including PBIS and RP information, will be managed and stored in Infinite Campus.

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

Prior to being suspended, a student must be told what they are being accused of and given the opportunity to share his/her side of the story. The student must be put on a required parent conference to bring in the parent/guardian and share the findings with the parent. The parent has the right to share any additional information and following that only the ED can determine if suspension is the appropriate course of action. If suspension is recommended, it must be progressive and fit the infraction. A parent has the right to appeal the decision of the ED with the Governing Board-Board of Directors through the president of the Board. The Board retains the ultimate authority to make a final and binding decision. If the decision by the ED is a recommendation for expulsion, the student has the right to a due process hearing in front of the Board. At the hearing, the Board members will be provided with the discipline history and background information from the Behavior tab in Infinite Campus, prior to the hearing. The hearing will be a closed hearing and members of the public who are not invited by the school or the parent may not attend. The hearing will be noticed only as “Student Hearing- Closed Meeting.” At the hearing the ED will outline the incident, proof of a thorough and unbiased investigation and findings as well as the recommendation and the reasoning for the harsh recommendation. The student will then have the same opportunity to share his/her perspective, additional information, other factors or considerations, etc. The student will provide the Board with his/her own recommendation for resolution. The Board will allow the parent/guardian to share any information. The Board members may ask questions of either the ED or the student/parent. The ED will be allowed to make a closing statement then the student or parent may make a closing statement. Following the information, the Board can make a decision by consensus immediately at the conclusion of the hearing or may take up to three days to render a decision and notify the

⁷⁹ King, I. (November 15, 2017). *13 PBIS Strategies that Build a Welcoming Classroom to Promote Positive Behavior*. Kickboard. kickboardforschools.com.

parent/guardian by telephone of the final decision. The Board has the authority to make a final and binding decision.

(3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

Students who commit Major Behavior Incidents, habitual (more than 2 occurrences) or significant (safety concern or damage to property) will be provided with a Restorative Plan of Action as required under NRS 392.4644. The Restorative Plan of Action will include, without limitation: accountability for exhibited behavior, restoration or remedies related to the behavior, relief for the victim (if applicable), and a plan to change the behavior. The intent of the plan is to change behavior to eliminate more significant behavior resolutions. The plan is similar to a Behavior Intervention Plan.

(4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained, and that discipline data is reported to the SPCSA?

The school's discipline policy is a schoolwide policy and all staff /the school will implement it. Discipline will be handled by all staff, but the person closest to the occurrence, if the behavior is a Minor Behavior Incident, will handle the incident. All staff will be trained on PBIS and RP and involved in the SSAES Discipline Plan and Student Code of Conduct. The Code of Conduct will be enforced by teachers and other staff, using the PBIS and RP strategies, with a focus on reinforcing positive behavior and addressing negative behaviors. Minor Behavior Incidents will be handled by teachers and staff; Major Behavior Incidents will be handled by office staff, which includes the counselor, social worker, and Executive Director. Only the Executive Director has the authority to suspend or expel a student. The Executive Director is responsible for ensuring that discipline data is managed in Infinite Campus in the Behavior tab so that behavior data can be analyzed, tracked, used to inform behavior practices, and reported as required. Discipline data will not be stored or managed in a third-party software.

The Office Manager will be responsible for managing and verifying the accuracy of discipline data in Infinite Campus. Data reports will be disaggregated by referring staff, by student, by offense, by location, and by resolution. They will also include data break-down by the type of infraction. Reports will be compiled monthly and provided to staff for review and discussion. Staff will address concerns, make recommendations for any needed changes, brainstorm remedies for findings and submit to the Executive Director to provide to the Board and SPCA with the data reports. Further, the Leadership Team will complete the PBIS Tiered Fidelity Inventory each trimester, and report those results as part of the School Culture and Discipline Data Reports. This is accomplished by interviewing a random selection of students and staff members a set of questions regarding PBIS implementation.

(5) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained, and that discipline data is reported to the SPCSA?

The school's discipline policy is a ~~schoolwide~~school wide policy and all staff /the school will implement it. Discipline will be handled by all staff, but the person closest to the occurrence, if the

behavior is a Minor Behavior Incident, will handle the incident. All staff will be trained on PBIS and RP and involved in the SSAES Discipline Plan and Student Code of Conduct. The Code of Conduct will be enforced by teachers and other staff, using the PBIS and RP strategies, with a focus on reinforcing positive behavior and addressing negative behaviors. Minor Behavior Incidents will be handled by teachers and staff; Major Behavior Incidents will be handled by office staff, which includes the counselor, social worker, and Executive Director. Only the Executive Director has the authority to suspend or expel a student. The Executive Director is responsible for ensuring that discipline data is managed in Infinite Campus in the Behavior tab so that behavior data can be analyzed, tracked, used to inform behavior practices, and reported as required. Discipline data will not be stored or managed in a third-party software.

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(6) How will the school track discipline data and how will this data be used make needed changes for school culture?

What actions does the school plan to take in order to monitor for and prevent disparities in discipline practices between student groups? For CMO applicants, and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disparities in discipline practices between student groups.

The Office Manager will be responsible for managing and verifying the accuracy of discipline data in Infinite Campus. Data reports will be disaggregated by referring staff, by student, by offense, by location, and by resolution. They will also include data break-down by the type of infraction. Reports will be compiled monthly and provided to staff for review and discussion. Staff will address concerns, make recommendations for any needed changes, brainstorm remedies for findings and submit to the Executive Director to provide to the Board and SPCA with the data reports. Further, the Leadership Team will complete the PBIS Tiered Fidelity Inventory each trimester, and report those results as part of the School Culture and Discipline Data Reports. This is accomplished by interviewing a random selection of students and staff members a set of questions regarding PBIS implementation.

All data will be stored and managed in Infinite Campus to ensure complete data. The Office Manager will be responsible for managing and verifying the data accuracy in Infinite Campus. Data reports will be pulled by referring staff, by student, by offense, and by resolution and compiled monthly and provided to staff for review and discussion. Staff will address concerns, make recommendations for any needed changes, brainstorm remedies for findings and submit to the Executive Director to provide to the Board with the data reports.

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The Board will review and monitor discipline data and request a corrective action plan when they have concerns. Monthly data reports must be reviewed by the school leader (Executive Director) and the supervisor (Board) specifically for bullying incidents and student removal data, inclusive of event type, resolution, and student demographics with a requirement to address any concerns. This process, staff involvement, review, and oversight will ensure data disparities by staff member or by student group do not occur and if they do occur will be handled in a timely fashion to avoid a pattern or history or disparity. If the disparity is by a staff member or members, staff will be provided with additional training and support to address the disparity and time to improve. If the behavior continues, it will be handled through the evaluation process.

It is the goal of SSAES to maintain 100% compliance with expectations and routines as measured by the PBIS Tiered Fidelity Inventory. Further, we aspire to 0% of students disciplined using exclusionary consequences. Once a baseline for discipline is set after the first month of school, our goal is to reduce the number of negative behaviors in each category by at least 5% per month.

(7) Describe the school's proposed parent grievance policy.

The SSAES Board and school leadership are committed to building and maintaining strong partnerships with parent/guardians, one that is founded on collaboration, honesty, transparency, integrity and two-way communication. If a parent/guardian has a concern about a school policy or practice, academic grade, discipline decision, or any other school related decision or outcome, the parent/guardian is encouraged to contact the appropriate staff member at the school, following the appropriate chain of command. SSAES Board and leadership are committed to address concerns of families and seeking a resolution that benefits the academic development and progress of our students.

Informal complaints should begin with the staff member directly involved and closest to the concern. If that is not possible or comfortable, the complaint can go directly to the Executive Director. All concerns will be mediated at this level with an appropriate decision made. If the informal complaint is not resolved satisfactorily, a letter may be submitted to the Executive Director initiating a formal complaint. The letter should include, in detail, the event, policy or decision of concern; timeline of events; staff involved (if applicable); and desired resolution. Within one week of the formal complaint being filed, the Executive Director will conduct a thorough investigation and issue a written response detailing his/her findings and recommendations or resolution. If the parent/guardian is still not satisfied, he/she may appeal to the Governing Board.

Formal complaints submitted to the ~~Governing Board~~ Board of Directors will be reviewed by the ~~Governing Board~~ Board of Directors Chair and assigned to a designated Board member to schedule a meeting, during which the parent/guardian will have the opportunity to address his/her concerns. The designated Board member will issue a report of findings to the Board prior to the next regular Board Meeting. At that meeting, the Board will take action, as appropriate, based on the information and findings. The parent/guardian may attend the Board meeting and request to speak. If the parent/guardian wishes to speak, he/she will be limited to three (3) minutes. If additional time is requested, the Board may agree to allocate additional time to speak at the end of the meeting. The Board will make a decision as they feel appropriate. A parent/guardian may address the Board at any meeting without going through the informal and formal complaint process as outlined above, but the Board encourages constructive conversations with relevant parties prior to direct outreach to the Board. The Board has the power, authority and duty to take action as they see appropriate. If the parent/guardian believes that the Board did not adequately address their concern, the parent/guardian may present the concern to the School's authorizer, which may

investigate and respond. The Authorizer has the power and duty to take action as appropriate and holds the final and binding decision.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

~~The calendar includes 180 days of instruction as required, with the extended school year option reflected as well.~~ The calendar is aligned with the academic calendar of the Clark County School District to accommodate families with students at multiple schools in addition to SSAES. The calendar reflects a traditional arrangement comprised of four quarters, each approximately ten weeks in length. The extended school year option allows for students who need additional academic support to attend and limit the negative effects of summer learning loss. The annual academic schedule for SSAES is included as Attachment 3.

(2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Explain why the school’s daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The SSAES daily schedule is designed to include core content areas, extended blocks for Mathematics and English Language Arts, specials, and SEL. For grades K-2, there is extended, dedicated time for literacy to provide a strong foundation for phonics, decoding and word knowledge.

Student Day 8:30-3:30

Teacher Day 8:10-4:30
Prep 60 minutes per day
Lunch 30 minutes per day
Recess 30 minutes per day
PLC 60 minutes per day

SSAES Sample Student Schedule					
	M	T	W	TH	F
7:00-8:30	Safekey (Optional)	Safekey (Optional)	Safekey (Optional)	Safekey (Optional)	Safekey (Optional)
8:30 - 8:40	Morning	Morning	Morning	Morning	Morning

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	<u>Opening & SEL Lesson</u>	<u>Opening & SEL Lesson</u>	<u>Opening & SEL Lesson</u>	<u>Opening & SEL Lesson</u>	<u>Opening & SEL Lesson</u>
<u>8:40 - 11:00</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>
<u>11:00 - 12:00</u>	<u>Lunch and Recess</u>	<u>Lunch and Recess</u>	<u>Lunch and Recess</u>	<u>Lunch and Recess</u>	<u>Lunch and Recess</u>
<u>12:00 - 1:00</u>	<u>Specials: Music</u>	<u>Specials: Physical Ed</u>	<u>Specials: Library</u>	<u>Specials: Physical Ed</u>	<u>Specials: Music</u>
<u>1:00 - 3:30</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>	<u>English- Language Arts, Math</u> <u>Spanish- Language Arts, Science, Social Studies, Math</u>
<u>3:30 - 6:30</u>	<u>After School Program</u>	<u>After School Program</u>	<u>After School Program</u>	<u>After School Program</u>	<u>After School Program</u>

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SSAES Sample Schedule					
	M	T	W	TH	F
<u>7:00-8:30</u>	<u>Safekey (Optional)</u>	<u>Safekey (Optional)</u>	<u>Safekey (Optional)</u>	<u>Safekey (Optional)</u>	<u>Safekey (Optional)</u>
<u>8:30-8:50</u>	<u>Morning Advisory</u>	<u>Morning Advisory</u>	<u>Morning Advisory</u>	<u>Morning Advisory</u>	<u>Morning Advisory</u>
<u>8:55-10:25</u>	<u>Mathematics Block</u>	<u>Mathematics Block</u>	<u>Mathematics Block</u>	<u>Mathematics Block</u>	<u>Mathematics Block</u>

10:25-10:55	Break and Snack	Break and Snack	Break and Snack	Break and Snack	Break and Snack
10:55-11:35	Reading Foundations	Reading Foundations	Reading Foundations	Reading Foundations	Reading Foundations
11:40-12:40	Specials: Music	Specials: Physical Ed	SEL	Specials: Art	Specials: Physical Ed
12:40-1:40	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
1:40-3:10	English Lang. Arts Block	English Lang. Arts Block	English Lang. Arts Block	English Lang. Arts Block	English Lang. Arts Block
3:10-3:30	Afternoon Advisory	Afternoon Advisory	Afternoon Advisory	Afternoon Advisory	Afternoon Advisory
3:30-6:00	After School Program (Optional)	After School Program (Optional)	After School Program (Optional)	After School Program (Optional)	After School Program (Optional)

Daily Instructional Minutes

Mathematics ~~90~~
Reading ~~40~~
Specials ~~60~~
ELA ~~90~~

Weekly Instructional Minutes

Mathematics ~~540~~
Reading ~~200~~
Specials ~~300~~
ELA ~~540~~

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

Attendance is critical to academic success; if students are not in class, they cannot learn the content. The Office Clerk will be responsible for collecting, managing, and reporting attendance using Infinite Campus Attendance. The counselor and social worker will be responsible for monitoring attendance and managing the SSAES Attendance Policy. The SSAES Attendance Policy will be clearly communicated to families. Average daily attendance will meet or exceed 95% and chronic absenteeism will be 3% or less. Families will be notified of absences through daily attendance calls, written notices will be sent after three absences, and a conference will be scheduled after five absences. The counselor and social worker will work with teachers to remove barriers and ensure that any necessary supports are in place for students with a history of poor attendance or who are

approaching the parameters and label of “chronically absent”. Staff will be reminded of the importance of continuous efforts to build and strengthen relationships with families and students to increase their desire to attend school. If students feel welcomed and valued, they are more likely to attend. Attendance incentives will include school clothing and school supplies, early release to lunch passes, educational materials and special events.

Section 4: Operations Plan



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(4) Operations Plan

BOARD GOVERNANCE

(1) Describe the primary roles of the ~~governing board~~ Board of Directors and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

SSAES is the product of collaboration among a group of talented, experienced, and passionate professionals. SSAES has an extensive list of community collaborators, partners, and supporters, however, our core founding group is made up of experts who have shaped the design process and/or advised the team on legal, financial, specialized programming, and organizational matters. Our founding group members are current or former educators, school leaders, and/or experts in dual language immersion, special education, finance, law, human resources, parent and community engagement, and diversity, equity, and inclusion. These founding members are committed to providing all children with equitable access to high-quality educational opportunities. SSAES will be governed by a Board of Directors (herein referred to as the “Board” interchangeably) that will maintain effective and active governance of the school. The collective education, leadership, experience and expertise of the Board provides an excellent foundation for the success of the school.

The Board understands its responsibility for accountability through its oversight of the academic, financial, and organizational functions of SSAES. The SSAES Board is prepared to set policy and clear standards for success with specific performance outcomes for achievement and to ensure that the school accomplishes its mission, vision, and goals while safeguarding the school from things that are illegal and unethical. The Board has fiscal oversight responsibility and long-term decision making obligations. The SSAES Board is set and positioned to create policy, review financial information, make key budgetary decisions, hire and evaluate the Executive Director, and set short and long-term educational goals. They stand ready to evaluate the progress of the school (and the Executive Director). The Board will conduct meetings in accordance with its own bylaws and all authorizer, state, local, and federal regulations, and will meet regularly to fulfill its duties listed above. All Board meetings will be open to the public, per regulation.

Operational Oversight and Fiduciary Control- SSAES Board of Directors will exercise their oversight and fiduciary responsibilities to ensure effective and efficient operations of the school. The Board will conduct formal annual reviews of the SSAES school leadership using an evaluation tool and metric determined and agreed upon at the first Board Meeting of each school year.

The Board will conduct annual self-evaluations to assess strengths and weaknesses and increase Board member accountability and commitment. The Board will conduct formal annual reviews of its bylaws and policies. The Board will select an external auditor to perform an independent examination of financial statements and internal controls annually, to ensure that SSAES meets or exceeds all professional accounting standards. Annual budgets will be approved by the Board and they will ensure effective allocation of financial resources aligned with the mission.

The SSAES Board of Directors believes that mission and vision statements should guide the ~~day to~~ day-to-day operation of the organization and should drive every decision made. The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we

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prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world by engaging in dual language education that supports and embraces the development of their home languages and cultures. Developing systems that ensure the school's mission is fulfilled during the school's growth will be one of SSAES' priorities, to ensure continuity between the organizing Board's vision and that of future governing Boards. Given the stated purpose, duties, and structure of the Board, the relationship of the Board to the school will be primarily through the school's Executive Director. The Board will direct the Executive Director with singular authority, voting on all resolutions, decisions, and/or directives. All votes will require a quorum of Board members by law. No individual Board member will hold authority over the Executive Director, school management team, or any school staff outside of Board meetings where a quorum is present. The Board will have authority over ensuring the goals of the school are established and reached; however, the daily operations and how each goal is met fall under the authority of the Executive Director. All Board policies outlining this separation of duties will be developed, voted on, and implemented by the Board of Directors. Board's proposed Bylaws, Code of Ethics, and Conflict of Interest policies are included as **Attachment 6**.

A key priority of the Board will be to evaluate the success of the school and the Executive Director for the purposes of ensuring student achievement and success. The Board will use a research based leader evaluation tool using the framework from the District of Columbia Public Schools to assess the success of the school and the Executive Director on an ongoing and annual basis. The structure of this tool will delineate the guiding principles for developing an effective school leader and assist the Board in supporting and evaluating the most important leadership role at SSAES. These principles include student achievement-focus, clarifying expectations, transparency, and consistency to ensure school leaders are focused on talent, student outcome goals, school culture, operations, instruction, and personal leadership.⁸⁰ SSAES is committed to serving the community by supporting all students in reaching their full academic and leadership potential in a nurturing learning environment. SSAES' Board is keenly aware that the coaching, support, and regular feedback and evaluation of the Executive Director is essential to ensuring the student's success.

The State of Nevada regulation for the Board of Directors requires a minimum of five Board members, and outlines specific experience and skills sets required for membership. SSAES Board of Directors will operate with a minimum of five Board members at all times, up to a maximum of nine members, depending on school and community need, with the intent of maintaining an odd number of members for voting purposes. NRS 388A regulation requires one Board member be a parent of a student; one who is not a teacher or employee of the proposed charter school. SSAES Board of Directors will ensure that a minimum of one parent that satisfies this regulation be part of the Board; however it is the intent of the Board that parent voice be an instrumental tool for evaluation and development of the school's policies and practices. Allocating Board seats for parents that represent the diverse student population served at SSAES will be top priority for the Board of Directors beginning in the developmental stage of the school. The determination of the need to add Board members will be based on an annual evaluation of needs of the Board, taking into account the minimum skill set requirements, to ensure Board compliance with state law. The Board will operate in accordance with its approved Bylaws, Code of Ethics, and Confidentiality policies. The Board will elect the following officers: Chair, Vice Chair, Secretary, and Treasurer; each will be elected annually and operate in accordance with the approved Bylaws. The addition and subsequent selection of additional Board members is under the authority of the full board.

⁸⁰ District of Columbia Public Schools. (2020). IMPACT 2020-2021 for School Leaders. Retrieved from [IMPACT2020 PrincipalBook Updated10-30-2020 v2.pdf \(dc.gov\)](https://www.dcpschools.org/impact2020-2021/PrincipalBookUpdated10-30-2020_v2.pdf).

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this ~~governing board~~ **Board of Directors** serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4).

A sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;
- (b) A potential lessor of a facility that the proposed charter school may lease;
- (c) A representative of an educational management organization with which the proposed charter school may contract;
- (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or
- (e) Two or more persons who are related by blood or marriage to each other.

The SSAES Board of Directors meets the above requirements in addition to the current NRS 388A.240 statute for membership of committee to form a charter school. All seven members of the SSAES Board of Directors agree to the membership term of two years in accordance with the city of Las Vegas (CLV) Strong Start Academy Elementary School bylaws.

COMMITTEE TO FORM ROSTER		
Name	NRS 388A.240	Position
Linda Verbon	Retired Teacher in Nevada	Board Member
Nancy Brune	Finance and Accounting	Board Member
Dr. Sylvia Lazos	Lawyer, Professor of Law	Board Member
Dr. Alain Bengochea	Education	Board Member
Nicole Thompson	Licensed Teacher in Nevada	Board Member
Lorna James-Cervantes	Licensed Administrator in Nevada	Advisory Member; Proposed Executive Director
Dr. Joe Morgan	Education	Advisory Member
Dr. Tara Raines	Education, Clinician - Medical	Advisory Member

Linda Verbon is a retired licensed teacher in Nevada with over 40 years of educational experience working with elementary school children in the Las Vegas area. She has extensive experience in instruction, professional development, and curriculum design.

Nancy Brune, Ph.d. is the founding Executive Director of the Guinn Center, Nevada's only statewide, nonpartisan research center/policy lab, located at the University of Nevada, Reno. A regular columnist with *The Nevada Independent*, she is the author of over 90 peer-reviewed journal articles, reports, essays, blogs, and op-ed pieces. Her policy analysis has been used to inform policy discussions and the design and support for various legislative proposals in Nevada. She has extensive expertise in educational policy, law, grant writing and administration, and finance/accounting.

Sylvia Lazos, J.d. is the Justice Myron Leavitt Professor at William S. Boyd School of Law, University of Nevada Las Vegas, where she has served since 2002. Professor Lazos is an active community leader in education reform. She has served on committees convened by four Superintendents of Clark County School District to examine discipline disproportionality, student achievement gaps by race, English Language Learners, cultural competency of teachers, and achievement gaps. Professor Lazos is a key policy expert in promoting equity for all students in Nevada and enjoys the reputation of being an authentic leader for the Latinx families, immigrant communities, and vulnerable children. Areas of specialty are Constitutional Law, Education Reform, and Legislative Process, and her research focuses on civil rights, education, and the importance of diversity in the judiciary.

Alain Bengochea, Ph.d. is an Assistant Professor of English language learning in the Department of Early Childhood, Multilingual, and Special Education at the University of Nevada, Las Vegas. He was a former Spanish-English bilingual classroom teacher in Bronx, NY, and a postdoctoral researcher of early childhood bilingualism and biliteracy at The Ohio State University. He has been involved in local and state-level projects that investigate how perspectives and ideologies as well as school language and literacy practices influence the learning events for emergent bilinguals. He has expertise in bilingualism, dual language immersion, high-quality early childhood education, curriculum development, and assessment.

Nicole Thompson is a licensed teacher in Nevada. Nicole Thompson received a Master of Education in Leadership & Administration from Nova Southeastern University (2008), an Educational Specialist degree in TESL from Nova Southeastern University (2011), and a Master of Education in Reading with a Specialization in National Board Certified Teacher Leadership (2014). She has taught High Quality Instruction (HQI) in CCSD for the past 14 years. She has experience in instruction, professional development, curriculum, and Board development.

Lorna James-Cervantes is a licensed teacher and administrator and has worked at Clark County School District for the past 30 years. She has served as a teacher, Literacy Specialist, Assistant Principal, Principal, and Assistant Chief Student Achievement Officer. She is currently a School Associate Superintendent in Region 2 of the Clark County School District. All 30 years of her service have been at at-risk, inner city schools that served high populations of English Language Learners. She has extensive experience in proved student achievement, instructional leadership, professional development, parent and family engagement, and curriculum development.

Joe Morgan, Ph.d is an Associate Professor of Special Education and Department Chair for the Department of Early Childhood, Multilingual, and Special Education. His research focuses on three main areas: (1) supporting the social-emotional development and subsequent post-secondary outcomes of culturally and linguistically diverse students with Emotional and Behavioral Disorders (EBD), (2) developing tiered intervention systems to support the needs of culturally and linguistically diverse students attending high-needs schools, and (3) teacher education, both for traditional and alternative pathways licensure programs, and ongoing professional development across the career continuum for in-service special education teachers. He has extensive experience in teacher and leader evaluations, instructional development, and student data analysis and design.

Tara Raines, Ph.d is a Clinical Assistant Professor in the Psychology department at UNLV. As a researcher Dr. Raines worked for 6 years on an Institute of Education Sciences grant focusing on establishing the validity and utility of universal screening for behavioral and emotional risk within the Los Angeles Unified School District and multiple school districts in Georgia. She

investigates early identification of behavioral and emotional disorders, subsequent interventions and outcomes across different groups. Specifically, as early identification of risk relates to the carceral continuum or school-based pathways to incarceration.

(3) Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see **Attachment 5** for a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary.

(4) If the full founding board has not yet been identified, explain how and when the additional board members will be identified.

The full committee to form has been identified with the majority of members committed to serving on the official Board of Directors. The licensed administrator membership seat will be replaced with an alternate licensed teacher/administrator when/if Lorna James-Cervantes is recommended and awarded the Executive Director position. In addition to the licensed administrator, the additional seat that will be filled after the authorization of the charter school is the parent or legal guardian of a student at the CLV SSAES who is not a teacher or employee of the proposed charter school. This key Board position will be identified after the school recruitment, lottery, and enrollment process. If the parent does not enroll or withdraws their student during the school year, the seat will be vacated and will be replaced by a new parent or legal guardian who meets the compliance criteria.

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

The Board of Directors for CLV Strong Start Academy Elementary School considers integrity, honesty, and ethical behavior as critical for the successful operation of the school. The proposed Bylaws, Code of Ethics, and Conflict of Interest policy were developed to include all regulations, laws, rules, and ethical standards of which the Board is expected to abide by. The Board of Directors has adopted the proposed Bylaws and agrees to uphold them before, during, and after the authorization of the school. Article III states that a conflict of interest is identified as a transaction by a Board member or any Director that is barred under the Board's conflict of interest policy and is subject to the Board's general standard of care, even if the transaction is approved or authorized in good faith and without justified favoritism. If an actual or perceived conflict should arise, the Board member(s) or Director(s) shall publicly recuse themselves from issues that may create a conflict of interest, as outlined in **Attachment 6**.

(6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.

The existing Board of Directors has no actual or perceived conflicts for the purposes of this application. The conflict of interest policy will govern the ongoing process of Board member recruitment to ensure that all members of the Board will be regularly trained on and will adhere to the Bylaws, Code of Ethics, and Conflict of Interest policies. These policies serve to protect SSAES when considering entering into a transaction that may benefit the individual interests of a Board

member or Director of SSAES. The Conflict of Interest Policy sets forth the requirement that all potential and actual conflicts be disclosed and the affected Board members recuse themselves from any action or discussion. In addition, no member of the Board of Directors may enter into an employment contract or be compensated in any capacity in conjunction with the functions of the school. The Conflict of Interest Policy is intended to supplement any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

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

All members of the Board of Directors are required to complete Board Member Orientation and additional ongoing board development training annually to create diverse and relevant industry opportunities for learning and growth. The Board will develop and maintain a Governance and Development committee to assess Board member participation, training, and development. The Board may choose to move forward with recommending the removal of Board members as outlined in the proposed bylaws. In compliance with NRS 388A, the Board will continuously evaluate the capacities with which the members serve and recruit Board members with the required abilities. In addition to the current Board member structure in compliance with NRS 388A, the Board has the opportunity to expand to add members who represent relevant community needs impacting any or all student populations.

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

Board Member orientation and onboarding trainings are key to ensuring that each participating member of the Board is prepared for their role and responsibility in providing oversight for the school. SSAES understands the importance of creating a strategic onboarding process that will educate new members on the mission, vision, history, and results of the school and the Board, while sharing the norms, policies, and practices of the Board. Below is a table that outlines Board member orientation topics and included training items to take place over a two-day whole group work session for the founding Board members prior to electing Board officials in August 2021. As new members are added to the Board, they will receive an individual Board member orientation from the Governance and Development Committee immediately following the individual's vote onto the Board, and prior to attending their first board meeting. This is a critical step in order to be successful in creating a highly effective Board. In addition to ongoing Board member training, governing Board-Board of Directors members will participate in annual ongoing Board professional development (a minimum of 12 hours) to include, but not limited to, orientation topics, relevant community and student relations issues, industry practices, and public policy opportunities to expand their knowledge.

Strong Start Academy Elementary School Board Member Orientation		
	Orientation topic	Trainings to include
1.	Introduction to public charter school governance	Relationship between Board of Directors and public school system; nonprofit structure Strong Start Academy Elementary School.
2.	Review public charter school application	Reevaluate charter school goals; clientele served; community needs; how the charter school fits into the southern Nevada public education system; and

		the unique characteristics of our student population and school model.
3.	Legal obligations of Board of Directors	Fiduciary duties; Duty of Care responsibilities; Duty of oversight; Duty of Loyalty; Directors and Officers insurance coverage.
4.	Ethical duties of Board of Directors	Bylaws, Code of Ethics policy, and Conflict of Interest policy.
5.	Governance of Board of Directors	Theory and practice of shared governance; collaborative practices for effective functioning of the Board; resolving differences and conflict.
6.	Conduct of Board of Directors meetings	Open meeting law training; Robert's Rules of Order training; responsibilities of Board leadership roles; applicability of public records requests.
7.	Budgets and finance	Funding allocation from the state; additional funding mechanisms (City of Las Vegas, private fundraising, etc.); operational costs; audit responsibility.
8.	Public data	Public data requests; transparency in student achievement data; website updates; data reporting required by state and local authorities; data desired by community and parent stakeholders.
9.	Staff relations	Applicable state laws; school organizational structure; human resources; communication protocols; onboarding training and professional development opportunities.
10.	Student and community relations	Student lottery and selection process; anti-bullying and anti-discrimination laws; restorative justice as the policy of the state; state mandates on school curriculum; school climate activities; assessments and student achievement; opportunity gaps; family involvement and school organizational teams; sports; transportation.

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

The Board of Directors will provide direct support and guidance to the Executive Director and School Leadership team for the execution of the school's mission, vision, and annual performance goals. The Board will oversee the management and implementation of all academic, operational, and financial policies and procedures including, but not limited to, budgeting, payroll, purchasing, academic achievement, facility management, and human resources. The Board will ensure effective short and long term goals are developed for the school with regular benchmarks outlined for measurement, evaluation, and realignment. The Board is the governing body responsible for oversight of the school's goals and objectives, fiscal administration, and resource management.

The Executive Director will be responsible for the day-to-day operations of SSAES including, but not limited to, academic support of staff, operational planning and management, curriculum and instruction oversight, and Board relations. The Executive Director will be the staff representative to provide regular reports to the Board on a monthly basis. The Executive Director will provide the Board with monthly position reports on the academic, operational, and financial status of the school's students, staff, and facility. Academic reports will include student achievement progress through assessment and instructional data, attendance, and metrics on discipline-specific data. Operational reports will include facilities and maintenance status updates of the school, the costs associated with financing SSAES, and the ongoing general upkeep of the school. Fiscal reports to the Board will include financial and cash flow projections, budget versus actual reports, income and expense statements, and fiscal balance sheets for the school. The Board reserves the right to request any additional academic, operational, and/or financial data within a specified timeframe prior to the next consecutive Board meeting. Similarly, the Executive Director may subsequently bring forth additional data reports and/or requests to the Board for review and oversight within a reasonable time frame and with proper notice prior to the subsequent Board meeting.

(10) Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

SSAES will adhere to the committees set forth in the approved bylaws, including the power to create ad-hoc committees, if necessary, to form any advisory bodies or councils as the need for these committees arise. The Board will approve all advisory committees in addition to setting the scope of work and responsibilities of each group. The Board will create these committees by resolution adopted by a majority of the board and dependent on the needs of the school. Each committee will consist of at least one Board member, and will exercise such authority in the oversight of the school as provided in the resolution or in the bylaws. No committee will have the power to contract or have budget making authority. Each board committee or advisory board will provide monthly reports to the full Board of Directors to ensure the appropriate goals, authorities, and outcomes are being met. Equally as important, it is essential to ensure there is representation of parent, student, and staff voice within this structure, so the Board is well-informed in their decision-making.

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

Every board meeting of SSAES will be open to the public. There will be monthly meetings scheduled for the Board of Directors where time will be set aside at the beginning of each meeting for input by the community of the school. Members of the public and the community will have the opportunity to address any ~~governing board~~ Board of Directors policy, administrative procedure or practice of the school at that time. It should be noted that SSAES ~~governing Board~~ Board of Directors will not be discussing any employee evaluations, a specific student issue, or other similar issues that are allowed for executive sessions of the Board.

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

Oversight and evaluation of the Board is critical to the success of the school. SSAES Board of Directors will maintain a Governance Committee to provide the support and management of the goals and outcomes set forth by the Board as the governing body of the school. All Board members are expected to maintain full participation and attendance in Board and committee meetings to remain in good standing. All Board members are also expected to conduct themselves in full compliance with all duties of compliance, care, and loyalty, reveal any real or perceived conflicts of interest, and recuse themselves from discussion and vote in the case of such a conflict. The Governance committee may recommend the removal of Board members as outlined in the approved bylaws, and would require a majority vote by the full Board of Directors or by a positive finding of unethical/illegal conduct by a Board member. The goals established by the Board are listed below to ensure accountability and transparency.

Goal	Purpose	Outcome Measure
Maintain proper Board composition and ensure that the Board governs effectively.	Duty of Compliance, Duty of Care, and Duty of Oversight	Evaluate Board bylaws, committees, policies, and Board member composition annually to ensure compliance with NRS statute and that the Board is representative of the diverse student population served at the school. Perform annual evaluation of Executive Director to ensure academic, organizational, and financial goals of the school are met. Board governance committee to issue self-evaluation tool to Board members to assess strengths and weaknesses of Board.
Improve and maintain public trust	Duty of Care, Duty of Oversight	Adopt a sustainable budget that prioritizes the academic, operational, and financial health of the school. Provide regular reports on academic progress and operational and fiscal status updates to create transparency in reporting outcomes. Support Executive Director through strategic planning, collaboration, and effective communication.
Increase academic growth and success of students	Duty of Care, Duty of Oversight	Increase in percentage of students' proficiency in literacy and math. Increase in percentage of dual language learner students' proficiency in literacy and math.

Ensure positive, safe, and inclusive learning environments	Duty of Care, Duty of Oversight	<p>Increase the percent of students attending school regularly. Reduce incidences of exclusionary discipline.</p> <p>Ensure emergency preparedness.</p> <p>Take steps toward becoming an anti-racist school and address and dismantle systemic racism in our school systems.</p>
Maintain fiscal responsibility	Duty of Compliance, Duty of Care, and Duty of Oversight	<p>Deliver annual external audit reports to indicate excellence in accounting standards.</p> <p>Develop annual budget and regular analysis of revenues and expenses to demonstrate proper allocation of financial resources.</p>

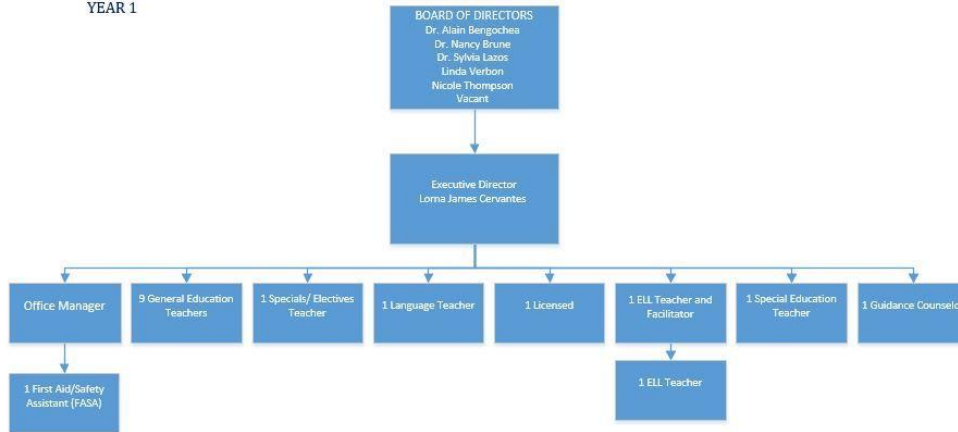
LEADERSHIP TEAM

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

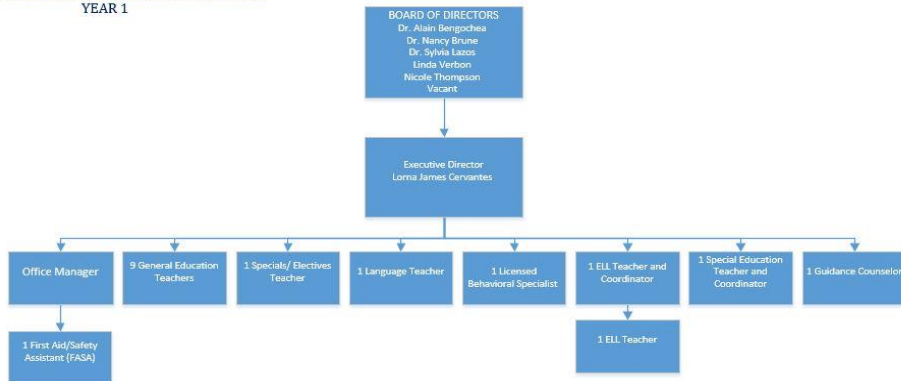
- (a) Organizational charts for year one and one for when the school is at full capacity**
- (b) Job descriptions for each leadership role (provide as Attachment 7)**
- (c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2022-23 school year.**
- (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)**

Year 1 (2022-23 School Year)

**STRONG START ACADEMY ELEMENTARY SCHOOL
YEAR 1**

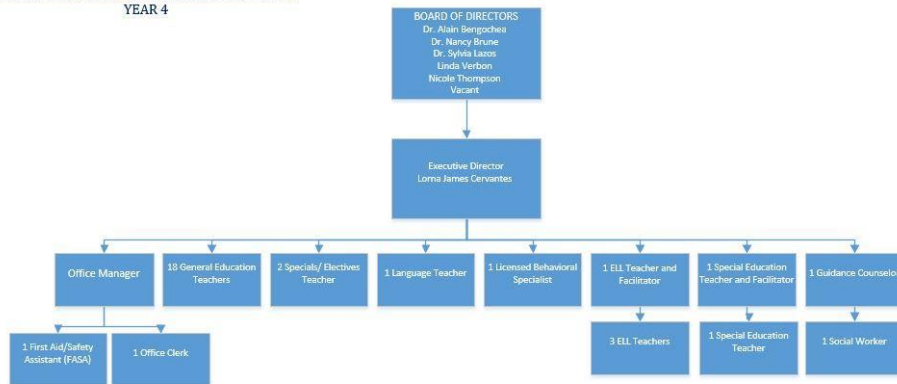


**STRONG START ACADEMY ELEMENTARY SCHOOL
YEAR 1**

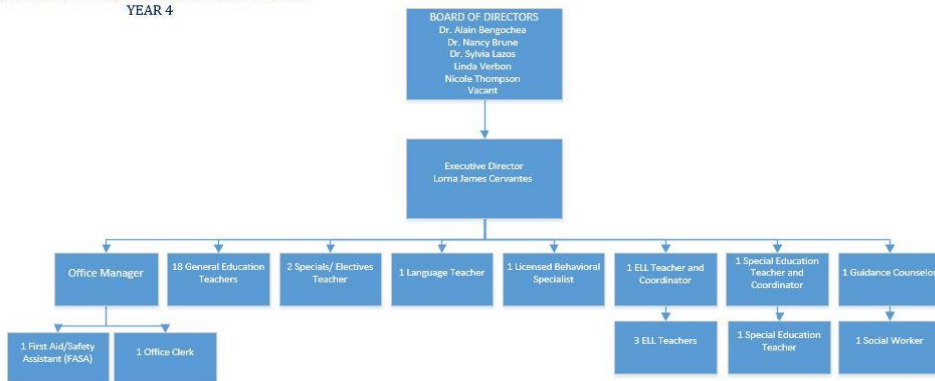


Year 4 (2025-26 School Year)

STRONG START ACADEMY ELEMENTARY SCHOOL YEAR 4



STRONG START ACADEMY ELEMENTARY SCHOOL YEAR 4



Job Descriptions for each leadership role – Please see **Attachment 7**.

Resumes of all proposed current leadership – Please see **Attachment 8**.

Previous student achievement data for the individual primarily responsible for academic programming – Please see **Attachment 9**.

(2) Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (a) School leadership, operations, and governance;**
- (b) Curriculum, instruction, and assessment;**
- (c) At-risk students and students with special needs;**
- (d) Performance management; and**
- (e) Parent and community engagement.**

Lorna James-Cervantes has spent the last 30 years as an educator in the Clark County School District. She has served as a teacher, Literacy Specialist, Assistant Principal, Principal, and Assistant Chief Student Achievement Officer. She is currently a School Associate Superintendent in Region 2 of the Clark County School District. All 30 years of her public service in education have been at at-risk, inner city schools that served high populations of English language learners.

In 1991, Lorna James-Cervantes began working for the Clark County School District at Lois Craig Elementary as a second-grade teacher. She also taught adult ESL classes in the evenings for five of those years. Lorna graduated from the University of Colorado, Boulder, in 1989 with a Bachelor’s Degree in Psychology and an Elementary Teaching Certificate. She then returned to The University of Colorado to graduate with a Master’s Degree in Elementary Curriculum and Instruction in 1991. She later went on to earn an Education Specialist Degree from Nova Southeastern University in 2000. Lorna holds an Elementary Teaching License and holds endorsements as a literacy specialist, a teacher of English as a Second Language, a Bilingual Teacher, and a School Administrator. She has taught university classes for teachers seeking TESL/ELAD endorsement.

As a Principal, Lorna James-Cervantes was recognized for creating a culture of achievement, leadership and closing the achievement gap among groups of students, which resulted in her school earning multiple academic awards for consistently making above average or exceptional growth in all subgroups. Based on this record, she was invited to speak about building a culture of achievement, distributing leadership, and raising achievement with English Language Learner (ELL) students at national, regional, and local conferences. In April 2013, her school was a Highlighted School, and she was a speaker at the Nevada Department of Education Mega Conference. She completed all of the coursework for National Board Certification for Principals in 2014. Under her leadership, schools have made significant academic gains, with some of the most at-risk schools in the state earning 4-star or 5-star ratings. All schools on Zoom Corrective Action Plans made significant gains in English language development and World-Class Instructional Design and Assessment (WIDA) exit rates. Lorna James-Cervantes received a Gubernatorial Appointment to the English Mastery Council in 2015 and has since served as a Nevada English Mastery Council member. She also served as the Chair of the English Proficiency and Academic Growth Committee that focused on raising student achievement for those in the lowest 25th percentile, and she is currently the Chair of the English Master Council. Lorna James-Cervantes was a member of the English Learner Every Student Succeeds Act Workgroup and Aspen Institute Pre-K Coherence Fellowship for the State Department of Education. She was also a member of the Clark County School District English Language Learner Master Plan Leadership Committee for the Clark County

School District. Lorna James-Cervantes is an active member of the Las Vegas community, where she has been a Board Member and Executive Board member of the Hispanic Educators Association of Nevada since 1989. She is also a participant in Nevada Association of Latino Administrators and NVTESL, a professional learning community for teachers with an endorsement in teaching English as a second language.

Lorna James-Cervantes has a proven tenure in parental involvement and family engagement. While a principal, she consistently achieved 98% satisfaction ratings among parents and families on annual the Harris Interactive Survey that measured effective communication and accessible opportunities for student and families. She also consistently developed and implemented diverse learning experiences, which were offered to her school community and families, including diverse performing arts opportunities, special assemblies, and parent nights. While a School Associate Superintendent, Lorna James-Cervantes fostered parent relationships through creation of Zoom Family Nights, identification of Parent Ambassadors for 100% of schools, and engaged 3,981 parents in FACES University of Family Learning Courses to create valuable opportunities for families to connect with their child's educational experience. Finally, Lorna James-Cervantes has worked with the SSAES Board to bring together long-awaited community conversations about creating more equitable and diverse educational opportunities for our Las Vegas community.

(3) Explain how the school leader will be supported, developed, and evaluated. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10). Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

To uphold SSAES's core values around diversity, equity, inclusion, our recruiting and hiring process will include anti-bias practices and prioritize the core competencies and mindsets that are absolutely essential to the role. As the public face for SSAES, the Executive Director will be expected to model outstanding integrity, professionalism, and ethics. They must embody the core belief that all children are capable of achieving at high levels and they must actively work daily to build the school into a caring, supportive and effective learning community. The Executive Director must ensure that each action, without exception, meets the highest legal and ethical standards. They must do everything in their power to protect children from harm or abuse. They must also treat parents, teachers, the Board, and other community members as valued partners, showing respect, humility and integrity in all of their interactions. As a school that prioritizes bilingual education and support for dual language learners, the school leader of SSAES must be fluent and have demonstrated experience in understanding and implementing specific strategies for language acquisition and learning strategies targeted to ensure the high quality bilingual education of all students, however, specifically for our dual language learner student population. Please see **Attachment 10** for a complete set of school leader core competencies.

The school leader will be supported and coached through direction from the Board of Directors. The Executive Director will be evaluated at least once annually on performance metrics and student outcomes. The evaluation process will allow the Executive Director the opportunity to set personal and professional goals in alignment with the school's priorities prior to the beginning of the school year. SSAES will use the District of Columbia Public School system's tool, IMPACT, as the guiding influence for effective school leader evaluation. This evaluation tool focuses on student achievement, instructional leadership, organizational leadership, and professional and ethical behavior. The evaluation's purpose is to measure the school leaders' effectiveness and inform him/her of successes, opportunities for growth, improvement, and professional development

through clarifying expectations and providing frequent and meaningful feedback⁸¹. The Executive Director will submit an annual strategic plan to the Board with student learning, staff coaching and evaluation, and organizational health goals. Once approved, this planning document will drive future coaching and evaluation support for the Executive Director to ensure success of the school. The Executive Director will be provided with access to professional development opportunities that focus on academic, operational, financial, and personal growth opportunities to strengthen current school standards and practices while allowing the exploration and development of new teaching and learning practices based on industry standards. SSAES will continue working closely with the Executive Director on their performance and growth on the approved strategic plan at regular intervals throughout the school year. SSAES Board may also seek outside professional development resources for leadership development and evaluation in accordance with their bylaws, should the need to solicit for an RFP arise, to remain in compliance with state law. SSAES is committed to providing the highest caliber of support and assessment of the school, the staff, and the Executive Director.

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

The teachers and support staff at SSAES are expected to embody the core values of the school, integrity and accountability for our learning, social responsibility and respect for our school community, embracing diversity, equity, and inclusion, and recognizing the importance of civic engagement. All staff must also be whole-heartedly committed to educational excellence and success of all children at SSAES both inside and outside of the classroom. The Executive Director of SSAES, with the support of the Board ~~and Human Resources firm~~, will be responsible for the hiring, development, and retention of all staff positions within the school. The Executive Director is the primary instructional leader of the school and will use student assessment data to drive key decisions in reference to recruitment and hiring of all staff positions. Upon approval of the charter, the Board will conduct a search to contract with a Human Resources firm to assist with the ~~recruitment and selection process~~ hiring and onboarding of Executive Director to ensure SSAES meets and abides by labor codes and requirements. Prior to the position searches, the Board and Executive Director will assess the school's needs, cast a wide net for candidates, allocate sufficient time for the search, and review applicants' submissions without knowledge of candidates' names to ensure equity. The Executive Director will provide direct guidance on all job descriptions, recruitment postings, assessing applications for potential candidates, and final selection of candidates for each staff role, making every effort to select an individual whose vision and skills match the school's mission.

The Executive Director will work closely with contracted professional development vendors, DLeNM and TNTP, to develop and implement a comprehensive professional development plan for staff based on areas of need and best practices. Professional development will take place each summer and ~~at least once per quarter throughout the school year during the school year~~ when children are engaged in activities outside the core curriculum. Training content will focus on pedagogic knowledge and skills required to successfully implement the school's design; this will include the school's mission and its focus on preparation for grade level achievement, the school's curriculum and assessment strategies, and standards for student work. When applicable, SSAES will work with external curriculum and assessment consultants to ensure students' work is benchmarked to meet high standards. SSAES recognizes the importance of a strong professional

⁸¹ District of Columbia Public Schools. (2020). IMPACT 2020-2021 for School Leaders. Retrieved from [IMPACT2020_PrincipalBook_Updated10-30-2020_v2.pdf \(dc.gov\)](https://www.dcps.dc.gov/IMPACT2020_PrincipalBook_Updated10-30-2020_v2.pdf).

development program to train staff in the instructional and disciplinary approaches used in the school and maintain consistency across classrooms on a grade in approach and pacing. The Executive Director will also help teaching work with DLeNM and Targeted Creative Solutions to support teaching staff in planning for instruction, critiquing practice, and revising curriculum, including strategies such as RTI to individualize instruction. Through review of student work, the staff professional development plan will establish consistent standards and identify where learning is and is not meeting high standards, and will allow for discussion on students' progress and identify those for whom intervention is appropriate.

Retention of the school staff is the responsibility of the Executive Director. SSAES will create a culture of collaboration, mutual respect, professionalism, and collective action through ongoing and regular open communication between school leadership, staff, students, and families. Retention efforts will start with the Executive Director who will be responsible for creating a healthy learning environment in which teachers and staff feel supported to create positive attitudes. At SSAES, our compensation philosophy is based on our school value around equity and diversity. We believe that in order to hire highly qualified staff who share the core mindsets of SSAES and have the skill to deliver on our academic model, we must offer competitive compensation with opportunities for annual wage increases, promotional opportunities, and leadership development plans.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

The principal role for the Executive Director is to create a school culture in which students are expected to succeed, are supported by staff and parents, are rewarded for success, and are respected as unique individuals. This includes key components such as a well-trained staff, research-based curriculum, intentional instructional practices, and a school wide restorative approach to discipline. SSAES Board of Directors and Executive Director will be committed to ensuring our school culture, practices, and policies are sensitive to the needs of the children and families in our school, including but not limited to those who have experienced trauma, have various learning abilities, and require any additional special accommodations.

It is important that our leadership team and staff recognize, understand, and properly address the learning needs of all children, including those impacted by trauma. Teachers will be trained on trauma-informed care, so that they will understand the role of trauma and learn strategies for interacting and responding to the needs of children impacted by trauma. Trauma-informed care improves school culture and climate by establishing a safe, caring, and supportive culture for all children by recognizing how it affects children's actions in school. SSAES will implement trauma-informed care, giving thought to consequences that children receive, avoiding triggers, and considering the experiences that our children bring with them to school each and every day. SSAES will focus on changing behaviors as opposed to issuing consequences. The Executive Director will set the instructional and school culture vision for the school and will provide direct guidance to all staff with the support of the Board and the members of the school leadership team, the Office Manager and the School Counselor/School Social Worker. Collectively, the leadership team will create a school environment that is safe and positively predictable for our children and staff. This will occur through regular observation and feedback, professional development, and coaching based on instructional strategies, curriculum development, school culture, and restorative practices.

(6) Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

The Board of Directors and the Executive Director of SSAES will collaboratively develop a comprehensive board succession plan and a school leadership succession plan. This plan will include a focus on two key leadership positions, Executive Director and Office Manager. Collaboratively with the Board, the Executive Director will present a plan that identifies competencies needed for director-level leadership positions. The comprehensive plan will also identify potential future leaders and include feedback from teacher and leader observations, coaching sessions, and performance evaluations. In the day-to-day operations, it will be the role of the Executive Director to encourage staff and create pathways to indicate interest in leadership positions while providing opportunities for staff to develop competencies with shared leadership structures that empower staff. One of the key priorities of SSAES is the effective implementation of bilingual education with diverse staff, students, and families. An integral part of succession planning for the two school leadership positions mentioned above will be ensuring that the Executive Director, with support from the Board, is developing a diverse pipeline of leaders, including leaders of color. Should the need for an emergency succession plan for the Executive Director be necessary, the Board will elect an interim Executive Director that may be placed in an acting role, selected from among the current Board members, current staff at SSAES, and/or is an outside person that meets the minimum qualifications of the leadership role in a temporary or short term capacity. The Board will use the collective succession plan to recruit and hire a replacement in as short of a duration as possible without compromising the ethical obligations of the process required to fill this critical role. If the Office Manager role is vacated in an emergency situation, the Executive Director will be responsible to fill the role in both a short-term (placing a staff member and/or Board member in acting role) and long term (full employment of an individual from the succession plan) capacity while following the ethical obligations of hiring a highly qualified individual who meets the requirements of the job description and embodies the mission, vision, values, and competencies of SSAES.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

The facility plan for SSAES in Year 1 establishes the opening of programming for the 2022-23 school year in three incubation sites. These sites are owned by the city of Las Vegas and are currently operated by the southern Nevada Head Start affiliate, Acelero Learning Clark County. SSAES is currently seeking additional facility options for Year 1 that would allow the school to be housed in one facility from the onset of programming. SSAES recognizes the challenges the incubation sites propose on staffing, professional development, and student services and have worked to mitigate any obstacles that may arise. If the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow coaches and the Executive director to concentrate assistance and coaching to each grade level and observe lesson progressions across a grade level to ensure consistency from class to class. One coach, strategist, or administrator will be assigned to each campus on a given day to ensure maximum support to staff members. This will also allow the special education teacher to provide appropriate services for students in the least restrictive environment, while limiting travel between schools by staff members. Noting that some parents may have children at different grade levels, SSAES will purchase vans to transport students from one school to the other in order to limit transportation as a barrier.

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Proposed New School

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Principals/ Executive Director	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	9	12	15	18	18	18
Classroom Teachers (Specials)	2	3	4	4	4	4
Special Education Teachers	1	2	2	2	2	2
ELL/TESOL Teachers	2	3	3	4	4	4
Behavioral Specialist (Licensed Staff)	1	1	1	1	1	1
Learning Strategist (Licensed Staff)	1	1	1	1	1	1
Counselor/School Social Worker	2	2	2	2	2	2
First Aid Safety Assistant (FASA)	1	1	1	1	1	1
Office Clerk			1	1	1	1
Total FTEs at School	21	27	32	36	36	36

HUMAN RESOURCES

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

Effective and high quality classroom instruction is critical to ensure the success of the student body, making the recruitment and hiring of teachers a top priority. Strong Start Academy Elementary School will recruit staff who exemplify the mission, vision, and core values of the school's purpose

and who believe that all children have the ability to be successful in school and in life. SSAES will conduct local, regional, and national searches to hire top tier candidates that represent and reflect our core values and the distinct cultures of our students and families. SSAES will partner with local higher education institutions to attract student interns and facilitate student teaching opportunities to reduce the teacher to student ratio and build a teacher pipeline. In addition to recruiting teachers who are mission-driven, the school will seek staff who believe in developing strong relationships with students, while possessing strong pedagogical knowledge and content expertise; these three characteristics, combined with a growth mind-set that allows staff to maximize the professional development opportunities provided, will create a high performing team of professionals to support student achievement and success.

SSAES will incorporate foundational best practices for improving student achievement at the classroom level, will budget an increased salary schedule, and will work with TNTP to onboard and induct the highest quality teachers and educational professionals. TNTP will serve as one of SSAES's professional development partner, providing services to include support, training and coaching of staff in teacher onboarding, classroom management, data analysis, and Professional Learning Community Structures. In addition, DLeNM will provide two types of professional development supports: Programmatic Supports for Dual Language Programs and Instructional Supports for Language Learners.

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The Executive Director and members of the Board, will use professional networks to conduct recruitment of Bilingual and TESL/ELAD endorsed teachers, as all teachers will be required to hold a Bilingual Endorsement or at minimum to be endorsed to teach English as a Second Language (TESL). One of the school's proposed Board Members is the assistant professor of multilingual education for UNLV. He will support recruitment and provide training to our teaching staff on the Dual Language Learner Teacher Competencies. The training will include the Language and Literacy strategies such as processes of first language development, second language acquisition, first language literacy development and cognitive and social benefits of bilingualism and biculturalism. The socioemotional theories include the interrelationship of a child's first language and culture, the importance of teacher-child relationships, the importance of socioemotional development and its relationship to second language acquisition, equitable social interactions related to language and cultural differences and the importance of teacher/parent relationships. He will also support teachers through classroom observation and real-time coaching sessions.

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Following recruitment and selection of staff, SSAES will work with TNTP leadership to design and develop onboarding and induction training. TNTP will be able to provide training in the areas of Classroom Management, Working in Professional Learning Communities, School Visioning for Instructional Excellent and Student Experience, Instructional Rigor and Expectations of Nevada Academic Content Standards in Core Subjects, Planning and Implementing Strong Instruction in Core Subjects, Analyzing Instructional Tasks and Student Work to ensure access to Grade-Appropriate Assignments. The sessions will be collaborative and include a balance of direct instruction, practical application, and reflection, allowing teachers time to process and internalize the new information. Real time coaching will also take place throughout the year for all staff members.

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The proposed HR firm will serve as an independent vendor to assist SSAES in hiring of all staff by providing all back office support and services including but not limited to job postings, federal and state HR compliance, general HR policy assistance, background checks and pre-employment

policies, and employee hiring. The scope of work provided by our proposed HR firm includes the appointment of a HR Manager to serve as our guide on traditional HR practices such as labor relations, payroll, coaching of Executive Director and leadership team on HR issues, and documentation. The HR firm will work only on all back office HR procedures and will remain independent of one of the proposed professional development contractor, TNTP.

SSAES Board of Directors will design and define both contracts with TNTP and the proposed HR Firm to ensure oversight and guarantee both contractor meets all terms, conditions, and requirements of the contract, including provision of all required services. This includes monitoring vendors' invoicing to ensure that all required contractor performance evaluation has been completed and evaluating vendor contracts for compliance of all standard operating procedures. The Executive Director will serve as the direct liaison between the Board and all proposed vendors and both parties will implement internal controls to monitor contract compliance at all levels. Failure of either vendor to meet deliverables as outlined in contract, will lead to the Executive Director to evaluate and create action steps with the Board to address the noncompliance, including contract modification, suspension, and/or termination.

To uphold SSAES's core values around diversity, equity and inclusion, our recruiting and hiring process will include anti-bias practices and only prioritize the core competencies and mindsets that are absolutely essential to each role. To facilitate this process, a hiring profile will be completed for each open role to outline the job description, selection criteria, and hiring process. The hiring profiles will be created by the SSAES' Board of Directors and Executive Director and includes non-negotiable priorities as well as areas where the school is willing to utilize coaching strategies. Taking this approach to hiring in the southern Nevada market will ensure that the school maintains a high bar of excellence for new hires, while recognizing that including high potential candidates who can be coached are an important part of creating a strong hiring pool. Competency models are used as the foundation for talent management systems at a number of high performing charter networks nationally, and will use competency models at the SSAES in alignment with industry best practices. The school will use a set of functional competencies that are required of all staff and that the interview team will look for evidence of during the hiring process. These leadership mindsets are essential and are based on the founding Board's experience in teaching and leading schools and school administration. These qualities align to SSAES' commitment to establish a school that addresses systemic oppression, cultural biases and inequitable systems and structures, embedded within current educational systems.

(2) Describe your plan to recruit and hire teachers/staff who are representative of your student body.

SSAES is committed to serving the community by providing equitable access to a high-quality school with dual language, English Language Learner, special education, and gifted and talented students supportive services. To achieve the mission, the school will start with key leadership positions for teaching and learning, school culture, child and community support, and operations that appropriately reflect the cultures and values of the students and families we serve. Given the anticipated demographics of the students and families, the school will recruit staff and school leadership that represents a variety of factors including, but not limited to, race, ethnicity, gender, language, socio-economic background, and ability. Increasing the number of teachers of color and diversity in schools is not only a matter of a philosophical commitment to diversify career opportunities; teachers that reflect the culture of the student body provide essential real-life

examples to minority students of future career paths⁸². SSAES will preliminarily hire English and Spanish-speaking support staff and teachers while continuously monitoring the demographics of the student body to ensure the staff is reflective of the students and families served. Any potential challenges that arise with hiring diverse teachers will be addressed by the Board and Executive Director to provide effective recruitment and hiring policies, following state and federal laws, including those of the Equal Employment Opportunity Commission.

The proposed academic plan relies heavily on TESL and Bilingual endorsed teachers. The Executive Director and members of the Board, will use professional networks to conduct recruitment of Bilingual and TESL/ELAD endorsed teachers, as all teachers will be required to hold a Bilingual Endorsement or at minimum to be endorsed to teach English as a Second Language (TESL). The endorsement will be beneficial for the student population being served as well as for implementing a bilingual education.

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

The Board of Director for SSAES is committed to acquiring and retaining high quality staff for all leadership, instructional, and support positions. Reflected in the Budget Narrative and Financial Plan Workbook (Attachments 18 and 19) is the proposed salary ranges for each staff position at SSAES. The proposed salary for the Executive Director is starting at \$88,000 to reflect the specialized level of education and work experience with our anticipated student population. The other two leadership positions, Office Manager and School Counselor/School Social Worker, are proposed to have annual salaries of an average of \$50,000. Both leadership positions have the ability to receive an additional \$3,000 with specialized certifications and/or degrees. Understanding the competitive nature of hiring highly qualified instructional staff, SSAES is proposing to pay all grade level teachers, including Special Education teaching staff, an average starting salary of \$50,000 with the ability to increase or decrease \$3,000 depending on educational level, professional honors, and specialized experience. This starting salary for instructional staff is equivalent to an almost \$10,000 increase in starting salaries for teachers in the Clark County School District, the most prevalent competitor in hiring qualified teachers. Teachers who have received a Master's Degree have the ability to receive a higher starting salary depending on years of experience. Another incentive for promotional opportunities, bonuses, and additional compensation will be for teaching staff who take on additional duties such as grade level or special education facilitator, with an annual salary increase of \$3,000 from base salary. Two additional specialized teaching positions that are instrumental to the organizational structure of SSAES are two licensed teachers who will deliver elective instructional classes such as art, music, library, and/or Physical Education to students. These teaching positions will have an average starting salary of \$49,000.

In addition to leadership and grade level instructional staff, SSAES has created an organizational structure that focuses additional resources to licensed staff that will perform specialized positions in support of students in special populations. SSAES will employ three English Language Learner

⁸² Bireda, S. and Chait, R. (2011). Increasing Teacher Diversity Strategies to Improve the Teacher Workforce. <https://files.eric.ed.gov/fulltext/ED535654.pdf>

(ELL) instructors and Licensed Behavioral Specialists, each with a starting salary \$50,000. In order to implement effective instructional strategies for English Language Learners, one additional ELL instructor will work in a dual capacity as an ELL teacher and ELL facilitator, supporting the other three ELL support staff and ensuring the students' educational and social needs are met. This position will have a starting salary of \$53,000 as an increase compensation for guidance of staff in a leadership capacity. Other significant support staff positions include an Office Clerk to support the operational scope of work for SSAES, which proposes a starting salary of \$40,000, a full time First Aid and Safety Assistant to provide assistance with student health with a starting salary of \$26,000.

Retaining high quality and effective staff is a critical component of reaching student achievement outcomes and ensuring the continuity of school climate and culture. The Board of Directors is committed to creating a safe and healthy learning environment for all staff and students, which will support staff retention efforts at a leadership level. One of the biggest problems facing schools in the United States is teacher retention, with many teachers leaving the field to pursue other endeavors, which has a direct impact on student achievement.⁸³ Regular communication with staff, intentional professional development, competitive salary compensation and benefit packages, in addition to the direct instructional support from the Executive Director, will support the teacher retention efforts at SSAES to minimize teaching staff leaving the school each year.

(4) What is the proposed teacher-student ratio, as well as the ratio of total adults to students?

During Year 1, the student to teacher ratio for SSAES will be 9:1 based on total staff and student populations. Classroom student-teacher ratios involving only licensed instructional staff is 20:1. At maximum student capacity reached in Year 4, the total staff to student ratio will be 10:1 with licensed instructional staff to student ratio remaining at 20:1. The proposed staffing structure allows for additional licensed ELL, Special Education, Behavioral and Learning support staff, which will further reduce the ratio of students to licensed teachers in classroom settings. These four instructional specialists will assist the lead teachers with ensuring children receive the differentiated and individualized support they need to succeed. Special education teachers will provide push in and pull out services for students whose IEPs require them. An English Language Learner (ELL) teacher will provide language development support to children speaking English as a second language as well as intervention to children who need additional literacy support. The Special Education teachers, with the support of the Executive Director, will facilitate the Student Support Team (SST) meetings. The Executive Director will conduct observations and feedback, facilitating data meetings, and supporting collaborative planning meetings. As one of the key pillars is whole child wellness, SSAES will strive to ensure all children receive the mental health support they need so that they can show up to their classes ready to learn and thrive each and every day. The decision to hire a full time on-site counselor/school social worker demonstrates the school's focus on supporting the individual needs of all students, and will enhance the student's classroom and overall school experience; this team member will provide counseling support to children as well as support with facilitating the SST process.

⁸³ McLaurin, S.E., Smith, W., and Smillie A. (2009). Teacher Retention: Problems and Solutions. Retrieved at [Teacher Retention \(ed.gov\)](#)

(5) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring Procedures:

- A. The ~~Human Resources~~HR firm will be responsible for employment/volunteer background investigations. Employment and/or voluntary assignments are conditional upon successful completion of a background investigation which may include, but is not limited to, the following: 1. Criminal history 2. Education and employment verification 3. Child Abuse and Neglect System (CANS) inquiry 4. Personal references
- B. If an applicant/employee has a prior conviction history, ~~Human Resources~~the HR firm will review the record to determine whether there is a relationship between the conviction and the job/voluntary assignment for which the applicant is being considered or employee has been hired and whether that relationship warrants withdrawal of the offer of employment (i.e., disqualification), termination or other appropriate action based on a case-by-case evaluation.
- C. Applicants/employees are responsible for providing any/all additional documentation or information needed to successfully complete the background process. Failure to include complete and accurate information may result in disqualification and/or termination from employment or voluntary assignment.
- D. Periodically after employment, background investigations may be conducted as determined appropriate by the ~~Human Resources~~the HR firm department or designee.

Separation Procedures:

- A. Voluntary Separation: Employees who separate voluntarily shall be required to provide a minimum of two weeks' notice to the school. The employee should provide written notice to his or her supervisor or manager. Failure to provide two weeks' notice may result in the employee being designated as ineligible for rehire. Upon receipt of an employee's resignation, the ~~department~~Executive Director will notify the ~~Human Resources~~HR firm ~~department~~by sending a copy of the resignation letter ~~to the Employment Services Division~~. ~~Human Resources~~The HR firm will schedule a processing-out appointment for the separating employee.
- B. Involuntary Separation: Employees are at-will and serve at the discretion of their appointing authority. Employees may be separated from employment at any time the authority deems such separation is in the best interest SSAES. Employment rights are not implied. Nothing in this policy or any other school policy or procedure shall be construed as vesting employees with a contract right of employment. Nothing contained in this policy interferes in any way with the right of the school to terminate any employee at any time. Before any action is taken to involuntarily demote, suspend, or discharge an employee, the supervisor or designee must schedule a review by the ~~Human Resource department~~HR firm and the Executive Director and seek their concurrence to move forward. The ~~Human Resource department~~HR firm and Executive Director will be responsible for reviewing the circumstances to determine if the involuntary separation is appropriate and warranted and will make the final decision. The ~~Human Resources department~~HR firm will be responsible for preparing the disciplinary paperwork to document the reasons for the discipline. If termination is the final decision, the ~~Human Resources department~~HR firm shall conduct the final process for exiting the employee, including employee notification. The paperwork will reflect the appropriate separation codes for the record.

Hourly/temporary employees serve at the discretion of their appointing authority and may be separated from employment at any time upon the determination by the appointing authority that such separation is in the best interest of the school. Employment rights are not implied. Nothing in this policy or any other school policy or procedure shall be construed as vesting hourly/temporary employees with a contract right of employment. Nothing contained in this policy interferes in any way with the right of the school to terminate any hourly/temporary employee at any time.

Prior to the employee's processing-out appointment with ~~Human Resources~~the HR firm, the ~~department employee~~ is responsible for coordinating the return of any uniforms, documents, tools, business cards, phones, computers, tablets, or other materials belonging to the school, ~~and completing the appropriate sections of the Separation Clearance Form.~~ School issued keys, access cards (ID badges), and any other remaining school property shall be returned to ~~Human Resources~~HR firm during the processing-out appointment. As needed, ~~Human Resources~~HR firm and the Executive Director may separate an employee administratively without a processing out appointment. ~~In those instances, the department and/or employee must coordinate the return of school issued items.~~ The school shall deduct any funds owed by the employee to the school at the time of separation. Funds owed by the employee to the school in excess of the amount covered by any final pay check or accrued benefit payoff shall be paid to the school by the employee within two days of separation. The employee may appeal these deductions in writing to the ~~Human Resources department or designee~~HR firm or SSAES. Acceptance by the employee of the final pay check releases any claims for pay or benefits the employee may have against the school.

(6) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 11, as well as any supporting protocols or documentation.

The Executive Director is an experienced facilitator of professional development for teachers and school leaders. The purpose of ongoing professional development at SSAES is to increase student engagement, learning, and achievement by supporting the continual growth and development of teachers, school leaders, and school staff. Professional development structures and procedures are driven by the research and practices around diversity, equity, inclusion, and justice, early childhood education, language acquisition, and adult learning strategies from industry best practices and community leaders. SSAES is working with TNTP for professional development guidance, including ~~ongoing professional development and teacher coaching and performance evaluations~~onboarding and induction. ~~Teachers will be valued and will be given the autonomy to organize and lead instruction through instructional rounds, small Professional Learning Communities and grade level teams. TNTP will support and develop teachers through the following topics: Classroom Management, Working in Professional Learning Communities, Data Driven Decision Making - including gathering, analyzing, and instructional planning, School Visioning for Instructional Excellent and Student Experience, Instructional Rigor and Expectations of Nevada Academic Content Standards in Core Subjects, Planning and Implementing Strong Instruction in Core Subjects, Analyzing Instructional Tasks and Student Work to ensure access to Grade-Appropriate Assignments.~~

Staff members will also participate in ongoing, scaffolded professional learning opportunities to ensure successful implementation of the Dual language and multi-tiered systems of support model.

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DLeNM will provide two types of professional development supports: Programmatic Supports for Dual Language Programs and Instructional Supports for Language Learners. DLeNM will start working with SSAES in the spring and summer of 2022 and will be the preferred vendor for the first three years of the school. Training topics for all staff members include: initial pre-planning meetings, dual language program design support and guidance, La Siembra™ program planning retreat, program effectiveness site-evaluation visit, dual language program sustainability and follow-up sessions, dual language essentials (new staff) and Project GLAD® curriculum & unit development support achievement inspired mathematics for scaffolding student success (AIM4S3™). The Executive Director and her/his leadership team will also participate in Program Leadership Development training prior to the start of the 2022-23 school year. All staff members will participate in a minimum of six days of Guided Language Acquisition Design (Project GLAD) professional development throughout each school year. The Project GLAD training will include an overview of GLAD techniques and structures, classroom embedded modeling and coaching. It will ensure that all staff members have a common understanding of the most up to date, research-based dual language immersion techniques and structures and an understanding of first/second language acquisition and multicultural education. School wide expectations will include bilingual and multicultural education, tiered models of academic and social-emotional support, consistent use of data to inform/drive/monitor/assess instruction-and creating a multigenerational learning community. Every classroom will utilize Project GLAD techniques and supports across the curriculum. The Principles for Dual Language Education will be used to ensure program efficacy across all school settings. During the second year of implementation, all teachers will be provided Achievement Inspired Mathematics for Scaffolding Student Success training. Finally, in the third year, the Leadership Team and staff members will participate in Contextualized Learning for Access, Validation, Equity and Success training. It is important to note that all professional development will be cyclical and repeated/adjusted based on the individual needs and successes of staff members.

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Evaluations should ideally provide all teachers with regular feedback that helps them grow professionally, regardless of their duration in the teaching profession. Teacher coaching and evaluation give schools information to build strong instructional teams, help hold school leaders accountable for supporting each teacher's development and prioritizes focus on keeping every student on track.⁸⁴

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All professional development sessions will be guided by principles of adult learning, such as making adults feel safe to learn, recognizing teachers' prior institutional knowledge and acknowledging that teachers need to know why what they are learning is important. Other key adult teaching strategies are promoting teacher investment in our trainings and creating a practice where teachers have the ability to internalize their learning and practice learned teachings with reciprocal feedback loops. SSAES will provide professional development through a framework designed for individual teacher growth and with school-wide progress as our primary school goal. Teachers at SSAES will receive professional development, coaching, and support with differentiating instruction to effectively meet the needs of each child. All teachers will implement strategies to support children who need additional support in order to be successful. Teachers will also provide the necessary accommodations and modifications for children with special needs and children learning English as a second language to ensure that both student populations have their content and

⁸⁴ TNTF. (2010). Teacher Evaluation 2.0. Retrieved from [Teacher-Evaluation-Oct10F.pdf \(tntp.org\)](#)

language needs met across all classroom settings. At SSAES, all children will learn in the least restrictive classroom environment. All teachers will be trained on inclusive instructional strategies during summer and throughout the school year.

Professional development related to the teaching and learning of children with special needs, English Language Learners, and children who require additional supports will be embedded in ongoing training and coaching. Prior to every school year, all instructional staff will participate in training sessions designed to prepare them for teaching children with special needs, English Language Learners, and children who require additional support. Professional development sessions will include instructional strategies for teachers in an inclusion setting and presentations, understanding Nevada's Child Find procedures, teacher responsibilities in accordance with a child's Individual Education Plan (IEP) and coaching from Special Education staff on the school's obligations under federal and state law. In order to provide effective instruction, teachers will be trained on school's special education model, which is designed to maximize classroom inclusion with minimal pull-out for academic interventions.

In accordance with NRS 391.465, the Executive Director will conduct formal evaluations of classroom instructional staff and support personnel on an annual basis. The teacher annual performance evaluation tool from TNTP will evaluate SSAES teachers and instructional support staff using a framework of six standards of success: annual progress of all staff, clear, rigorous expectations that prioritize student learning, performance measures focused on student academic growth, teacher effectiveness, regular observations and constructive critical feedback, and evaluation outcomes.⁸⁵ All teachers at SSAES (for languages and all content areas) will be required to differentiate teaching to support children at different levels by providing individual learning experiences for them. Teachers will employ multiple strategies in daily plans, delivery, and adjustment of their instruction in both the instructional approaches and practices. Instructional staff whose evaluation show significant areas of growth in any of the six areas listed above will be instructed to participate in professional development programs as part of their individualized improvement plan. Please see Attachment 11 for additional information.

(7) Please explain the responsibilities of each of your school's administrative/leadership team members with regard to Human Resources. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key Human Resources responsibilities will be managed.

The Strong Start Academy Elementary School's leadership team is comprised of the Executive Director, Office Manager, and School Counselor/School Social worker. These three key leadership roles make up the critical instructional and operational components to ensure the success of the students and teachers. The primary responsibilities, including Human Resources components, of each team member are listed for reference in the table below. Most Human Resource functions, with the exception of hiring staff, will be performed by a third-party consultant, and is discussed in greater detail in Question 9.

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⁸⁵ The New Teacher Project. (2010). Teacher Evaluation 2.0. Retrieved from [Teacher-Evaluation-Oct10F.pdf \(tntp.org\)](http://tntp.org)

School Leadership Team Responsibilities

Role	Key Responsibilities
Executive Director	<p>Provide overall leadership for the organization, including developing the school culture and climate, instructional vision and school priorities.</p> <p>Facilitate a continuum of professional learning opportunities to support licensed instructional staff with curriculum writing and lesson planning, coaching support, observation and ongoing feedback, and evaluation of staff performance.</p> <p>Collaborate with the Board of Directors in effectively employing strategic systems focused on supporting student achievement in content areas, language acquisition, and across grade levels.</p>
Office Manager	<p>Oversee all school functions related to non-academic operations, food services, facilities, extended learning, and finance.</p> <p>Work directly with school leadership team and serves as the primary point of contact for all school-based facility and operational planning, including purchasing and financial management, facility improvements, vendor management.</p> <p>Supervise all financial and budgetary, school administration, data management, and human resource management and compliance functions for school.</p>
School Counselor and/or School Social Worker	<p>Support students in advocating for their emotional, mental and physical wellbeing; assist with mental health and behavioral concerns, positive behavioral and academic support for students and consultation with teachers, parents and administrators.</p> <p>Work directly with leadership team to assist with furthering the mission of the school to provide an optimal setting for teaching, learning, and for attainment of competence and confidence.</p> <p>Facilitate student recruitment and execution of student recruitment-related activities such as open houses, school visits, public lottery and other recruitment events.</p>

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(8) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

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The Board of Directors will directly hire, supervise, and evaluate the Executive Director for performance annually. The Board will hold the Executive Director accountable for the school

leadership, organizational management, and staff development and evaluation for all personnel. The Board will work with the Executive Director to set goals for the school and staff and will evaluate the performance of the Executive Director and SSAES based on progress made towards achieving those school goals. The Board will develop academic goals aligned to the leadership evaluation framework influenced by the District of Columbia Public School's evaluation tool and use as benchmarks for the Executive Director evaluation. Non-academic goals will be developed to assess student recruitment and retention, re-enrollment, teacher recruitment and retention, financial stability, and family and community engagement. The Board and Executive Director will work collectively on a goal-setting process to be approved each year prior to the start of the school year by the Board of Directors. Each goal will be accompanied by a set of metrics and targets that the Board will use to assess progress throughout and at the close of the school year. Before the annual evaluation, the Executive Director will provide formal updates to the Board of Directors on each set of metrics, target and overall goal. Key categories for school goals will include: financial sustainability, academic achievement, compliance, personnel, and student enrollment and re-enrollment. In addition to general oversight by the Board of Directors at large, each committee may provide more in depth oversight of their specific functional area. The finance committee will convene monthly with the Executive Director to review key financials to ensure financial sustainability, responsibilities, and to provide general financial guidance as solicited.

The Board will evaluate the Executive Director and will submit the evaluation and compensation recommendations for review. Each year, a performance evaluation will be conducted based on a set of criteria agreed upon by the Executive Director and the Board of Directors. This evaluation will consider academic, financial, and operational goals and will include specific, narrative feedback that can be used for continued growth and development. The Board will ask the Executive Director to complete a self-evaluation as a part of the evaluation process. The Board will also include staff input on key indicators of the ED's annual evaluation to ensure a comprehensive assessment is completed. The Board will meet with the Executive Director midway through each school year and after the end of the school year to review the performance of the organization. The Board has the authority to recommend a performance improvement plan or the removal of the Executive Director. If applicable, the Executive Director will be recused from decisions involving his or her evaluation, performance, and compensation. A similar process will be utilized in the evaluation of all leadership, instructional, and support staff annually. Each staff will work collaboratively with the Executive Director to establish an individual set of goals relevant to their role in supporting the school's overall performance goals. Teachers will be asked to complete a self-evaluation as part of the annual evaluation process. The Executive Director has the authority to recommend a performance improvement plan or the removal of any teaching staff. In collaboration with the Executive Director, the Board will work to address the short-term and long-term strategies in addressing leadership and/or teacher turnover which could impact the leader evaluation of the Executive Director.

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

SSAES will contract with a third party ~~Human Resource company~~ **HR firm** for support with back office HR functions. These areas include, but are not limited to, employee recruitment, compliance, background checks, employee benefits administration, performance management, policies and

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procedures and payroll. For the purposes of preparing this application budget we utilized the cost estimates and scope of work of ~~SW HR Company Bambee~~. The board will consider contracting with them through an open and competitive RFP process upon notification of authorization of the Charter School award. The proposed budget cost for ~~all HR services and functions a two-year agreement, up to 49 employees to include the HR services mentioned in the HR section-question 1, one-time HR set up fee, annual core compliance training bundle is \$6,736.00. is approximately \$50,000.00 for Year 1 and will decrease to \$48,000.00 for Years 2-4.~~ This budget amount has been recorded in the Budget Workbook and supplemental Budget Narrative in Attachment 18. The HR ~~provider will be~~ firm contract will be managed and supervised by the Executive Director and supported by the Board of Directors.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

SSAES will use wide-ranging student recruitment and marketing efforts to ensure that all potentially interested students and families have equal access to apply and enroll at the school. Any age-eligible student residing in Nevada is eligible to apply for enrolment at SSAES; however, the recruiting and marketing initiatives will specifically target the students and families who live in 89101, 89104, and 89106 and surrounding zip codes. Marketing efforts for SSAES will comply with all state, federal, and authorizer laws and regulation. SSAES will adhere with all state and federal laws regarding nondiscrimination and will not set any admission criterial that are intended to discriminate or have the perception of discrimination on any basis of identity, ability, or other protected status in accordance with nondiscrimination laws. To remain in compliance with state law, SSAES will provide notice to all eligible parents/guardians within the community when applications windows are open through various media and networks including but not limited to the school website, local news, radio, social media, and print media.

SSAES has begun community outreach for recruitment of potential students via multiple methods to ensure that all families are informed of their educational options. Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to SSAES regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (i.e. Special Education, English Language Learners, etc.). Promotional materials and announcements will be made available in multiple languages other than English in order to accommodate families whose home language is one other than English. The school website will follow a similar layout of school information built with language translation options, enrollment and opening timelines, curriculum examples, and location and registration procedures. Digital and social media

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advertising will be used to reach out to a broad audience through targeted ads, directing parents/guardians to link to the school's website.

SSAES will continue to provide recruitment opportunities for targeted families through a multi-tiered approach to outreach, involving local community centers, public libraries, faith-based partners and churches, key community stakeholders, and families residing in the communities of service. SSAES believes these community partners are integral in providing communication and outreach to families living in our targeted zip code. The ~~governing Board~~ Board of Directors of SSAES and school leadership will use their vast community connections to spread the word about SSAES while continuing to build relationships with community groups and organizations through informational events, partnerships, and public community meetings. SSAES will provide information sessions for parents/guardians and attend tabling events at various community locations to raise awareness and share pertinent details and information about the school. A grassroots recruitment campaign of canvassing the targeted neighborhoods will begin after the authorization of the school. This face-to-face effort will allow the Board and staff to connect with potential families in their neighborhood and provide families with information about SSAES and application details in person.

- (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery. Note that your proposed enrollment window should satisfy the requirements of NRS 388A.453(7).

<u>STUDENT ENROLLMENT AND APPLICATION CALENDAR</u>						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Application Opens	4/3/22 <u>3/7/2022</u>	1/2/23	1/2/24	1/2/25	1/5/26	1/4/27
Application Closes	3/4/22 <u>4/28/2022</u>	3/3/23	3/1/24	3/7/25	3/6/26	3/5/27
Lottery Date	3/11/22 <u>5/5/2022</u>	3/10/23	3/8/24	3/14/25	3/13/26	3/12/27

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- (b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The enrollment target for Year 1 is 240 students to fill the maximum of 180 seats and build an additional waitlist of a minimum of 60 students. In the Incubation Year, the Executive Director will be responsible for tracking enrollment, managing recruitment tasks, and ensuring enrollment documentation is processed and recorded. The Executive Director is responsible for action-planning to ensure enrollment targets are met and will work with the ~~governing Board~~ Board of

Directors on recruitment strategies and results. During Year 1, the Executive Director will transition recruitment and enrollment responsibilities to the Office Manager. Data from schools serving similar student populations in our target area shows an average attrition rate of 8-9% annually. SSAES will set a target re-enrollment rate of 95%.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

SSAES is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state, and local laws that prohibit discrimination. SSAES will also adhere to legal requirements of priority enrollment for siblings of students attending the school in addition to prioritizing children of employees of the school. All staff, including ~~governing Board~~ Board of Directors members will receive extensive training on enrollment policies for all student populations with additional professional learning for all parties on enrollment and servicing of special populations of students. Instructional staff will receive further training on appropriate services for students receiving additional services. All staff involved in recruitment efforts, under the leadership of the Office Manager will be training in legal and ethical enrollment requirements in accordance with state law.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

SSAES will assess the community need and the marketing and recruitment efforts that reached the most families and will make adjustments to ongoing recruitment and marketing efforts. The goal of SSAES is to develop a strong presence in the Las Vegas community, creating a waitlist of students and families who are excited to enroll their child in the school. Once the school has opened, SSAES will use targeted recruitment strategies such as parent/guardian information sessions, school tours, print marketing, social media ads, and door-to-door outreach. The school will take advantage of any community recruitment fairs and additional opportunities to connect with the targeted students and families. These approaches are similar to planning year recruitment strategies, however, once the school is in full operation, there will be more face-to-face opportunities to connect in person with families on school campus. These strategies combined are intended to create a healthy waitlist of potential new students and will allow SSAES to backfill vacancies that may occur by grade level.

(3) Complete the following tables for the proposed school to open in 2022-23. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2022.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	22-23	23-24	24-25	25-26	26-27	27-28
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3		60	60	60	60	60
4			60	60	60	60
5				60	60	60

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	22-23	23-24	24-25	25-26	26-27	27-28
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3		60	60	60	60	60
4			60	60	60	60
5				60	60	60

(a) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	22-23	23-24	24-25	25-26	26-27	27-28
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3		60	60	60	60	60
4			60	60	60	60
5				60	60	60

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Start-up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The Committee to Form expects to see a high demand for this new school. The proposed school will incubate in three existing educational facility locations, Strong Start Academy at Alta, Strong Start Academy at Lorenzi, and Strong Start Academy at Wardelle, with the intent of finding a permanent

school location in 89101, 89104, or 89106 during Year 1 of the school. Each location will begin in Year 1 with three classes of students (K-2), a maximum of 20 students per classroom, 60 per incubation site, for a total of 180 students. Each year, SSAES will add 60 students in incremental stages, three new classrooms per year, one additional grade level per year, until we reach our maximum capacity for K-5 students. By 2025, SSAES will have a total of 360 students enrolled. A slow-growth model allows SSAES to build and sustain a school culture committed to the unique educational model and to ensure student success beginning in Year 1 and continuing through the subsequent school years.

The target population's main needs include reducing chronic absenteeism, improving low ELA and Math achievement rates, and providing effective individualized instruction for disadvantaged students (i.e. students who come from economically disadvantaged families, students with individualized education plans, and English Learners). According to the most recent Nevada Report Card, 23.15% of the students in the target population were chronically absent, or absent for more than 10% of their enrolled school days, during the 2019-2020 academic year and only 37.76% of students in the target population scored Proficient or better on state-standardized ELA tests, compared to 48.3% of students in the Clark County School District and 48.5% of students statewide. Similarly, only 29.54% of students in the target population scored Proficient or better on state-standardized Math tests, compared to 36.6% of students in the Clark County School District and 37.5% of students statewide. It is also crucial for the target population to receive individualized instruction that responds to their unique needs. According to demographic data from the Nevada Department of Education, 100% of students in the target population are eligible for and receive Free or Reduced lunch, 14.19% of them have IEPs, and 28.74% of them are English Learners.

The known organizational and academic challenges that accompany opening multiple grade levels in a start-up environment will be compensated by intense leadership and staff development and organizational support from the governing Board. The leadership and staff training plans will help ensure that instructional practices and policies are consistent across grade levels while allowing for differentiated support models to be implemented to allow for individual student achievement. The leader evaluation tool is systematically designed to help the Executive Director create instructional performance goals that will lead to the enhancement of instructional leadership, creating a teacher support system that is holistic and student-focused. The teacher coaching and support model developed by TNTP ensures every teacher receives instructional coaching to promote instructional consistency.

(5) As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

In pursuit of a culture of excellence that aligns with our vision, priority will be given to student and family recruitment, advertising the SSAES "Brand", and galvanizing community partnerships. The foundations and structures for the school were built upon the comments, voices, and desires of the community. SSAES has been in communication and meetings with community groups and stakeholders to not only conduct outreach and spread the intent and mission of the school, but to gain valuable feedback from trusted professional community members to ensure educational and operational success. The school has been fortunate to gain insight, questions, comments and concerns from professionals in local government, public education, the Nevada Legislature, higher education, Head Start providers, minority advocacy groups, philanthropy and community service providers.

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A primary community of prospective students and families is the partnership with the local Head Start provider, Acelero Learning Clark County, who currently operate programs in the three proposed incubation sites as well as eight other facilities in southern Nevada. Through the city of Las Vegas operations, independently and in partnership with Acelero Learning Clark County in Wards 1,3, and 5, SSAES has heard the pleas from families since starting the Pre-K programs their desire for their children to remain in their care longer before sending them to the massive public school system of CCSD. They have expressed their gratitude for the progress their preschoolers have made in CLV programs, but feel that they are not quite ready for the size and institutional feel of the CCSD. Additionally, during the pandemic, the City of Las Vegas Department of Youth Development and Social Innovation worked with Las Vegas -Clark County Library District to open 10 Vegas Strong Academy sites that provided full-day care with distance learning support, allowing parents who were able and first responders/essential employees to continue working. In total, the city served 1,136 children from 781 families for eight months. Again, CLV heard feedback from families that their children had greater success in their program, academically and behaviorally, than they had previously in CCSD due to the city's small instruction setting size and personalized attention. After the Mayor addressed the requests during a Las Vegas City Council Meeting and asked staff to look further into the idea, a group of leaders in the surrounding communities within Wards 1,3, and 5 were pulled together to brainstorm current gaps within CCSD for youth living in and attending schools in those Wards. The results of the advisory meetings were the following recommendations: address multicultural curriculum and resources, diversity among staff, early screening to identify gaps, culturally responsive practices, bilingual education, and restorative models of discipline, MTSS model, two generational educational approach, and integrated services. Furthermore, the city of Las Vegas community revitalization consultant to conduct an independent survey of families who are residents in Ward 3. The survey results indicated that the families in the targeted zip codes, show great concern for the state of education in their neighborhood schools and expressed interest in having more education/ school options. This community feedback led to the inception of SSAES.

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Please see **Attachment 13** for evidence of demand from prospective students and families within the community.

INCUBATION YEAR DEVELOPMENT

Please see **Attachment 14** for a detailed proposal for the planning year prior to the opening of the school in fall 2022.

Proposed Executive Director, Lorna James-Cervantes, has begun collaborating with the Committee to Form on developing core competencies for the leadership team and teaching staff along with professional development in conjunction with the leader and teacher evaluation tools. The guiding document for the school leader evaluation is the District of Columbia Public School's IMPACT tool and will help establish core leadership proficiencies for SSAES to ensure school success. The guiding document for teacher evaluation was designed by TNTP and will help the leadership team institute performance criteria and to appropriately support and evaluate instructional staff.

The Executive Director will engage in training and development during the incubation year focusing on core competencies of the leadership role, instructional leadership and teacher management, and social-emotional development of students, and implementing restorative practices in school. During the incubation year, the Executive Director will complete additional continuing education units in conjunction with the academic, operational, and instructional goals of the school. The Executive Director will also receive additional support and guidance from the SSAES Board of

Directors and will spend time together developing the leadership evaluation performance metrics for the incubation year and Year 1 of the school. These professional development and leadership processes are outlined on the Incubation Year Planning Table with associated benchmarks, helping to support the operational and instructional goals established for the planning year.

Prior to the authorization of the charter school, the SSAES Board will secure funding through philanthropic opportunities to provide a working contract to the proposed Executive Director for SSAES, Lorna James-Cervantes, to work in a nearly full-time capacity and help with the development of the school during the planning year (Year Zero). The Committee to Form and subsequent Board of Directors will also work in a part-time capacity (at minimum) without compensation to support Lorna James-Cervantes on recruitment of staff and students, identifying curriculum and student supports, and creating a thorough professional development plan to guide school climate and culture. Additional staff from the CLV will provide support and guidance on collaborative work between the local municipality and the school without receiving any additional compensation from the school. Upon authorization of the charter, SSAES will recruit for the Office Manager and School Counselor/School Social Worker leadership positions. These positions will begin working in a full-time capacity in April 2022. Together, the leadership team will continue building instructional design plans and organizational systems and policies to successfully hire the remaining staff ~~positions~~, continue recruiting families, and collaborating with the Board and community partners to ensure comprehensive instructional, operational, and financial are prepared. All remaining full time positions will be hired to start on July 1, 2022. The Board will continue to seek additional start-up funding opportunities for operational and instructional support for staff to ensure the school is successful during the planning phase.

SERVICES

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

The Executive Director and the Office Manager will be the leadership team staff responsible for the operational execution of services at SSAES. Additionally, the Office Clerk will be a key support staff to assist the leadership team on ensuring effective operations at the school. Individual roles and responsibilities will be assigned after the charter application is awarded and prior to the school opening, remaining in alignment with the school's goals and performance measures. ~~Detailed outlines for each service area are provided below.~~

The facility plan for SSAES in Year 1 establishes the opening of programming for the 2022-23 school year in three incubation sites. SSAES recognizes the challenges the incubation sites propose on staffing, professional development, and student services and have worked to mitigate any obstacles that may arise. If the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. This will allow the Executive director and leadership team to concentrate assistance and coaching to each grade level, observe lesson progressions across a grade level, and monitor food services, safety and security, and transportation needs to ensure consistency from class to class and between sites. One coach, strategist, or administrator will be assigned to each campus on a given day to ensure maximum support to staff members. This will also allow the special education

teacher to provide appropriate services for students in the least restrictive environment, while limiting travel between schools by staff members.

Detailed outlines for each service area are provided below.

- (a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

The incubation sites and subsequent permanent home for SSAES will be located in the targeted zip codes of 89101, 89104, 89106. These sites will serve the core neighborhoods and families living in our targeted service areas, leading our initial opening of the charter school plan to not include transportation for students due to an increased accessibility and availability of transportation services in the priority areas. The SSAES transportation plan does not currently present a barrier to solid transportation for the students and families but is prepared to reevaluate frequently. All three incubation sites for SSAES are walkable and located near several public transit routes. If the school opens at the three incubation sites as outlined in our plan, one grade level will be housed at each site rather than having one class per grade level on each campus. Noting that some parents may have children at different grade levels, SSAES will purchase vans to transport students from one school to the other in order to limit transportation as a barrier. SSAES is continuing to actively survey families and community stakeholders to determine the need for transportation services to ensure equity and access to the school. Should this key student service become a barrier to student enrollment prior to opening or becomes an obstacle to student attendance, punctuality, or student achievement, SSAES is prepared to provide appropriate transportation solutions for students and families. Potential options for transportation solutions include, but are not limited to, public transit ~~vouchers, vouchers~~; collaboration with other transportation agencies to support our student population, and purchasing buses that will be owned and operated by SSAES. The Board will work with local transportation providers, including Clark County School District, to ~~partner~~ collaborate on finding equitable solutions for students to attend SSAES. Funding for transportation services of students will be supported by an approval from the Board if the need arises, and will include a reallocation of current spending, seeking philanthropic opportunities, or a combination of both solutions.

- (b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

SSAES will contract with a third party food authority to provide breakfast, lunch, and out of school snacks for students. Current partnerships for in-school food services include Clark County School District Food Services Division for breakfast, lunch and any in-school food service needs. Clark County School District is an experienced food ~~providers~~ provider and ~~is in compliance~~ complies with food service requirements, federal Department of Agriculture nutrition guidelines, and will ensure SSAES fulfills the same high standard of food service for students. It is the intent of SSAES to solicit an RFP to award a contract for food services upon the charter school receiving authorization to vet local options for efficacy and efficiency in operational and financial costs. According to current student interest and zip code analysis, SSAES estimates that 90% of students attending the school will be eligible for Free and Reduced Lunch (FRL). SSAES's Office Manager, with support from the Office Clerk, will be responsible for the required federal recording and reporting of information for food services used by the school. SSAES leadership staff will work with the third party agency to

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properly communicate food service needs such as FRL forms and access to food assistance to students and families through various communication channels and in the home languages reflective of the student population. SSAES leadership staff will also work with the third party food vendor, staff, and families to ensure equitable and consistent access to food services across all three incubation sites should the need arise.

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(c) Facilities maintenance (including janitorial and landscape maintenance)

SSAES will have a multi-leveled plan for maintaining the health and safety of the facility. For all internal cleaning, sanitizing, and janitorial services at the school, SSAES will contract with a third party custodial service that will perform the regular daily cleaning of the facility. During the school day, SSAES staff will be responsible for taking care of the basic cleanliness tasks required to keep the staff and students healthy and safe. For all external cleaning, maintenance and janitorial services for the school, the city of Las Vegas will be the third party responsible for these duties. As the facility is the property of the CLV, the lease agreement between SSAES and the CLV will delineate the terms of agreement for the local municipality to take care of all external needs and services for the school.

(d) School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.

SSAES will provide health services to all students identified in need of such services. The Executive Director will be responsible to ensure the health and safety of all students at the school. The Office Manager will serve as the leadership staff responsible for overseeing the internal documentation and reporting of all health services at SSAES, and will be required to obtain the necessary trainings to understand the health requirements and needs of students and set up systems of support to meet these needs. The Office Manager will be required to remain in compliance with FERPA, HIPPA, and any other state or federal regulations with regard to document and information security and confidentiality. The Office Manager, with support from the Office Clerk, will be responsible for managing the required documentation needed to monitor student immunization records. In addition to the Office Manager and Office Clerk, SSAES will have a First Aid and Safety Assistant (FASA) on site as support staff to implement the daily health and safety needs of students including, but not limited to, first-aid, medication administration, and maintenance of student health records.

The FASA will provide equitable health and nursing services to each of the three incubation sites should the need arise. The school leadership team will provide oversight to the scheduling and supervision of the FASA scheduling and site support.

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The FASA for the school must be Crisis Prevention Institute (CPI) trained. The Office Manager will supervise the FASA's performance to ensure confidentiality and compliance of health regulations. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. State required examinations conducted by the FASA include 1.) Auditory and visual: Kindergarten and 3rd grade; 2.) Height and weight evaluations: 4th grade. The school will be responsible for contacting parents/guardians prior to any physical examination to describe the examination and provide the parent/guardian the opportunity to decline any part or ~~all of the~~ entire exam for their child. The FASA will be responsible for notifying the parent/guardian of results in any of the screenings. In accordance with NRS 392.420(9), the FASA will also report these health findings to the State Health Officer, in the format prescribed by the state's Chief Medical Officer. SSAES is currently seeking a partnership with UNLV School of Medicine to provide additional on-site support for students as well as access to other needed health services outside of the school campus. SSAES will contract with a licensed nurse and/or registered health care professional as needed and/or as required by any student's IEP or health needs.

(e) Purchasing processes

~~Purchasing agents and permissions will be appointed by the governing Board.~~ The governing Board will appoint purchasing agents and permissions. The Board will receive direct guidance from our back-office finance firm on industry best practices and standards when outlining purchasing and cash flow management. The Executive Director must authorize all purchases for the school and will work with the selected finance firm to establish and administer the school's purchasing guidelines. No purchase or obligation may be incurred by any employee of the governing body until the expenditure has been authorized by the annual budget or by governing body action or policy. In all cases requiring expenditures for SSAES, except payroll, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase, with the exception of a petty cash purchase, will be approved unless the purchase is covered by an authorized purchase order. All bill payments will be approved providing that purchases were made on approved orders by the Executive Director and/or the governing board. The administrator will review bill and due payments for the purchase of supplies and services to determine they meet budget requirements. The Executive Director is responsible for the accuracy of all bills and vouchers. The Board will establish spending benchmarks and purchase limits for each administrator. For any purchase above \$500, the administrator must obtain a purchase order. Any purchase above \$5,000 will require the administrator to obtain competitive bids from a minimum of three (3) vendors. The Board will approve all contracts that are collective bargaining agreements or service contracts that include the provisions of labor performed by school employees, such as custodial, food service, and transportation services. Bids or proposals will be called for on all purchase, lease or sale of personal property, public improvements, or services, other than agreements for personal service, in accordance with applicable competitive procurement provisions of NRS statutes and adopted public contracting rules. The Board will approve any contract or purchase over \$10,000.

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

SSAES will develop an Emergency Operations Plan, as required by state law. The Executive Director will have primary responsibility over proper implementation of the Emergency Operations Plan including training for all staff members (licensed and non-licensed) on emergency protocols, monthly drills conducted to ensure compliance, and establishing a communication system plan with local and state emergency officials. Emergency drills will include shelter-in-place, evacuation, and lockdown protocols to ensure student and staff safety in the event of a catastrophic school event. As the three incubation sites, and subsequent permanent facility for SSAES reside within the city of Las Vegas limits, the CLV Marshals in partnership with Las Vegas Metropolitan Police Department, will provide regular coverage of and support to the school. This coverage and support includes, but is not limited to, a regular presence on school campuses, monitoring school and surrounding areas for suspicious activity, and/or direct support for emergency management and safety needs of SSAES. In addition to creating an Emergency Operations Plan, SSAES will create a front-office system where all non-school personnel must check in with front office administrative staff and provide a valid identification to be permitted entry into the facility. Any visitors who have not been screened by front office staff will be referred back to the front office to complete the ID process or will be escorted off school property. The Board will continue to supervise school safety and security measures and is prepared to allocate and/or fundraise for additional funding to support the addition of security or safety personnel for on-site school support should it be deemed necessary for SSAES.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal

computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

SSAES will contract with a third party educational technology support company to provide comprehensive informational technology support for the school. This service will include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of a wireless system and staff support for individual and classroom technology devices. The technology contract will ensure that student data will be protected, installing proper mechanisms to limit access to student and staff data. Internet will be provided through a secure and reliable Internet Service Provider at wireless access points throughout the school building. Servers and devices to manage school connectivity will be installed on-site in a secured technology room, created to store and control access to the schools' technology. Upon receiving authorization for the charter school, SSAES Board and Executive Director will develop the school's technology policy, including the effective training and implementation of the policy prior to the start of the school year. Each staff member will be provided with a laptop computer for the purposes of performing their work duties. In addition, at least one computer cart will be available for each classroom, ensuring a 1:1 ratio of devices to students. Due to the recent need for enhanced 1:1 student technology in the prior year, access to technology to bridge the digital divide remains a top priority for SSAES Board and school leadership.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

The Office Manager will hire a full time Office Clerk to perform all registrar duties. SSAES will use the statewide student record-keeping system Infinite Campus to store and maintain student data and will work in conjunction with the Nevada Department of Education to ensure accurate data collection and compliance for student monitoring. Student information management will be the responsibility of the school's leadership team with each member expected to be fully trained on the inner workings of the data tool. Continuous monitoring of staff knowledge and usage of Infinite Campus will be a critical part of the Board and/or leadership succession planning to ensure consistent and accurate student information is being recorded. The leadership team will have administrative authorities to oversee the usage of Infinite Campus and will be responsible for the professional development training for all staff. Teachers will be expected to use the data tool for recording daily attendance, student grades, academic data, and school discipline and supportive service referrals. The leadership team will be responsible for monitoring the data entry to ensure SSAES remains in compliance with timely and accurate collection of student data. The proposed Executive Director has more than 25 years of experience working with managing student data and sensitive information, including extensive experience utilizing Infinite Campus and will be an extremely valuable asset to support parents and staff with the tool and manage this essential function of SSAES.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

The Board will delegate the authority of ensuring student records are maintained accurately and up to date and safe with limited access to only appropriate school personnel. The Executive Director will be the primary staff responsible for maintaining accurate and safe student records. All school records will be accessible only through individual permission levels and passwords based on school role and functionality. All record storage will be maintained in accordance with state laws and in accordance with NRS statutes. All personal records kept electronically will have limited and secure access. All records saved in hard copy will be maintained within a fire-safe locked and secured location at all times. SSAES will develop an operations manual during the incubation planning year and assess the manual through our financial accounting and legal third party providers for efficacy and in accordance with state law. Annual review of the operations plan combined with a yearly audit will ensure data security policies and procedures remain up to date and in compliance.

The ~~governing Board~~ **Board of Directors** will be responsible for the records of students if the school is dissolved or if the charter school is not renewed. As stated previously, student record storage is a top priority for SSAES ~~Board and it will consistently seek accounting~~ **Board, it will consistently seek accounting**, and legal guidance on dealings of negligent student data practices. If a licensed teacher who is a member of SSAES fails to comply with the aforementioned policy, the charter authorizer of the Superintendent of Public Instruction may determine if such a failure to comply constitutes grounds for suspension or revocation of the teachers' license and whether appropriate action against the teacher is warranted pursuant to NRS statutes. In accordance with the Family Educational Rights and Privacy Act (FERPA), parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Parents/guardians or eligible students have the right to request that a school correct records they believe to be inaccurate. SSAES will comply with these regulations in addition to any other state laws regarding the storage and safety of student records for our school.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

Please see **Attachment 15**.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

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

As a state public charter school authorized by SPCSA, SSAES will be open for enrollment to all residents in the state of Nevada. However, the school's targeted student population will focus on serving families living within the City of Las Vegas limits, specifically those living in or near 89101,

89104, and 89106 zip codes. SSAES has secured three incubation sites for Year 1 of the school with the intent of finding a permanent location prior to the start of Year 1 in August 2022. SSAES will begin programming in Year 1 with three classrooms at each of the incubation sites, Strong Start Academy at Alta (89101), Strong Start Academy at Lorenzi (89106), and Strong Start Academy at Wardelle (89104), (for a total of 9 classrooms) and will occupy shared administrative, outdoor, and food services space in collaboration with the current program operators at each site. Each SSAES classroom will be approximately 750SF and will have an attached student restroom. SSAES will require necessary classroom space to accommodate Special Education services and for the anticipated number of ELL students. The administrative, staff development, family engagement, and food services space will be allocated in accordance with the SPCSA guidance documents for a total indoor space usage in Year 1 of 15,990 square feet. Below is the itemization of space requirements and services for a ~~year-by-year~~ needs projection of SSAES:

Year 1 – 15,990SF: ~~9~~nine classrooms averaging 750SF, 1,000SF multipurpose room, 600SF special education/ELL space, 1,290SF office and storage, 800SF bathrooms, 650 food services space, and 650SF entry space
 Year 2 – 17,490SF: 12 classrooms averaging 750SF, 1,000SF multipurpose room, 600SF special education/ELL space, 1,290SF office and storage, 800SF bathrooms, 650 food services space, and 650SF entry space
 Year 3 – 18,990SF: 15 classrooms averaging 750SF, 1,000SF multipurpose room, 600SF special education/ELL space, 1,290SF office and storage, 800SF bathrooms, 650SF food services space, and 650SF entry space
 Year 4 – 20,490SF: 18 classrooms averaging 750SF, 1,000SF multipurpose room, 600SF special education/ELL space, 1,290SF office and storage, 800SF bathrooms, 650SF food services space, and 650SF entry space

All three incubation sites must also have appropriate outdoor play space allocated to the school. These outdoor spaces will be an estimated 7,500 square feet and have the ability to be retrofitted with proper materials to ensure all safety precautions are met. Each of the three incubation sites have proper space available for staff and parent/guardian parking and safe drop off areas with designated entrance and exits. All three incubation sites for Year 1 meet all Americans with Disabilities Act (ADA) requirements and meet the current building and safety, maintenance and compliance requirements for state and local laws.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

- (a) Total project cost**
- (b) Financing and financing assumptions**
- (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.**

Not applicable, as SSAES has already entered into a Proof of Commitment. Please see Question 3 below.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply

with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

SSAES currently holds proof of facility commitment for the three incubation sites, owned by CLV (CLV letter of intent and real estate documents provided as attachment 16), that will open in Year 1 and that reside within the target zip codes and meet all criteria for program space outlined by SPCSA. The total space allocation for all indoor and outdoor spaces totals 15,990SF. The Board of SSAES is currently seeking a permanent space for the school to operate long term. SSAES will submit any such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 386.3265. Please see **Attachment 16**.

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

In the first year of operation, SSAES will build the internal capacity for facility acquisition and management. However, the Board will continue working in close collaboration with the local municipality, the city of Las Vegas, where SSAES will be located, on all facility policies, procedures, and requirements. The CLV, as the leasing agent, has over a century of evolving experience in building and land acquisition and proprietary agreements on behalf of publicly funded land and buildings. The CLV also has extensive resources and expertise in the scope of capital improvements and facility development, architecture design, project management including, but not limited to, a facility build-out, renovation, or complete new build. The CLV is prepared to continue to support SSAES Board in any current or future development of the school, including acquiring and managing a facility and/or facilitating any renovations as deemed necessary by state law and local regulations.

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

SSAES will contract with a third party custodial company to perform nightly basic-use cleaning procedures for regular maintenance of the facility. The contract for the custodial company will also include additional sanitizing and disinfecting procedures and protocols in the event a more detailed cleaning is needed. With ever-changing protocols for schools in the wake of COVID-19, SSAES will continue to adhere to all local and national recommendations for keeping staff and students safe and healthy and will continue to monitor cleaning and sanitizing policies and procedures for revisions and enhancements. All external maintenance of the facility will be performed by the CLV in accordance with the current existing lease agreements between the CLV and operator of the three proposed incubation sites.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queuing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as part of Attachment 16 to the final application.

The Committee to Form has been working in close collaboration with the local municipality, the CLV, where SSAES will be located, since the inception of the charter school plan. CLV Mayor Carolyn G. Goodman has been a huge advocate and supporter of increasing access to high-quality

educational opportunities for our most underserved students for decades, and has been instrumental in creating structural and departmental changes within the internal government workforce to add capacity and funding to support expanding educational services to the citizens residing within the city's urban core. The three proposed incubation sites for SSAES are located in three different CLV districts, referred to by the CLV as "~~W~~wards", represented by Las Vegas Councilman Brian Knudsen, Las Vegas Councilwoman Olivia Diaz, and Las Vegas Councilman Cedric Crear. All three council members selected valued members to represent each individual Ward in accordance with the unique skill set and educational experience required by NRS statute to serve on SSAES' Committee to Form. The Councilmembers and Mayor of the city of Las Vegas will remain committed to the oversight of the student outcomes at SSAES. SSAES's bylaws and proposed initial Committee to Form/Board of Directors were presented and approved by a majority Council vote on June 16, 2021.

In ~~addition~~addition, of the support received by the CLV Mayor and City Council members, the CLV has provided guidance, feedback, and support on requirements for facility procurement and management such as land use and property agreements, legal agreements and board governance, building and safety requirements, and real estate documentation. All current proposed incubation sites for SSAES are approved for land use and are zoned for an educational facility to be occupied in each separate location. This method of procuring sites for high quality education facilities in accordance with zoning laws and regulations is an established practice by the city and their staff and representatives have lent their expertise and counsel to the SSAES's Committee to Form to ensure full compliance with all current local planning, zoning, and building codes. Upon authorization, SSAES will continue to collaborate and coordinate all facility and operational policies, processes, and procedures with the city of Las Vegas' elected officials, staff, and community stakeholders.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

With recent and increasing events related to safety in schools, creating an Emergency Management Plan is critical for the safety and security of students and staff at SSAES. The Executive Director, with support from the Board, will begin developing the Emergency Management Plan for the school in accordance with the State of Nevada regulations and requirements. The Emergency Management will be created in collaboration and compliance with local emergency management authorities and aligned with state statutes. The plan will require several components to be successfully implemented and in compliance with requirements as articulated by NRS392.600-656. The development of the comprehensive plan will include the support of our current partnership with the local municipality, city of Las Vegas, as a lead state agency for emergency management operations and crisis management.

Safety and security is the responsibility of every member of the SSAES community, but the school Executive Director and school administrators will have primary responsibility over proper implementation of the Emergency Management Plan. The Office Manager will serve as the project manager of the plan and will be the lead staff to train all students and staff on the school's safety protocols. Staff and students will receive regularly scheduled trainings and drills regarding a

variety of emergency/crisis situations, including, but not limited to, chemical spills, active shooter drills, and fire drills. The Office Manager will also maintain records of staff participation in training, practice and drills to document and plan for individualized support needed for particular staff members to ensure a safe school environment. All staff and students will be taught drill procedures for an evacuation in the event of a fire emergency, lockdown and shelter-in-place, active shooter, and automated external defibrillator (AED) emergency procedures. Training for staff on safety procedures will take place over the summer and throughout the school year. Training for students on drill procedures will take place regularly during the school, in accordance with state and local regulations.

As the operational lead for the school, the Office Manager will also monitor the safety and security of the school's equipment and technology resources as it related to the Emergency Management Plan and the specific role that technology can play in ensuring an up-to-date and progressive plan for the school. The plan will include specific policies and procedures to follow ~~with regards to~~ ~~concerning~~ student and data confidentiality. The current staffing plan for SSAES does not include any security personnel or additional staff dedicated to ~~safety~~ ~~safety~~; however, the Emergency Management Plan will outline policies on plan review annually. If the need for additional security personnel is deemed necessary, the Board is prepared to allocate additional funding and resources to ensure the safety and security of the school, students, and staff.

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Please see **Attachment 17** for a complete list of types of insurance coverage for SSAES.

Section 5: Financial Plan



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(5) Financial Plan

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of contractors.

The CLV Strong Start Academy Elementary Schools will contract with a comprehensive Finance/Accounting firm vendor that specializes in the financial activities and charter schools. Financial activities include, but not limited to, accounting, purchasing, financial reporting, compliance and annual audits. The finance/accounting firm will also manage inventory tracking, chart of accounts and create the school's financial policies and procedures. Payroll services will also be managed by the comprehensive Finance firm. The comprehensive Finance firm will also manage payroll services. The selection of the Finance firm will follow a strict review process set by governing board. The governing board-Board of Directors will seek at least three quotes from different providers to ensure that their services align with the school operations and market conditions. Providers will be evaluated on qualification and record of accomplishment of past work. Approval criteria will also include the following mandatory requirements: 1. Must be a licensed accounting firm to practice in Nevada. 2. Provide a description of the firm's accounting, purchasing, financial and audit processes. 3. Provide satisfactory client references/reviews for previously completed contracted work. The selection process will consist of five major sections- Development, Publication/Advertisement, Evaluation, Negotiation, Award/Contract Execution. The governing board-Board of Directors will be overseeing every phase of the process to ensure that the selected provider has experience in performing similar contracts and work and has the ability to provide qualified and experienced personnel. The financial workbook reflects estimated costs provided by local provider that has years of experience in providing financial services for local charter schools.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS).
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

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- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:
- (h) How the projected number of students in each applicable subgroup was determined
- (i) How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)
- (j) How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

Please See **Attachment 18**.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Please see **Attachment 19**.

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

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

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SSAES Board of Directors will contract annually with a qualified certified public accounting firm to conduct the audit of the charter school's financial and administrative operations. This contract will follow a thorough and detailed review process by the ~~governing board~~ Board of Directors to select a firm with a historical record of working with Nevada charter schools to ensure familiarity with state standards and regulation. All audit documentation and activity shall comply with the independence standards contained in the Government Auditing Standards and the United States Government Accountability Office Government Auditing Standards Answers to Independence Questions. The annual audit contract will include the objective and scope of the audit, auditing standards to comply with, SSAES responsibilities during the auditing process (provision of financial reports, statements, etc.) auditor's responsibilities, fees, delivery dates, and detailed process for documentation filing and retention to ensure public transparency. The contract shall be finalized, agreed upon and signed by all parties prior to the start of the audit process.

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The accounting, auditing and reporting procedures for the school will be contracted out to an accounting firm with historical record and success of working with Nevada charter schools. This firm, along with SSAES board of directors and leadership will work together to follow and comply with procedures and requirements that apply to public schools operating in Nevada. This will be achieved through timely review of legislation, Nevada Revised Statutes and any training and documentation provided by the State Public Charter School Authority.

Section 6: Addendum

This section is not applicable for SSAES. The school will not be contracting with a CMO or EMO.



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Attachments

Attachment 1: See Two New Letters of Community Support/Partnership

Attachment 2: No Changes

Attachment 3: No Changes

Attachment 4: No Changes

Attachment 5: No Changes

Attachment 6: No Changes

Attachment 7: No Changes

Attachment 8: No Changes

Attachment 9: No Changes

Attachment 10: No Changes

Attachment 11: No Changes

Attachment 12: No Changes

Attachment 13: No Changes

Attachment 14: See New Incubation Year Planning Table

Attachment 15: No Changes

Attachment 16: No Changes

Attachment 17: No Changes

Attachment 18: See Updated Budget Narrative

Attachment 19: See Updated Financial Workbook (uploaded)

Attachment 20: No Changes

Attachment 1: Letters of Community Support/Partnership





**LAS VEGAS
CITY COUNCIL**

CAROLYN G. GOODMAN
Mayor

STAVROS S. ANTHONY
Mayor Pro Tem

MICHELE FIORE
CEDRIC CREAR
BRIAN KNUDSEN
VICTORIA SEAMAN
OLIVIA DIAZ

JORGE CERVANTES
City Manager

YOUTH DEVELOPMENT
AND
SOCIAL INNOVATION
DR. TAMMY MALICH
DIRECTOR

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cityoflasvegas
lasvegasnevada.gov

December 7, 2021

Nevada State Public School Charter Authority
1749 N. Stewart Street Suite 40
Carson City, NV. 89706

Dear Nevada State Authority Members,

On behalf of the city of Las Vegas and ReInvent Schools Las Vegas (RSLV), we are pleased to write this letter in support of the charter application for Strong Start Academy Elementary Schools (SSAES).

The city of Las Vegas' Department of Youth Development and Social Innovation (YDSI) is focused on youth and education in the community through partnerships and programs which work to improving educational achievement, attendance and graduation rates.

RSLV focuses on aligning academic achievement, expanded learning, integrated student supports and family and community engagement. RSLV is a full-service community school model based on successful plans from across the nation by integrating the community into the school to support the needs of students and families through health and community fairs, parenting and life-skills development, adult education opportunities and more. RSLV is a unique partnership with the Clark County School District, the city of Las Vegas and other community nonprofits. RSLV schools are "hubs" where school, city, and community stakeholders come together to provide diverse and mutually aligned resources to assist our students, their families, and the community. Collaboratively, RSLV is focused on the goals of the schools, resulting in increased student achievement while the neighboring communities will also thrive.

RSLV is designed to move toward four long-term outcomes.

1. Improve academic outcomes for students in underserved communities in Las Vegas
2. The development and alignment of community systems and supports to address the needs of students and families living in the urban core of Las Vegas and other geographic regions within the City.
3. Increased college- and career-readiness of students attending school on RSLV campuses
4. Active engagement of RSLV graduates in the community

Please be advised that we are working closely with the committee to ensure that students at SSAES have equal access to opportunity and high quality education. Upon the approval of SSAES to serve students, we would be pleased to support a school of choice in the community through the following:

- Partnership with Trauma Recovery Yoga to provide Mindful Movements programming to foster emotional intelligence and strengthen resilience in youth and school staff during the school day.

- Partnership with Trauma Recovery Yoga to provide Mindful Movements for Educators 6 hour workshop offered to school staff and parents as well as teachers to explore the principles and techniques in delivering Mindful: Breath, Movement and Meditation with Visualization, once per: fall and spring semester
- School and community resource events bringing community agencies and groups to provide families needed resources and allow parents to better meet the needs of and support their
- MOU with UNLV Dental to provide dental services
- After-school programming providing students a broad array of support services and activities before and after school. Programming is designed to reinforce and complement in-school curriculum through providing activities that promote student success.
- AmeriCorps Members providing mentoring services and tutoring interventions to students both during the school day and in after-school programming; and to participants in the school neighborhoods for students and families to not only seek education, but also resources and opportunities.

The city of Las Vegas RSLV is proud to endorse SSAES, and encourage the Nevada State Public School Charter Authority to approve their application.



Dr. Tammy Malich
City of Las Vegas

December 1, 2021

Nevada State Public School Charter Authority
1749 N. Stewart Street Suite 40
Carson City, NV. 89706

Dear Nevada State Authority Members,

On behalf of Acelero Learning Clark County, we are pleased to write this letter in support of the charter application for Strong Start Academy Elementary Schools (SSAES).

Acelero Learning's mission is to bring a relentless focus on positive family and child outcomes to close the achievement gap and build a better future for children, families, and communities served by the Head Start program. Acelero Learning - Clark County is one of the largest Head Start providers in the state of Nevada and is the only provider of Head Start services in the city of Las Vegas. Since 1965, Head Start has been an unwavering and trustworthy resource in Las Vegas for over 200,000 low-income children and families.

Please be advised that we are working closely with the committee to form to ensure that students at SSAES have equal access to opportunity and high quality education. Upon the approval of SSAES to serve students, we would be pleased to support a school of choice in the community through the following:

- Provide a pipeline of potential students through priority enrollment of children currently attending the Strong Start Academies, operated by Acelero Learning Clark County. This ensures a continuation of developmentally appropriate best practices for children ages 6 weeks – 5th grade
- Coordination and collaboration of co-located high quality educational services for children/families enrolled in Head Start programs and SSAES in three shared facilities

Acelero Learning Clark County is proud to endorse SSAES, and encourage the Nevada State Public School Charter Authority to approve their application.



Michael Maxwell, Ed.D.
Vice-President
Acelero Learning Head Start Clark County

Attachment 14: Incubation Year Planning Table



Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

2020-2021 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Milestone Date(s)
INSTRUCTION			
Curriculum and Assessment	Finalize and purchase curriculum resources and materials (including intervention materials)	Executive Director	Jan Feb-May 2022
	Purchase content area online subscriptions	Executive Director	Jan Feb-May 2022
	Develop all content scope and sequences, units, and assessments (in English and Spanish) with contracted team of educators	Executive Director	Jan Feb-May 2022
	Develop lesson plans aligned with resources for curriculum	Executive Director	Jan Feb-May 2022
	Develop assessment plan	Executive Director	Jan Feb-May 2022
	Purchase State assessment materials	Executive Director	Feb Jan -May 2022
	Finalize curriculum and content learning rubric	Executive Director	Jan Feb-May 2022
Instructional Program, English Language Learner (ELL) Program, and Special Education Program Development	Develop classroom setup and materials list	Executive Director	Jan Feb-May 2022
	Develop classroom walkthrough and observation tools	Executive Director	Jan Feb-May 2022
	Develop SSAES Instructional Handbook	Executive Director	Jan Feb-May 2022
	Develop plan for ELL student support services	Executive Director	Jan Feb-May 2022
	Identify Special Education regulations	Executive Director	Ongoing
	Request IEP Records and 504 Accommodations	Executive Director	Apr-May 2022
	Review existing IEP and 504 accommodations	Executive Director	Apr-May 2022
	Develop plan for required supports for all students with an IEP/504	Executive Director	Apr-May 2022

<i>TALENT</i>			
Staff policies and procedures	Draft initial talent philosophy and employee values	Executive Director	Sept-Feb - March Nov 2022
	Draft compensation philosophy	Executive Director	Feb - March 2022 Sept - Nov 2022
	Finalize compensation philosophy	Executive Director	Feb - March 2022 Sept - Nov 2022
	Arrange employee benefit packages	Executive Director	Feb - March 2022 Sept - Nov 2022
	Create form letters for each step of the hiring process	Executive Director	Feb - March 2022 Sept - Nov 2022
	Develop hiring process and assign roles to leadership team members	Executive Director	Feb - March 2022 Sept - Nov 2022
	Create a record-keeping system for all potential applicants	Executive Director	Feb - March 2022 Sept - Nov 2022
	Develop and approve Staff Handbook, including talent philosophy compensation philosophy	Executive Director	Feb - March 2022 Sept - Nov 2022
Recruitment and Hiring	Design marketing materials talent philosophy and school mission/vision	Executive Director	Feb - March 2022 Sept - Nov 2022
	Launch marketing materials, design teacher sourcing plan, hiring process and systems	Executive Director	Feb - March 2022 Sept - Nov 2022
	Leadership team recruitment and hiring	Executive Director	Jan-Feb 2022
	Teacher and staff recruitment and hiring	Executive Director	Feb-Mar Mar-Apr 2022
	Finalize organizational chart	Executive Director	Feb - March 2022 Sept - Nov 2022
	Finalize all job descriptions	Board of Directors	Feb - March 2022 Sept - Nov 2022
	Review applications and conduct interviews	Executive Director	Sept-Mar - Apr-Nov 2022
	Conduct background checks	Executive Director	Apr 2022
Onboarding	Extend offers	Executive Director	Mar -Apr 2022
	Hire leaders and execute leadership team onboarding	Executive Director	Feb-Mar 2022

	Plan professional development series	Executive Director	Mar-Jun 2022
	Design matriculation systems	Executive Director	Mar-Jun 2022
	Design leadership team onboarding (Executive Director, Office Manager, and School Counselor/School Social Worker)	Executive Director	Mar-Jun 2022
	Design teacher and staff onboarding	Executive Director	Mar-Jun 2022
	Matriculate teachers and staff (welcome packages, phone calls, etc.)	Executive Director	Mar-Jun 2022
	Communicate onboarding plan to teachers and staff	Executive Director	Mar-Jun 2022
	Execute new teacher and staff onboarding	Executive Director	Jul 2022
	Conduct summer professional development sessions	Executive Director	Jul 2022
<i>OPERATIONS</i>			
Teacher and student operations support	Finalize school calendar	Executive Director	Sept-Feb - Nov <u>March 2022</u>
	Solicit bids from back office support agencies	Executive Director	Jan-Mar <u>April 2022</u>
	Finalize long-term back office support	Executive Director	Feb-Mar <u>April 2022</u>
	Finalize student information system (SIS)	Executive Director	<u>Mar-April 2022</u> Feb 2022
	Finalize report card templates	Executive Director	<u>Mar-April 2022</u> Sept-Nov 2022
	Finalize assessment calendar	Executive Director	<u>Mar-April 2022</u> Sept-Nov 2022
	Finalize professional calendar	Executive Director	<u>Mar-April 2022</u> Sept-Nov 2022
	Finalize master schedule	Executive Director	<u>Mar-April 2022</u> Sept-Nov 2022
	Finalize teacher schedules	Executive Director	<u>Mar-Apr 2022</u> Sept-Nov 2022
	Order school and classroom furniture and materials/supplies	Office Manager	Mar-Jun 2022
	Approve check signers, writers, and purchasers	Board of Directors	Nov-Feb 2021 <u>2022</u>
	Design back office reporting structure and timeline	Office Manager	Mar-Jun 2022

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Back-office Duties, Day-to-Day Operations, and Contractual Services	Solicit bids from insurance carriers	Board of Directors	Jan-Feb- March 2022
	Finalize insurance policies (board coverage, liability, facilities, etc.)	Board of Directors	Feb 2022
	Submit RFP for food service contract	Executive Director	Jan-Feb-Mar 2022
	Finalize food service contract	Executive Director	Feb 2022
	Solicit bids from back office support agencies	Executive Director	Jan-Feb-Mar 2022
	Finalize long-term back office support	Board of Directors	Feb 2022
	Finalize student information system (SIS)	Executive Director	Feb 2022
	Finalize extended learning program	Executive Director	Sept – Nov 2022
	Order copy machines and establish service agreements	Office Manager	Mar-Jun 2022
	Develop school safety plan and crisis/emergency response plan	Office Manager	Mar-Jun 2022
	Order school and classroom furniture and materials/supplies	Office Manager	Mar-Jun 2022
Facilities	Pursue long term facility options in Wards 1, 3 and 5	Board of Directors	Nov- Dec 2021
	Continue conversations with City of Las Vegas to explore short-term and long-term facilities	Board of Directors	Nov- Dec 2021
	Select and secure a school facility	Board of Directors	Nov- Dec 2021
	Finalize MOU with City of Las Vegas for facility usage agreement	Board of Directors	Nov- Dec 2021
	Finalize contracts for facilities services (janitorial, maintenance, IT, etc.)	Office Manager	Mar-Jun 2022
	Set up space for instructional and educational use	Office Manager	Mar-Jun 2022
	Conduct field test of all equipment, technology, and systems	Office Manager	Mar-Jun 2022
	Submit RFPs for key vendors	Office Manager	Mar-Jun 2022
<i>Student Health and Safety</i>	Create health and safety procedures to include state and local reporting requirements	Office Manager	Mar-Jun
	Purchase first aid resources	Office Manager	Mar-Jun 2022
	Contract with FASA and School Nurse (if needed)	Office Manager	Mar-Jun 2022

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	Deliver first-aid training to staff	Office Manager	Jul 2022
	Collect medical records and records from families prior to first day of school	Office Manager	Mar-Jun 2022
<i>TECHNOLOGY</i>			
	Solicit bids from internet service providers	Executive Director	Jan-Feb-Mar 2022
	Finalize contract for internet service provider	Executive Director	Feb-Mar 2022
	Scope and purchase staff and classroom technology	Office Manager	Mar-Jun 2022
	Scope and purchase student technology	Office Manager	Mar-Jun 2022
	Develop system and tracking for student and staff technology distribution	Office Manager	Mar-Jun 2022
	Update school website	Office Manager	Mar-Jun 2022
	Develop connectivity plan to include data and broadband support	Office Manager	Mar-Jun 2022
	Purchase/lease technology-related supplies	Office Manager	Mar-Jun 2022
<i>FINANCE</i>			
Financial Management	Edit/solidify/implement designed budget controls and fiscal policies	Board of Directors	Sept-NovFeb-Mar 202 2 ¹
	Set up bank account and school credit card	Board of Directors	Sept-NovFeb-Mar 202 2 ¹
	Finalize cash flow plan	Board of Directors	Sept-NovFeb-Mar 202 2 ¹
	Develop and finalize purchase order, check, and credit card request authorization forms	Office Manager	Mar-Jun 2022
	Develop and finalize receipt collection, filing and expense tracking	Office Manager	Mar-Jun 2022
Additional Funding Opportunities	Apply for immediate funding opportunities: Opportunity 180, City of Las Vegas, local educational grants, etc.	Board of Directors	Sept-Nov 2021
	Create a fundraising plan for fiscal year	Board of Directors	Sept-NovFeb-Apr 202 2 ¹
	Create a plan for regular review of available grants and authoring of proposals	Board of Directors	Sept-NovFeb-Apr 202 2 ¹
<i>PARENT & COMMUNITY ENGAGEMENT</i>			
Community Partnerships	Distribute parent/guardian interest form (print and social media)	Board of Directors & Executive Director	May 2021-Jun 2022
	Attend community events (tabling events, back to school fairs, etc.)	Board of Directors &	May 2021-Jun 2022

		Executive Director	
	Build and seek out additional community partner relationships	Board of Directors & Executive Director	May 2021-Jun 2022
	Develop/maintain relationships with elected officials from municipality	Board of Directors & Executive Director	May 2021-Jun 2022
	Draft and secure MOU's with community partners	Board of Directors & Executive Director	Sept-Nov 2021 Feb-Mar 2022
	Host community conversations with local community groups	Board of Directors & Executive Director	May 2021-Jun 2022
Family Engagement	Host monthly family meetings at various early education centers, Head Start partner, local libraries, etc.	Board of Directors & Executive Director	Sept 2021-Jun 2022
	Develop monthly SSAES Newsletter	Executive Director	Sept-Nov 2021 Feb-Jun 2022
	Distribute monthly SSAES Newsletter	Executive Director	Sept 2021-Jun 2022
	Create a comprehensive plan for Family Advisory Council	Executive Director	Sept-Nov 2021 Jul-Sep 2022
	Canvass neighborhoods for face-to-face interactions with potential families	Executive Director	Sept-Nov 2021 Feb-May 2022
<i>STUDENT RECRUITMENT & ENROLLMENT</i>			
Recruitment	Develop and implement student recruitment plan	Executive Director	Sept-Nov 2021 Feb-Mar 2022
	Design flyers, social media posts/ad development, and public communication	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Develop and distribute marketing materials	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Identify and build relationships with community organizations to build recruitment base	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Secure locations for information sessions, canvassing, and tabling events.	Executive Director	Feb-Mar 2022 Sept-Nov 2021

Lottery and Enrollment	Determine lottery protocols and procedures	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Design plan for lottery wait-list and ongoing communication with families	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Design lottery application in English and Spanish (other languages as necessary)	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Open school lottery	Executive Director	Mar 2022 Jan 2022
	School lottery closes; collect all student registration information; lottery selection process	Executive Director	May 2022 Mar 2022
	Register families, accepting registration materials, residency verification, home language surveys, etc.	Office Manager	Mar 2022 May-Aug 2022
	Conduct home visits	ED & Office Manager	Jun-Jul 2022
	Reach out to families regarding their intent to enroll prior to the lottery deadline	Office Manager	Sept-Nov 2021 Mar-Apr 2022
	Accept children off of the waitlist and notify families	Office Manager	Mar 2022 May-Aug 2022
	Register families selected from the waitlist, accepting registration materials, residency verification, home language surveys, etc.	Office Manager	Mar 2022 May-Aug 2022
<i>SCHOOL SYSTEMS & CULTURE</i>			
Policies for School-Wide Culture and Reporting Systems	Finalize Student and Family Handbook	Executive Director	Sept-Nov 2021 Feb-Mar 2022
	Approve SY22-23 school calendar	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Finalize daily schedule	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Design systems and procedures for student discipline	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Build school reporting systems for daily attendance, student data, and student discipline	Executive Director	Feb-Mar 2022 Sept-Nov 2021
	Finalize core competencies, core values, and school mission and vision	Executive Director	Feb-Mar 2022 Sept-Nov 2021
<i>GOVERNANCE</i>			

<i>Board Policy and Governance</i>	Transition Governance to Board of Directors	Board of Directors	Jan-Feb
	Work with SPCSA to finalize conditions of charter approval	Board of Directors	Jan-Feb 2022
	Revisit and finalize previously designed governance procedures	Board of Directors	Jan-Feb 2022
	Develop board goals and strategic plan	Board of Directors	Jan-Feb 2022
	Edit/solidify oversight policies	Board of Directors	Aug-Nov Jan-Feb 2022
	Board of Directors Orientation	Board of Directors	Jan-Feb 2022
	Board of Directors elect officers and form Board committees	Board of Directors	Jan-Feb 2022
	Develop and approve board meeting format, record keeping procedures, and timelines	Board of Directors	Aug-Nov Feb 2022
	Conduct advisory committee meeting once a month		Jul-Dec Feb-Dec 2022
	Conduct board meeting once a month, vote on essential items	Board of Directors	Jan-Feb Dec 2022
Hiring of Executive Director	Determine and approve job description, performance measures, annual evaluation and compensation for Executive Director position	Board of Directors	Jan-Feb 2022
	Recruit, interview and hire Executive Director	Board of Directors	Jan-Feb 2022
	Transition instructional and operational duties to Executive Director	Board of Directors	Jan-Feb 2022
<i>SPCSA REQUIREMENTS</i>			
	Submit 501c3 documentation to SPCSA	Board of Directors	Jan-Feb 2022
	Submit all necessary follow-up documentation to SPCSA	Board of Directors	Jan-Feb 2022
	Revise budget and submit to SPCSA	Board of Directors	Feb Jan 2022
	Board member background checks w/ SPCSA	Board of Directors	Jan-Feb 2022
	Charter agreement finalization	Board of Directors	Jan-Feb 2022

Attachment 18: Budget Narrative



Attachment 18: Budget Narrative

The revenues and expenditures outlined below are all based on estimates from the State of Nevada Pupil Centered Formula Plan, federal funding data, local government financial commitments and from service quotes from third-party vendors. The revenue and expenditure figures shown in this narrative and in the workbook were calculated to show a surplus for the complete charter term (Year 1-Year 6) to prepare for unanticipated expenses and delay/changes in revenue projections.

REVENUE

SSAES is projected to enroll 180 students in year 1 (2022-2023), in three grade levels, Kindergarten to 2nd grade. Enrollment will increase by 60 students for the next 3 years totaling 360 students by Year 4 (2025-2026) serving grades Kindergarten to 5th grade. Revenues include:

1. Pupil Centered Formula Plan (PCFP)- Per the SPCSA financial workbook, the PCFP, is projected to provide \$7,243 in revenue per student in year 1 (180 students) and \$8,242 per student in year 6 (360 students).
2. Federal Revenue: Federal revenue is outlined by subgroups in the financial plan workgroup to include Title IA, Title IIA, Title III, Title IV and IDEA. Rate assumptions are determined by research and historical data of federal funding for special populations in the last five years. Title IA funding is based on a national assessment of Title I funding.¹ Title III funding is based on Title III appropriation from congress in 2016.² Percentages of subgroups, such as Free and Reduced Lunch, English Language Learners and Special Education are determined by data on the target area of the school, which includes zip codes, 89101, 89104, 89106 and 89107.
3. Additional Funding: SSAES has the financial support for additional revenue provided by the City of Las Vegas. For incubation year, SY0 2021-2022, the city of Las Vegas allocated \$1,000,000 to assist in the preparation of the school opening in August 2022. SSAES is projecting to spend \$500,000 throughout the incubation year and will encumber \$500,000 to use for Year 1 (SY 2022-2023) expenditures. The school will sign a lease agreement with the city of Las Vegas for the facility costs including facility space, utilities, custodial and CAM. The school will also be a priority fundraising item for The City of Las Vegas Mayor's Fund for Las Vegas LIFE. Comparable fundraising priorities include City of Las Vegas Strong Start Academies and Strong Start GO! which to date have received more than \$100,000 in donations over a three year period. The school also plans to apply for the Opportunity 180 Great Schools for Nevada Charter School Program Grant once eligible. Letter of Intent outlining the additional funding referenced above has been included in this application.

EXPENDITURES

¹ Dynarski, M., Kirsten, K. (2015, November 20). *Why federal spending on disadvantaged students (Title I) doesn't work*. Brookings. <https://www.brookings.edu/research/why-federal-spending-on-disadvantaged-students-title-i-doesnt-work/>

² Williams, C. (2020, March 31). *The case for expanding federal funding for English learners*. The Century Foundation. <https://tcf.org/content/commentary/case-expanding-federal-funding-english-learners/?session=1&session=1>

Staffing

The average staffing expense for the 6-year charter is calculated to 1,930,606 per year. This includes total salaries and benefits for the max FTE count of 35 (year 6). Salaries were calculated on a competitive rate based on current salaries from Clark County School District and other comparable charter schools. Benefits, unemployment insurance and worker's compensation assumptions were received from a local insurance and benefits firm based on current rates in the state of Nevada. Unemployment insurance is 2.95% based on Nevada's SUI rate. Workers compensation is estimated \$95/employee per quote from insurance firm. Average medical, dental and vision costs are \$400.00 per full-time employee per month. Retirement benefits are determined by NV Public Employee Retirement System at 15.25% of salary. FTE count provided below.

POSITION	Year 1 SY 2022- 2023	Year 2 SY 2023- 2024	Year 3 SY 2024- 2025	Year 4 SY 2025- 2026	Year 5 SY 2026- 2027	Year 6 SY 2027- 2028
Executive Director (Principal)	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Office Clerk			1	1	1	1
Kindergarten Teacher	3	3	3	3	3	3
First Grade Teacher	3	3	3	3	3	3
Second Grade Teacher	3	3	3	3	3	3
Third Grade Teacher		3	3	3	3	3
Fourth Grade Teacher			3	3	3	3
Fifth Grade Teacher				3	3	3
SPED Teacher & Facilitator	1	1	1	1	1	1
SPED Teacher		1	1	1	1	1
ELL Teacher & Facilitator	1	1	1	1	1	1
ELL Teacher	1	1	2	3	3	3
Language Teacher	1	1	1	1	1	1
Electives Licensed Teachers	1	1	2	2	2	1
Licensed Behavior Specialist	1	1	1	1	1	1
Guidance Counselor	1	1	1	1	1	1
Social Worker			1	1	1	1
First Aid and Safety Assistant	1	1	1	1	1	1

General Operating Expenses

1. Recruitment, Onboarding and Professional Development: SSAES is estimating \$2,000 for staff recruitment in Year 1 - 3, decreasing \$1,000 for Years 4- 6 due to the number of FTEs needed for school operations decreasing. Professional Development will be provided by two proposed vendors: Dual Language education of New Mexico (DLeNM) and TNTP.

DLenM will work with staff on training and development of the dual language program design and implementation. Their work with SSAES will be contracted for the first three years of the school, totaling \$247,995 (SOW and quote attached). TNTP will provide professional development only in teacher support and induction for one year, Year 1 of the school, total cost of \$24,568.

2. Instructional Expenses: SSAES is estimating \$1,000 per instructional FTE for instructional supplies, \$6 per student for assessment costs, \$25 per student for student supplies, \$175 per student for educational software/curriculum, and \$2,000 per classroom for classroom technology.
3. Student support/ resources expenditures: SSAES is estimating \$20 per student for office supplies, average of \$45 per student for school uniforms, \$20 per student for health supplies, \$700 per grade level for enrichment field trips and \$5 per student for gifts and awards.
4. Contracted services: Annual audits are budgeted at \$15,000, increasing an estimated 1% each year. Legal funds are budgeted at \$10,000, increasing an estimated 1% each year. Accounting services contracted at \$60,000 per year includes the comprehensive financial firm vendor referenced in this application which will provide accounting, purchasing, payroll, financial reporting, compliance and annual audits. The finance firm will also manage inventory tracking, chart of accounts and create the school's financial policies and procedures. Finally, SSAES will contract with a Human Resource firm for HR functions to include: research and compliance, hiring and onboarding, performance management, terminations and employee support. Vendor SOW and quote provided by HR firm, Bambee, totaling \$24,534 for the 6-year charter term. Pricing plans are determined by 2-year agreements of \$5,736 and an annual expense of \$1,000 (plus \$40 per new FTE) for compliance trainings. SOW and Quote attached.
5. Food Program: SSAES is estimating \$1.45 per student per day for breakfast program, \$2.25 per student per day for lunch program. Rates are based on schools in the Clark County School District.

Facilities

SSAES facility space is projected at 15,990 square feet for school year 2022-2023 with additional square footage of 1,500 each year, until school year 2025-2026 (full capacity) to account for additional classroom space to accommodate increased enrollment. Lease rate is calculated to \$10.08 per square foot per year. Facility cost rates in the financial workbook reflect market rate estimates, however the city of Las Vegas intends to lease the facility space for a total of \$1.00 per year for the duration of the lease term (year 1- year 6). Per recommendation of SPCSA, facility market rate estimate per square footage expenses have been included as donation on the enrollment and revenue tab. Letter of Intent detailing the resolution City of Las Vegas Council will pass for the lease has been provided.

Utilities are calculated at \$3.69 per sq ft and custodial at .70 per sq ft based on rates on existing City of Las Vegas facilities where SSAES plans to incubate for Year 1, SY 2022-2023. CAM is included in the lease rate per sq ft.

Furniture, Equipment and Technology

Faculty Technology

Faculty technology costs are estimated to be \$450/laptop, \$2,000 for classroom technology to include smartboard, computer accessories and \$300/FTE for additional computer hardware. Each teacher will be provided with a laptop, programmed with Microsoft Office.

Student Technology

Student technology costs are estimated to be at \$380/device. Each student will be provided with a device (laptop or tablet, depending on age and need) and headset with microphones. Headsets and other student computer accessories are included in the classroom technology estimate of \$2,000.

Technology Services

Educational software/curriculum is estimated at \$175/student. Rates are based on curriculum used for the existing early childhood education program from the City of Las Vegas. Technology support services are estimated at \$1,500/month and \$959/month for monthly internet and phone service.

Furniture

SSAES is estimating furniture expenditures of \$400 per new FTE. Student furniture is also estimated at \$300/student.

Contingency Plan

SSAES prepared a fiscally conservative budget resulting in surplus for Year 1- Year 6 to continue operating the school in case anticipated revenues are not received or lower than expected. Grant writing and securing additional funding sources will be a priority for governing Board and school leadership to be proactive in the event that state and local revenue and philanthropic projections are not met in advance of opening.

Title IA and IDEA Funding Information

The projected number of students applicable under Title IA and IDEA funding was determined by data from Nevada Report Card using student demographics of schools identified in the market portion of the financial workbook. All the schools listed are within a 2-mile radius of the proposed incubation sites of SSAES and are part of the school's feeder pattern.

SSAES will ensure that federal funds are used in alignment with federal requirements by selecting an Executive Director that has vast experience in managing federal funds for special populations, especially in elementary education. The comprehensive finance The governing board will require documentation and reporting from executive director to ensure there is no supplanting of funds. Governing board will also undergo training on responsible and ethical budget management. In case enrollment and funding is different from projections, SSAES will adjust by securing additional funding through grants and private donations through the support of the Mayor's Fund for Las Vegas LIFE (letter of support attached).

Attachment 19: Financial Plan Workbook

Please see submitted workbook

