

**WESTERN YOUTH LEADERSHIP,
ENGAGEMENT, & EMPOWERMENT SCHOOL**



2024 CHARTER APPLICATION

1.1 GENERAL INFORMATION

Name of Proposed School: WYLEES, The Western Youth Leadership, Engagement, and Empowerment School

Proposed Opening Year: 2025

Grades Served in Year 1: 6-8 Grades Served at Capacity: 6-8

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

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 the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.

Primary Contact Name: Mike Taack

Street [REDACTED] [REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED]

1.2 APPLICANT TEAM INFORMATION

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 contained in the table on the next page 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. A Committee to Form must comply with the membership requirements in [NRS 388A.240](#).

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

☒ Committee to Form

☐ Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?

N/A

For CMO Applicants, if approved, what entity will hold the charter?

N/A



Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

NRS 388A.240 Membership Category	Full Name	State and County of Residence (list permanent residence)	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	Kimberly Izumo Nevada License Number, if applicable: 4029	Clark County, Nevada	Board member
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Felicia Gonzales Nevada License Number, if applicable: 33857	Clark County, Nevada	Board member
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Frank Endellicate	Clark County, Nevada	Board member
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Tara Meierkord	Clark County, Nevada	Board member
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Mike Taack	Clark County, Nevada	Proposed principal
2: Other (optional)	Elizabet Perez-Najera	Clark County, Nevada	Board member

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)
N/A	N/A

CMO Applicants: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

Full Name	Role with Proposed School	Current Employer
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N/A		

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)
N/A	

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.



1.3 PENDING APPLICATIONS AND SCHOOLS

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational 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.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

☐ Yes

☒ No

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

Proposed School Name	City	State	Opening Date

1.4 PLANNED ENROLLMENT

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6	112	127	152	167	167	167
7	90	112	132	157	167	167
8	70	90	115	137	162	167
9						
10						
11						
12						
Total	272	329	399	461	496	501



1.5 PROPOSED LOCATION

Has a facility been identified for the proposed school?

☐ Yes

☒ No

If a facility has been identified, provide the address and information regarding the facility below.

Facility Address: _____

County: _____

Zip Code(s) to be Served by School: _____

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location:

Beverly Green or Huntridge Neighborhood, downtown Las Vegas, 89104, 25,000 square foot facility minimum

County: Clark County

Zip Code(s) to be Served by School: 89109, 89104, 89169, 89102, 89106, and 89101

1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOs) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOs)

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

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

☐ Yes

☒ No

If yes, identify the name of the EMO or CMO and specify which designation:



1.7 APPLICATION PREPARATION¹

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes☒ No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes☒ No

If you answered yes to either of the previous two questions, complete the table below.

The name(s) of the person(s) that prepared or assisted in preparing the application	
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	
The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	

¹ [NAC 388A.160\(8\)](#)



1.8 APPLICANT CERTIFICATION

Applicant Responsibilities

- Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Katie Broughton (kbroughton@spcsa.nv.gov) with any information or questions.
- Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Mike Taack

4/26/2024

Date



CONTENTS

1	Application Cover Sheet	2
1.1	General Information	2
1.2	Applicant Team Information	2
1.3	Pending Applications and Schools	5
1.4	Planned Enrollment	5
1.5	Proposed Location	6
1.6	Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs)	6
1.7	Application Preparation	7
1.8	Applicant Certification	8
2	Meeting the Need	10
2.1	Mission and Vision	11
2.2	Targeted Plan	17
2.3	Parent and Community Involvement	21
3	Academic Plan	30
3.1	Transformational Change	31
3.2	Curriculum and Instructional Design	47
3.3	Promotion and Graduation Requirements	77
3.4	Driving for Results	80
3.5	At Risk Students and Special Populations	91
3.6	Professional Development	106
3.7	School Culture	113
3.8	Student Discipline	117
3.9	School Calendar and Schedule	122
3.10	Dual Credit Partnerships	124
3.11	Programs of Distance Education	124
4	Operations Plan	125
4.1	Board Governance	126
4.2	Leadership Team	131
4.3	Staffing Plan	133
4.4	Human Resources	134
4.5	Student Recruitment and Enrollment	139
4.6	Incubation Year Development	145
4.7	Services	146
4.8	Facilities	148
5	Financial Plan	151



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



SECTION 2: MEETING THE NEED



2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission

1) Provide the mission and vision for the proposed school.

Mission: The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to 1) energize diverse 6th - 8th grade youth leaders who are socially, emotionally, and academically prepared to shape the future, 2) engage students in academics through community service and real-world, hands-on learning and, 3) to empower students to solve problems through innovation, advocacy, and action to create a better world for all.

Vision: WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

The Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) serves the downtown Las Vegas zip codes of 89109, 89104, 89169, 89102, 89106, and 89101. With a focus on a community with a high percentage of historically marginalized populations and at-risk 6th-8th grade students—including a larger percentage of Emerging Bilingual (EB) / English Language Learners (ELL) as compared to the rest of Clark County and the state—WYLEES empowers our graduates to have the future of their choosing and to prepare all of our students to apply to high quality charter high schools, CCSD magnet schools, and other schools of choice that will enable them to reach their long-term goals and dreams. Our engaging, hands-on approach is rooted in ensuring that students have ample opportunities for structured academic discourse and projects that show the connection between content and the application of knowledge. Through creativity, collaboration, and civic engagement, WYLEES' graduates are prepared, connected innovators leading Las Vegas into the future.

2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:

a) The students and community to be served,

WYLEES has the privilege of working with the community of downtown Las Vegas, families in zip codes 89104, 89109, 89169, 89102, 89106, and 89101, to co-create a school that empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement. WYLEES vision reflects the assets and desires of the downtown Las Vegas community as understood by the Committee to Form's more than 75 combined years educators in downtown Las Vegas and as residents with nearly 200 combined years living in the Las Vegas valley.

The downtown Las Vegas community, in particular the 89104 zip code in which WYLEES will be situated, faces a number of challenges that we aim to teach our students about with the help of residents and community partners. Our goal is to help students and families to better understand some of the pressures faced by their neighbors and to find ways to address these pressures through Project Based Learning (PBL).

At WYLEES, we see a world where the community works together as a village to help align learning to action, empowering our students to develop valuable experience that can be used to drive their future academic and career success. We envision a future where only a few years out, our alumni are vital community partners as well, providing mentorship and networking opportunities for our students. We plan to create a self-sustaining ecosystem of learning and action that measurably improves the lives of our students and community members for years to come.

Mission and Vision Explained

WYLEES mission is threefold: 1.) Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future; 2.) engage students in academics through community service and real-world, hands-on learning; and 3) empower students to solve problems through innovation, advocacy, and action to create a better world for all. WYLEES aims to achieve outcomes that will improve the long term quality of life for all of our students, including students with disabilities, Emerging Bilingual (EB) / ELL students, economically disadvantaged students, at-risk students, and those above or below grade level.

More specifically, the WYLEES mission and vision is explained as follows:



Component		Explanation
Mission	Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future.	WYLEES energizes diverse youth leaders by centering their own goals and dreams at the heart of their educational experiences via our Personalized Learning Pathways (PLPs). We balance high-expectations for academic growth and achievement with a focus on the whole child. Through Social Emotional Learning (SEL) and creating a sense of belonging with the Ron Clark House System, WYLEES ensures that our students see great value in coming to school and dedicating themselves to becoming lifelong learners. The enthusiasm we create for learning and the leadership opportunities we create for students guarantees that our students will actively seek out ways to improve their community and show others how to do so as well.
	Engage students in academics through community service and real-world, hands-on learning.	A key piece of our mission, based on input from students and their families, is that learning needs to be relevant and tangible to be meaningful and memorable. WYLEES uses Project Based Learning (PBL) to ensure that students are actively engaged in academics, rather than just listening to “the sage on the stage.” Our service and civic-engagement orientation means that students and their families help us to identify projects that could help improve the community in some way, and students get the opportunity to discover knowledge and build skills for an authentic purpose that involves them using iterative design thinking and putting their talents to work.
	Empower students to solve problems through innovation, advocacy, and action to create a better world for all.	Through PLPs and PBL, students become more than vessels to be filled with knowledge: they become seekers, designers, critical thinkers, and collaborators who have to make decisions and learn from them, and they habitualize using what they learn to gain more knowledge and skills to meet their project and personal goals. Students learn from subject area experts in school, and through community partnerships they learn how to connect with experts in various fields pertaining to their project work. The autonomy, networking opportunities, and soft skill development students are empowered with in school become lifelong assets that ultimately teach our students that they can do whatever they set their minds to, especially when they do it in collaboration with and for the benefit of their community.
Vision	Through creativity, collaboration, and civic engagement WYLEES’ graduates are prepared, connected, innovators leading Las Vegas into the future.	Our vision of success is that even as students leave our building, they stay connected to our community. We begin by building strong connections internally among students and between students and staff, but we expect those connections to grow deep into our community through the work that we do. We challenge our students to think about how things could be done differently and to dream big when proposing solutions to problems; we firmly believe that imagination is critical to meeting the needs of today and planning for the needs of tomorrow. As students move on to high school and beyond, our hope and expectation is that our alumni continue to mentor future WYLEES’ students and seek ways to make life better for everyone in their community in as many ways as they can.

WYLEES is a free public school that gives students the opportunity to take ownership of their learning by articulating their long-term goals and dreams, thinking about the impact that they want to make on the world, and selecting experiences that align with their needs and values. We do this by:

- Providing a rigorous, student-centered curriculum rooted in community service and civic-engagement oriented project-based learning and social emotional learning experiences.
- Leveraging students’ interests, values, and long- and short-term goals to create learning experiences that are inherently meaningful, interesting, and culturally responsive.
- Partnering with community stakeholders including neighborhood residents and businesses to place learning experiences in real contexts that are relevant and impactful in students’ lives.

WYLEES invites our students and families to change the world today through creativity, collaboration, and civic engagement. Central to this vision is our two-pronged approach: 1.) Centering students as partners in our mission to educate them in



alignment with their own goals and values, and 2.) Leveraging the transformative power of PBL to build academic and soft skills in our students to prepare them for whatever college or career path they choose. Fundamentally, we believe that by rooting instruction in relevance as perceived by our students, we will engender an environment in which learning is intrinsically meaningful and students are highly motivated to develop ownership and independence in their learning.

Downtown Las Vegas families are drawn to WYLEES because of the focus on community, student-centered instruction, and real-world, hands-on learning experiences. Accordingly, WYLEES plans to be the school of choice for students and families in this historic community. WYLEES' personalized educational programming is not only accessible to but ideal for all students, especially students with disabilities, Emerging Bilingual students (more commonly referred to as English Language Learners), and students who are members of historically under-represented groups. WYLEES is open to all students, regardless of prior academic or state testing performance, and we actively encourage all students to apply. WYLEES recruits and employs talented, passionate educators who have a commitment to continuous growth for themselves and their students, regardless of their prior experience with Project Based Learning. All staff will participate in differentiated professional development to help them develop their skills in this method in alignment with their prior experience and needs for support.

Rationale for Project Based Learning (PBL) Focus

Project Based Learning, at its core, is an amazingly equitable approach to education. Not only does it encourage students to take ownership of their learning and employ metacognitive strategies that have been demonstrated to lead to deeper learning and greater academic success, but it also provides students the opportunity to develop the soft skills needed to be successful in a variety of occupations and academic settings. In addition to helping students develop skills such as teamwork and collaboration, communication, time management, and problem solving, PBL also provides an opportunity for our Emerging Bilingual students to develop their conversational and academic language in context and apply it to real situations, such as the very real situation that southern Nevada's water resources are in peril.

By leveraging PBL, WYLEES can meet the needs of our students and our community in a number of very important ways. At a base level, we can prepare students for college and a variety of careers, and we can ensure that students understand the various current and future needs that their community faces. On a deeper level, providing access to community-focused PBL can also generate ideas that will ultimately help meet these needs. It is not hard to imagine, for example, that a WYLEES student who grew up in our community and who had the opportunity to learn from experts in the field of water conservation and present to a panel of community leaders might come up with a solution to our water shortage that outsiders may have missed. Similarly, it is easy to imagine that if we can make this type of impact on thousands of students over a decade or more that WYLEES will inspire future entrepreneurs and community leaders from within our own walls to help diversify our economy and enact other solutions to needs that may not even have emerged yet.

b) The key components of your educational model

WYLEES' educational model is research based and student centered, with a heavy emphasis on ensuring that learning tasks are authentic, culturally relevant, and that learning is structured in such a way as to provide ample opportunities for academic discourse and the application of knowledge and skills to community needs. **The four components of WYLEES' model are 1) Project Based Learning (PBL), 2) Service Learning and Civic Engagement, 3) Personalized Learning Pathways, and 4) universal use of English Language Acquisition & Development (ELAD), Teaching English as a Second Language (TESL), and Quality Teaching for English Learners (QTEL) strategies school wide.**

All four components of our model work together to improve academic growth and achievement for all, with extra benefits for our Emerging Bilingual students and those with different learning styles and needs. The table below provides more information about each aspect of our learning model and how they work together to meet students' needs:

Component	Definition, Explanation, and Evidence of Efficacy
Project Based Learning (PBL)	Definition: In Project Based Learning (PBL), "students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Project Based Learning unleashes a contagious, creative energy among students and teachers." ²

² [What is Project Based Learning? | PBLWorks](#)



	<p>Explanation: WYLEES' use of PBL as a core component of our instructional model is based on the understanding that PBL provides students with the opportunity to be active constructors of their own knowledge and to work with that knowledge in authentic ways that have an immediate impact on their community. PBL provides Emerging Bilingual students with ample opportunity to practice academic vocabulary in a real context and to build their English language skills, while PBL provides all students with the opportunity to collaborate and build the soft skills needed for success in college and the careers of the 21st century.</p> <p>Evidence of Efficacy: PBL holds profound promise for improving student achievement and growth outcomes, both academically and in the area of soft skills. One meta analysis of studies comparing PBL to traditional instruction found that "PBL was superior when it comes to long-term retention, skill development and satisfaction of students and teachers".³ In a recent study investigating the impact of PBL on elementary students' achievement in science, the researchers found that students' achievement was higher than for peers in non-PBL classrooms and that they "also grew in areas of self-reflection and collaboration. The results held for all subgroups of students", including for struggling readers.⁴</p>
<p>Service Learning and Civic Engagement</p>	<p>Definition: "The term 'service-learning' means a method:</p> <ol style="list-style-type: none"> under which students or participants learn and develop through active participation in thoughtfully organized service that <ul style="list-style-type: none"> is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and helps foster civic responsibility; and that <ul style="list-style-type: none"> is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience."⁵ <p>Explanation: Service learning and civic engagement based PBL projects at WYLEES give students the opportunity to learn more about their community and think more deeply about the challenges that their community faces. The immediacy of working to improve one's own community both makes learning highly relevant and very engaging. Beyond these pragmatic, short-term reasons for using service learning as a key component of our model, this pairing helps our students to develop habits of mind and action that will ensure that they are engaged and responsible citizens who think critically about social issues, civic engagement, and their roles in our democratic republic as informed agents of change.</p> <p>Evidence of Efficacy: Youth.gov shares a number of benefits for students coming from service learning, including that students "learn how to be respectful toward others and toward public property, and they develop awareness of healthy life choices...[and] they learn about cultural diversity and show more tolerance of ethnic diversity." the site also describes how service learning can improve feelings of connectedness, promote social-emotional skills, and adds that students who have participated in extended, high-quality service learning projects "have been shown to make academic gains, including gains on standardized tests."⁶</p>
<p>Personalized Learning Pathways</p>	<p>Definition: According to the Vermont agency of education, "Personalization is 'a learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others in challenging tasks, maintain a record of explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support</p>

³ ["When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparin" by Johannes Strobel and Angela van Barneveld \(purdue.edu\)](http://www.purdue.edu)

⁴ [Project-Based Learning Increases Science Achievement in Elementary Schools and Improves Social and Emotional Learning - Lucas Education Research \(lucasedresearch.org\)](http://lucasedresearch.org)

⁵ [Service-Learning | Youth.gov](http://youth.gov)

⁶ [Service-Learning | Youth.gov](http://youth.gov)



	<p>of adult mentors and guides.’ (National Association of Secondary School Principals)”⁷</p> <p>Explanation: At WYLEES, be know that there is great value in students’ ability to accurately reflect on their own strengths and areas for growth. This critical skill of lifelong learners is developed through the use of the “Wylee Profiles” that we co-create with students as they enter our school. Students have the opportunity to share their self-perceptions of their strengths, consider external sources of data, such as MAP test or SBAC results as points of evidence, and chart a course for academic growth that is aligned to their long term career goals and life aspirations. Students’ Wylee Profiles are living documents that are updated regularly based on new achievement data and changes students may make to their long-term goals; we want students to be in the regular habit of thinking about where they want to go, what skills and knowledge they need to get there, and how their current skills and knowledge align to their plans.</p> <p>Evidence of Efficacy: The research on Personalized Learning (PL) is still in its nascent stages, but recent research by the RAND Corporation in collaboration with the Bill and Melinda Gates Foundation shows that the approach holds promise for improving student achievement and growth. According to their 2017 study, early “evidence suggests that personalized learning (PL) can improve achievement for students, regardless of their starting level of achievement.” The study found a statistically significant improvement in students’ percentile gains as compared to peers in non-PL schools on math achievement as measured by the NWEA MAP tests, and it found that PL helped to close achievement gaps in math at a faster rate than non-PL schools. Furthermore, the study found that for the most at-risk students, roughly 60% exceeded the growth of students in non-PL schools; for students with higher levels of prior achievement, 50% of PL students exceeded the growth of students in non-PL schools.</p>
<p>Quality Teaching for English Learners (QTEL), Teaching English as a Second Language (TESL), and/or English Language Acquisition & Development (ELAD)</p>	<p>Definition: WestEd’s QTEL website states that “QTEL’s model of teaching is based on sociocultural and sociolinguistic theories of learning and the central role of language in the learning process. Drawing from sociolinguistic research on effective practices with English learners including studies in second-language acquisition, oral and written literacies development, systemic functional linguistics, and theories of accelerated English language acquisition, the QTEL program works to build the capacity of educators to develop students’ abilities to read, discuss, and write academic texts in rigorous content area courses. Because of this emphasis on a pedagogy based on sociocultural theories of learning, teachers find the QTEL approach classroom-friendly and pragmatic as they experience a compelling way to work with students.” TESL/ELAD refers to teaching English to non-native speakers in a country where English is the primary language.</p> <p>Explanation: The QTEL model centers student knowledge at the heart of instruction and is strongly aligned to PBL. Some key components of this approach are the shift to high challenge learning activities with high support, a focus on quality interactions with content, and a language focus that is driven by building academic vocabulary and providing students with many structured opportunities to use and develop language. While this approach to teaching was explicitly developed to benefit Emerging Bilingual students, it also holds benefits for all students, especially those who struggle with written or verbal comprehension. Similarly, TESL/ELAD strategies help students improve their English language skills, enabling effective communication and integration.</p> <p>Evidence of Efficacy: Members of the founding team have used QTEL strategies specifically with middle school students in the target neighborhood and have seen student engagement, growth, and achievement increase as a result; TESL/ELAD strategies are widely accepted as beneficial to students who speak a language other than English as their first language.</p>

c) The outcomes and goals you expect to achieve for students and the school overall

WYLEES’ goal is to become a 4- or 5- star school on a very short timeline. To help us achieve this goal, we have set three outcomes that serve as our north stars for student growth and achievement, with a specific emphasis on improving the

⁷ [Personalized Learning | Agency of Education \(vermont.gov\)](#)



long-term quality of life for all students, especially at-risk students, students with disabilities, Emerging Bilingual (EB) students, economically disadvantaged students, and students above or below grade level:

1. Develop Lifelong Learners:

- a. Every student will develop a Personalized Learning Pathway (PLP) in collaboration with their Advisory teacher. The PLP will include students' interests, goals, strengths, opportunities for growth, and set realistic and achievable learning targets that are meaningful to each student. This develops students' capacities for reflection, accurate self-assessment, and personal planning over time, and teaches students to regard growth as an ongoing process and learning as something they can do on their own (including insofar as selecting quality sources of support, including resources, materials, mentors, and teachers). This empowers our students to grow into adults who are capable of learning whatever they need to know to live the lives that they choose, and also helps them to improve their academic growth and achievement in the near term.

2. Project-Based Learning:

- a. Every student will engage in Gold Standard PBL projects that teach them the High Quality PBL Success Skills of self-directed learning, collaboration, creativity, complex communication, and critical thinking. Students will demonstrate proficiency in these skills by the end of their second year at WYLEES, as measured by The Buck Institute for Education's research-based rubrics for High Quality PBL Success Skills. These skills help students build relationships that can last a lifetime, develop a network of support to help them achieve their life goals, and develop the resilience needed to face challenging situations and find creative solutions and/or ways to overcome obstacles that stand between them and success. In the near term, these skills help students to develop positive, developmentally appropriate relationships and learning strategies that apply to every academic subject, helping them accelerate their understanding, growth, and achievement.

3. Civic Engagement:

- a. Each student will engage with real issues in the Las Vegas valley, striving for positive community change through direct action, raising awareness, or inspiring others to take direct action. This important aspect of our model ties PBL to lifelong learning, highlighting how it often entails dealing with uncertainty, conflicting priorities, and scarce resources. Crucially, our civic engagement approach instills in students the responsibility of leaders to improve others' lives, sharing their knowledge, resources, and skills with those in need. It also emphasizes the need to comprehend these needs and involve those affected in crafting solutions. This aspect of our model shows—through practical application—the importance of ensuring that a diverse set of perspectives is included in analyzing problems and ideating solutions, and that the process of designing, building, and implementing those solutions is equitable and inclusive.

d) Key supporters, partners, or resources that will contribute to your school's success.

WYLEES counts itself incredibly fortunate to count among our supporters: a number of former students and families served by members of our Committee to Form when we were educators in the neighborhood; students and families that have helped us in the design process and those who have committed to enrolling at WYLEES when we are approved; educators, administrators, and support staff in a number of local district and charter schools and schools across the nation who have both helped with our design process and who have offered ongoing support and resources, and; community and national partners including UNLV's College of Education, the Leadership Institute of Nevada, the Nevada Association of Latino Administrators and Superintendents, Opportunity 180, Diverse Charter School Coalition, New Leaders, and more. Together, we will ensure that tomorrow's leaders are able to change the world today.

- 3) Identify the statutory purpose(s)4F that the school will fulfill and explain the alignment to school's the mission and vision. (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.)**

WYLEES meets all six of the statutory purposes, as articulated below:

Statutory Purpose	WYLEES' Plan to Meet Purpose
a) Improving the academic achievement of pupils	WYLEES' goal is to become a 5 star school in urban downtown Las Vegas. The PBL educational model, which capitalizes on student choice, emphasizes collaboration, employs structured discourse to help develop English skills for Emerging Bilingual students,



	features units that assess multiple skills involving real-world expertise, and leads to authentic assessments before authentic audiences, will push students to achieve.
b) Encouraging the use of effective and innovative methods of teaching	Project Based Learning integrated across the curricula will be WYLEES primary method of instruction. Effectively facilitating Project Based Learning will encourage students' metacognition and deeper learning through ownership of key elements of the learning process. Personalized Learning Pathways will ensure that students take ownership of their achievement and growth data and reflect on their progress towards their own short- and long-term goals.
c) Providing an accurate measurement of the educational achievement of pupils	WYLEES will use a combination of iReady interim assessments, NWEA MAP benchmark and interim assessments, and requires state tests such as WIDA and SBAC to accurately measure and report student growth and achievement.
d) Establishing accountability and transparency of public schools	WYLEES will model accountability and transparency by openly sharing our processes and data with the public, alongside any other public records which can help others to understand our work. We will operate within all required open meeting laws and regularly present academic and operational updates available to the general public, as well as comply with all state and SPCSA reporting. WYLEES' board meeting agendas and minutes will be posted on our website. WYLEES will show accountability and transparency by inviting our community to our school for events and programs. Further, WYLEES will create opportunities for parents and family members to visit classrooms during instruction, and will actively solicit input from families on the growth of their students and invite them to partner with us to improve educational outcomes for all of our students.
e) Providing a method for public schools to measure achievement based upon the performance of the schools:	WYLEES measures achievement using multiple measures; its methods are open to review by other schools, regulatory entities, and the public.
f) Creating new professional opportunities for teachers	WYLEES provides new professional opportunities for teachers by providing training for the implementation of high-quality PBL, training and certifications pertaining to teaching EB/ELL students, and by providing teachers with both internal growth and leadership opportunities and preparation for our teachers to be leaders in curriculum development, assessment, instruction, and other aspects of school operations.

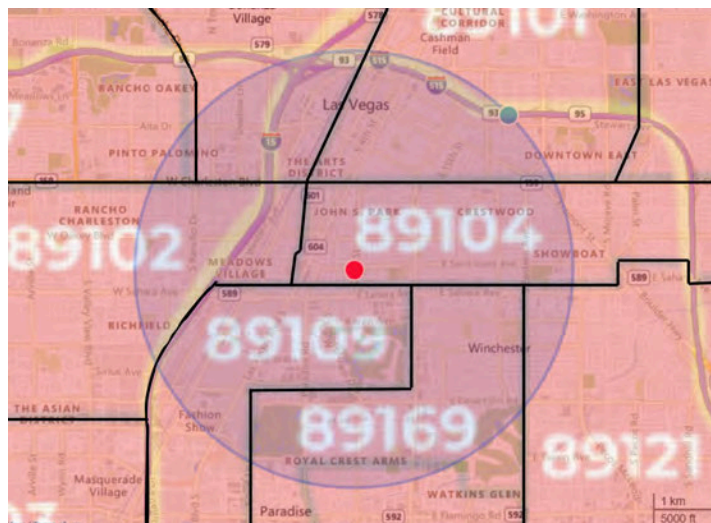
2.2 TARGETED PLAN

1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.

WYLEES' Committee to Form (CTF) has an unparalleled understanding of the target community and deep experience working with students and families in the grade levels and areas to be served: proposed board member Kimberly Izumo spent the entirety of her nearly 30 years in the Clark County School District working at the middle school in the heart of our proposed area; Mike Taack, our proposed principal, spent 12 years working in the same community (and sent two of his children to school there, too). During our time serving the community, we both learned about the school options available in the neighborhood and developed the initial iteration of the mission and vision of the school, based on input from students and families that we served at the time.

Given our mission and vision, and based on deep community engagement and feedback and our need analysis describe below, WYLEES will serve downtown Las Vegas, specifically zip codes 89104, 89109, 89169, 89102, 89106, and 89101 as pictured:





The community that WYLEES intends to serve centers on a vibrant and historic neighborhood near downtown Las Vegas, just two miles from the Las Vegas Arts District. While the neighborhood features some of the original single-family housing dating back to some of the earliest days of Las Vegas, it also includes a number of high-density housing complexes, including apartments and weekly rentals that typically cater to very low-income families, including those experiencing housing insecurity and/or homelessness. This is reflected in the fact that the four closest elementary schools to our desired location (John S. Park Elementary School, Crestwood Elementary School, Robert E. Lake Elementary School, and Hollingsworth Elementary School) all have populations in which 100% of students are eligible for free or reduced lunch (FRL, a key indicator of economic disadvantage and vulnerability for families)⁸. The median incomes for families in WYLEES' proposed area are below;⁹ it is important to note that the Federal Poverty Level for a family of five in Las Vegas is less than \$35,140¹⁰, that the median income for Las Vegas is approximately \$74,829¹¹, and that recent data from Zillow finds that the average Las Vegas household “needs to make almost \$70,000 annually to afford rent”¹²:

- 89104: \$34,1841
- 89109: \$40,0742
- 89169: \$31,3313
- 89102: \$40,5654
- 89106: \$33,2925
- 89101: \$31,175

Additionally, these schools had a combined average of 34.4% Emerging Bilingual (EB/ELL) students and 12.41% students with IEPs in the 2022-2023 school year (the most recent year for which data was publicly available). Finally, with the exception of Hollingsworth elementary, which earned 2 stars in the 2022-23 school year, all of the schools above earned 1 star for the 2022-23 school year, indicating a strong overall need in the neighborhood for high-quality academics, with a specific focus on meeting the needs of low-income families, EB students, and students with disabilities.

This need is amplified by the fact that the target area is an “educational desert” of sorts, owing to the fact that there is no district middle school whose mission is solely serving neighborhood students. While K.O. Knudson Middle School is a partial magnet school that has some seats allocated for area students who are not in the school’s magnet program, the district school at the heart of our desired location, Fremont Middle School, is a whole-school magnet with no seats reserved for neighborhood students (though both it and K.O. have a geographic preference weighting in their lottery policies). As a result, Fremont recently went from serving primarily students from the four neighborhood elementary schools identified above to serving students from nearly 80 Las Vegas elementary schools. Students from the four elementary schools identified above are now primarily dependent on the limited availability of schools of choice or schools far from their homes. The table below reflects the available schools serving grades 6-8 in WYLEES’ proposed area, as well as key educational outcome indicators:

⁸ [Welcome to Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/welcome-to-nevada-accountability-portal)

⁹ [Free ZIP code map, zip code lookup, and zip code list \(unitedstateszipcodes.org\)](https://www.unitedstateszipcodes.org/)

¹⁰ [Income-Based Costs - Nevada Health Link - Official Website](https://www.healthlinknevada.org/income-based-costs)

¹¹ [Las Vegas Nevada Household Income | Department of Numbers \(deptofnumbers.com\)](https://www.deptofnumbers.com/las-vegas-nevada-household-income)

¹² [Average Las Vegas household needs to earn nearly \\$70,000 a year to afford rent \(ktnv.com\)](https://www.ktnv.com/news/average-las-vegas-household-needs-to-earn-nearly-70000-a-year-to-afford-rent)



2022-23 School Year Nevada School Rating and Key Indicators¹³

School Name & Zip Code	Distance from WYLEES	Star Rating	Academic Achievement	English Language Proficiency	Student Growth	Closing Opportunity Gaps	2021-22 NV School Rating Index Score
Fremont 89104	<1 mile	1	1/25	4/10	12.5/30	3/20	17.5
Innovations 89104	<1 mile	2	1/25	10/10	18/30	6/20	15.0
Knudson 89104	1.65 miles	1	4/25	2/10	7.5/30	2/20	41.0
Martin 89101	2.6 miles	1	1/25	7/10	7/30	2/20	19.5
Cashman 89102	5 miles	1	1/25	6/10	7.5/30	2/20	17.5
Democracy Prep 89106	5.4 miles	3	8/25	3/10	24/30	17/20	57.5
West Prep 89106	5.6 miles	1	1/25	1/10	9/30	2/20	19.5

As demonstrated in the table above, all schools in WYLEES' immediate area (less than 3 miles from the center of our proposed area) are designated as 1- or 2-star schools, with significant needs generally in the areas of Academic Achievement, Closing Opportunity Gaps, Student Growth, and English Language Proficiency; these trends generally hold true further out from the center of our proposed area, with Democracy Prep at the Agassi Campus serving as the sole outlier. It is notable that while Innovations Charter Middle School generally follows these trends, it does boast a 10/10 in the area of English Language Proficiency.

As a practical matter, the existence of a high performing school greater than 3 miles from our area does not undercut our overall argument that there is substantial need for WYLEES in the proposed neighborhood (especially in light of the other options listed). Families in this area have consistently expressed the importance of having a middle school close to their home and close to the elementaries discussed above, as transportation for our proposed community is often cited as a key challenge or concern. In essence, a school that is more than 2 miles away causes many logistical problems for the low-income families who are the heart of the community we plan to serve.

In addition to the existing needs for a high-quality school in the downtown area, WYLEES has met with realtors and members of the Downtown Neighborhood Coalition to understand what the future may hold for the area. Currently, a number of high-density housing projects are being considered in the downtown Arts District (including potential high-rise condominium and/or apartment housing), which could further increase demand for WYLEES in the future. In short, WYLEES' target neighborhood presents both a substantial present need for a high-quality middle school educational option and a likelihood of increased future demand. We intend to both meet the current needs and employ an interactive approach to our design to empower us to meet emerging community needs.

2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.

¹³ [Welcome to Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/welcome-to-nevada-accountability-portal)



WYLEES' instructional model combines Personalized Learning Pathways (PLPs) and service-oriented Project Based Learning (PBL) to engage our students as partners in their learning and to energize them to take on challenges in school and in their community. PLPs put students' interests and goals at the heart of our work by encouraging students to think about who they are, who they want to become, and what academic and social goals will get them there. This approach is particularly important for our most at-risk students, as it honors their experiences and values, makes learning feel more relevant, and leverages their intrinsic motivation to encourage students to do their best at school for their own benefit.

WYLEES' PBL experiences align to students' interests and prepare them to take leadership roles in their community. Our service projects are real-world learning opportunities that challenge students academically and help them build the success skills needed to be successful in the college or career of their choice. By designing projects that allow students to understand and meet community needs, we empower them to become creative, critical thinkers who habitually devise solutions to community issues with a focus on equity. Furthermore, PBL's emphasis on collaboration provides ample opportunities for Emerging Bilingual (EB) students to engage in structured discourse and improve their mastery of English in authentic contexts.

The information and data detailed in question 1 above reveals a number of significant needs related to student outcomes in our identified community. Additionally, based on our longitudinal engagement with our target community and based on recent community engagement efforts to understand and demonstrate the demand for our proposed model, it is clear that WYLEES' educational model is well-designed to meet these needs and improve students' academic outcomes. (For additional evidence of community demand for the model, please see our response to question 2 in section 2.2 below.) Our top identified needs related to student outcomes and other needs in the identified community include:

- High-quality instructional practices targeted at English Language Acquisition and Development (ELAD): Personalized learning requires us to understand each individual students' interests, goals, strengths, and opportunities for growth, while PBL allows us to structure learning experiences that happen in real-world contexts. Given the English Language Proficiency results for the middle schools in the table above (which mirror the results of the four neighborhood elementaries discussed earlier), there is a clear need for instruction that is specifically designed to meet the needs of our large projected population of EB students (approximately 34%). Personalized learning helps us understand each EB's ELAD strengths and opportunities for growth, which allows us to build a PLP that meets their specific needs and leverages their starting assets. PBL gives EBs the opportunity to learn and develop English in context, aiding memory and retention.
- Student-centered, personalized learning and wraparound supports: Like EB students, all at-risk students thrive with PLPs that cater to their unique needs and strengths. Understanding individual challenges faced by students dealing with housing insecurity, poverty, and/or students with special needs enables us to create in-school scaffolds for their growth and learning, while also empowering us to connect their families to much-needed resources that can support these students and their families outside of school. In alignment with Maslow's hierarchy of needs¹⁴, WYLEES' position is that if students' basic essential needs are met at home, they will be better positioned to learn at school. Student-centered personalized learning allows us to get to know students, design learning to meet their needs at school, and hopefully help them and their families find additional assistance at home as needed.
- Civic engagement and service learning: WYLEES' focus on civic engagement and service learning meets the needs of students by encouraging them to think about and act on inequities in the community and to learn about what their fellow citizens' needs are to develop connections, understanding, and empathy. This helps students feel like empowered citizens, and in the long run develops adults who are committed to improving their communities. Civic engagement and service will also benefit our students' families and their community, as service projects may, by extension, encourage adult family members to also get involved in serving their community, and because our projects are intended to meet community needs by design.

3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment^{5F15}: 1) Demographic Need, 2a) Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50, and/or 2b) Academic Need: Students at risk of dropping out of school. *For details on the identified needs, refer to the [SPCSA's Academic and Demographic Needs Assessment](#).*

WYLEES' proposal shows how we intend to meet all academic and demographic needs as identified in the SPCSA's Academic and Demographic Needs Assessment and based on the data highlighted in questions 1 and 2 above. In summary:

¹⁴ [Maslow's hierarchy of needs pyramid: Uses and criticism \(medicalnewstoday.com\)](#)

¹⁵ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)



- **Demographic Needs:** WYLEES meets this need based on the demographics of our target neighborhood. 100% of area elementary students are FRL eligible, an average of 34% of students are ELL (Emerging Bilingual or EB, in WYLEES' parlance), and over 12% of these students have IEPs. As noted in the household income section, families in our target zip codes, on average, are disproportionately low-income as compared to the rest of Las Vegas and are likely to face housing insecurity and/or homelessness.
- **Academic Needs:**
 - **Geographies with Consistently Underperforming Schools:** As detailed above, all nearby middle schools and elementary schools were 1- or 2-star schools on the 2022-2023 Nevada School Rating report and received an index score below 50 for the 2021-22 school year.
 - **Students at Risk of Dropping out of School:** WYLEES meets this need by using personalized learning to enhance students' intrinsic motivation to come to school, thereby reducing the risk of chronic absenteeism (we take additional, proactive steps to improve family awareness of potential attendance issues and to partner with families to prevent chronic absenteeism). Our focus on developing English language proficiency for EB students and our overall emphasis on literacy also seek to address additional key risk factors for dropping out in advance of students' progression to high school.

2.3 PARENT AND COMMUNITY INVOLVEMENT

1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.

WYLEES is a proposed, single-site public charter school with an independent board. Our Committee to Form's (CTF) community connections are as follows:

CTF Member and Proposed Role	Community Connection and Current Role
Mike Taack, <i>Founder and Proposed Principal</i>	Raised in Las Vegas valley, CCSD Graduate, UNLV graduate (B.A. and M.Ed.), father of two CCSD graduates (both attended middle school in 89104) and one middle school student in southern Nevada, 14 years of education experience in Title I schools in 89104 and 89121 (12 years experience in middle school), education advocate with the education team of Nevadans for the Common Good, former charter school assistant principal, former small-business owner, current Opportunity 180 Propel and Diverse Charter Schools Coalition Fellow.
Kimberly Izumo, <i>Proposed Board Member</i>	Retired educator with nearly 30 years in Las Vegas serving in a Title I middle school in 89104, UNLV graduate (Masters in Urban Leadership with School Administration), experience as an ELA teacher, instructional coach, new teacher mentor, and on a school leadership team, co-facilitator of the Family Writing Project, former charter school board member, currently an educational consultant working with ed.Xtraordinary in collaboration with the Nevada Department of Education on the Nevada Portrait of a Learner.
Elizabet Perez-Najera <i>Proposed Board Member</i>	Born and raised in the Las Vegas area, lives in and attended middle school in 89104, CCSD graduate, CSN student, CCSD instructional aide for special education, 2024 Roadtrip Nation representative from southern Nevada.
Felicia Gonzales <i>Proposed Board Member</i>	Raised in the Las Vegas Valley, graduated UNLV, retired teacher and administrator with experiences including founding Southwest Career and Technical Academy (High School) as the principal in 2009, serving as an associate superintendent for the Clark County School District in Las Vegas, Nevada, serving as a deputy superintendent for the Nevada Department of Education (NDE), and currently the Vice President of Community and Government Relations at the Leadership Institute of Nevada and an education consultant to NDE.
Tara Meierkord <i>Proposed Board Member</i>	Long-time resident of the Las Vegas valley, founding board member and former Executive Director at a Las Vegas charter school, and parent of six students currently attending schools in southern Nevada. Tara has worked closely with a variety of community organizations and philanthropic organizations to build relationships to benefit public schools in southern Nevada.



Frank Endellicate <i>Proposed Board Member</i>	Long-time resident of the Las Vegas valley, parent of six students currently attending schools in southern Nevada, founder of Endellicate Group Real Estate and Owner / Area Director of Apex Leadership Co. Las Vegas, the leading franchise fundraiser for elementary and middle schools in the Las Vegas Valley.
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Our entire CTF are either natives to the Las Vegas area or longtime residents of 25 years or more. All but one CTF member is a parent, and half of our team has students attending southern Nevada schools. Half of our team has extensive experience with education in the 89104 area where WYLEES is proposed, and all of our team are well-networked in the southern Nevada educational community. Our team has hosted Community Design Labs and pilot experiences, attended and tabled at education events in Las Vegas, canvassed in our proposed neighborhood and spoken to hundreds of students, families, community members, teachers, and educators to share our ideas, gather input and feedback for our plans, and to initiate relationships with potential community partners in the valley and in our target zip codes. We are excited to continue building on the relationships that we have formed and the community assets that we have connected to in support of WYLEES as we obtain authorization and grow our enrollment.

2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.

WYLEES team has consulted with over 171 students and family members just since August 2023, as well as with dozens of local and national teachers, school leaders, and experts in project based learning and personalized learning to inform our design and to document demand in our proposed neighborhood. Additionally, we have engaged many more students and families over the course of seven years to understand what these key stakeholders desire in a community middle school. The table below outlines key stakeholder groups, what we learned from them, and how that information impacted our model:

Stakeholder Details	Learnings and Impact on Model
Middle school students and families, 2015-2021 (aggregate)	<p>During the period from 2015-2021, members of our team worked at a community middle school in the neighborhood where we are proposing WYLEES to be authorized. Through direct observations of student outcomes, questioning students to understand their motivations and interests, and discussions with families in parent-teacher conferences and extra-curricular events, we learned that students wanted relevant learning opportunities and hands-on learning experiences. Parents wanted students to be prepared to have the choice of any career or college that they were interested in. Both groups shared that learning needed to be applicable to the real world and that it needed to be interesting.</p> <p>Impact: When we began our design plans, we focused on civic-engagement PBL, based on the knowledge that the projects would be hands-on, have a real-world purpose, and that they would help students develop skills needed for success in college and/or careers.</p>
Pilot 1 participants, Spring 2022 (11 students)	<p>We tested the assumption that students would be interested in using PBL to solve community issues and would see relevance in service-oriented PBL. 10/11 student participants were interested in using PBL to research and address real issues affecting the Las Vegas community. 11/11 students told us that they would like a school where their interests were considered.</p> <p>Impact: We began to ideate implementing personalization elsewhere into the model, outside of students' PBL projects. This led to the development of Personalized Learning Pathways (PLPs) and Explorations.</p>
Pilot 2 participants, Fall 2023 (7 parents, 4 middle school students, 1 high school student)	<p>We tested the assumptions that students and families were both dissatisfied with current school options in the neighborhood, that parents would be interested in a PBL school for their children, and we provided space for input about our model. 11/12 participants expressed their belief that schools don't listen to students and families about their needs and expressed that this needed to be changed. All parents (and 4/5 of the students) indicated that they thought hands-on, service oriented PBL was an interesting and motivating instructional approach. All participants said that personalized learning aligned to students' interests and needs was an important way to improve achievement. 5/7 parents added that they would like an extended school day to ensure that their kids could stay busy and out of trouble; students agreed</p>



	<p>that if the day was interesting that they'd like to stay longer (all participants).</p> <p>Impact: These results confirmed that PBL & PLPs were important parts of the model to students and families, and they showed us a need for a longer school day. Based on this input, we designed a daily schedule that is an hour longer than a traditional school day, and a four day school week for students; we plan to contract with an outside service provider for enrichment and supervision on Fridays for families who desire it. We have also developed a Community Activation Team (CAT) that will be led by families to ensure that families and students can raise issues that are important to them and help us take action aligned to their wishes.</p>
Teachers and education leaders, 2021-2024 (aggregate)	<p>From the time we began developing our model in earnest in fall of 2021, we have maintained contact with a core group of over 20 local teachers and school leaders in charter schools, district schools, elementary, middle, and high schools, and with a variety of specialties (including special education, TESOL, ELA, math, science, social studies, and music) to share our plans, gather input and feedback, and to adjust our plans as needed. We additionally have networked with teachers and school leaders from across the country to learn about PBL implementation needs, successes, and obstacles, and to compare and contrast the experiences and input shared by local educators to determine how universal the local feedback is.</p> <p>Key feedback that we received from teachers was that: 1) professional development is often not personally relevant, meaningful, or connected to their immediate professional needs, 2) teachers often don't have enough time to plan or collaborate, 3) teachers don't feel like they are treated like professionals or encouraged to take on leadership roles, and 4) teachers feel like they must sacrifice a work/life balance to get their jobs done adequately.</p> <p>Key feedback that we received from school leaders in regards to PBL is that: 1) time for planning and cross-curricular collaboration is critical to helping teachers successfully implement PBL, 2) the implementation of PBL across a school requires iterative growth and an expectation that early phase implementation will be imperfect, 3) open, inclusive communication and strong relationship among staff members greatly improve outcomes, and 4) when using planning days, aligning them to Mondays / Fridays helps ensure continuity and routines throughout the school week and reduces absences overall, as students are most often absent on these days.</p> <p>Impact: Based on this feedback (and in response to positive feedback from students about a shorter school week with longer school days), WYLEES added Collaborative Planning and Professional Development (CPPD) days to our schedule to allow time for collaboration, planning, and the data analysis needed to support our personalized learning model. We've planned these days for Fridays throughout the school year in alignment from advice from school leaders, and we have targeted our uniform professional development (PD) on supporting PBL and personalized learning. We have also established as a part of our PD plan ensuring that teachers can select PD that aligns to their needs and goals (see section 3.6 Professional Development for more details).</p>

The table above affirms that families are excited about the use of PBL and personalized learning for students, as does additional data gathered online and in person. In an online survey, 6/7 parents said that learning how to solve complex, real-world problems and learning how to work with others was as important as learning traditional subjects like reading, writing, and math; 7/7 of participants said that it was important to them that students learn how to plan for their futures. Finally, of 152 parents that we spoke to in person about our model, 146 said that they were so excited about personalized, project based learning that they intend to enroll their child in the school when it is authorized.

For more on specific community engagement activities beyond those presented here, please see Section 4.5 (Student Recruitment and Enrollment), Question 1.

- 3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?



Our strategy to ensure access for families is to meet them where they are to provide them with the support they need to learn about WYLEES, share their needs, ideas, and concerns, apply for the school, and enroll once selected. (See section 4.5, Student Recruitment and Enrollment, for more details). WYLEES achieves buy-in and understands and addresses family priorities and concerns during and after the transition process through frequent, transparent, two-way communication and partnerships:

Engagement Strategy	Explanation and Outcomes
Solicit volunteers for WYLEES' Community Activation Team (CAT)	WYLEES volunteer team, also known as our Community Activation Team or CAT, is currently comprised of young adults who live in our target community and/or attended school there, as well as early-career teachers who have worked in the community and are excited about our model. These authentic community connections are key to WYLEES successful community engagement thus far, and are the foundation of open, equitable bi-directional communication with our community. Once authorized, our goal is to continue recruiting volunteers to serve on the CAT, to include our prospective students and their families. Our goal is to leverage our network of early adopters to help us build on our authentic, grassroots engagement and to ultimately serve as a community leadership committee that has a formal advisory role at the school. We want our students and families to have an equal voice at the table from before day one, and the CAT allows us to achieve this goal both pre-opening and beyond.
Monthly Meet Ups	With support from the CAT, WYLEES will continue to host monthly meet ups in the neighborhood to provide an in-person opportunity to talk about families' needs, questions, and to ask for further involvement. We will also share progress updates and invite families to bring their friends, neighbors, and representatives from local businesses and community organizations. We will leverage connections that we have with area churches and other community partners to obtain free meeting spaces and rent space as needed. Members of WYLEES' board and its proposed principal will lead these at first, with the CAT team developing capacity to lead over time.
Community Canvassing	WYLEES' CAT, including bilingual volunteers, proposed principal, and board members will maintain a presence in the community via neighborhood walks/door-to-door outreach, canvassing at local elementary schools, and canvassing at area churches, businesses, stores, and swap meets. During canvassing, we will discuss the school model, answer questions, ask for ideas, and help interested families with applying.
Tabling at Community Events	As a part of our overall initiative to maintain a community presence, WYLEES tables at community events and education-related events. Members of our CAT, WYLEES' proposed principal, and members of the board will attend pre-opening events, and once we are open, student ambassadors and families will attend as well to share their perspectives on our model.
Weekly Wrap-Up (Website)	Wylees.org will include weekly updates, including a Weekly Wrap Up that informs visitors of each week's news, achievements, and advancements, as well as making them aware of upcoming events and opportunities for engagement. Our calendar of events will be updated weekly.
New School News	WYLEES' monthly newsletter, the New School News, will be distributed on at least a monthly basis to include information from WYLEES' Weekly Wrap Ups for families and supporters who do not visit our website regularly.
Surveys and Social Media	WYLEES social media channels on LinkedIn, Facebook, Instagram (and eventually YouTube and TikTok) will serve as additional, "high-engagement" sources of information and updates, providing photo and video content to promote clicks, sharing, and engagement. Social media channels are leveraged to drive traffic back to our website, to promote surveys seeking family and community input, and to share opportunities for families and community members to get engaged.



Post-opening, WYLEES will continue the strategies above and add additional engagement efforts. These will be iterative and incrementally added over time as we develop capacity, including staff and/or volunteers who are able to help:

Engagement Strategy	Explanation and Outcomes
Annual Orientation	WYLEES hosts an annual orientation for all students on the Thursday and Friday before school starts. This meeting helps set expectations for leadership, teachers, students, and families throughout the year, provides an overview of our annual calendar of events, and provides students and families an opportunity to meet WYLEES' staff. Families are encouraged to attend all school events throughout the year to expand their home resources.
CAT Meetings	Once the school is open, WYLEES' Monthly Meet Ups move to our campus and are led by the CAT team with support from staff. This allows families and students to create a community-driven agenda and provides staff an important venue to share in-person information and updates as needed.
Coffee Talks	Based on families' documented availability and attendance at the CAT Meetings, the principal reserves two times per month to host a small hybrid (online and in-person) meeting at the school to engage with families on their schedules. Issues and needs raised during coffee talks are shared at the next CAT Meeting.
Open House	In September of each year, WYLEES opens its campus to students, families, and alumni as a second-chance orientation and an opportunity to briefly discuss student needs and/or progress (or to schedule a family conference).
Presentations of Learning	At the end of WYLEES' PBL project cycle, students have the opportunity to present their projects to an authentic audience that includes their families.
Student-Led Family Conferences	In October and January of each school year, students lead their Advisory teacher and family through a presentation of learning to build students' capacity for leading their own learning and to ensure bi-directional communication between families and the school (see section 3.2 Curriculum and Instructional Design, question 4 for more details).
Family Events & Resource Nights	WYLEES will host math, literacy, special education, and EB resource nights throughout the year, as well as provide cultural touchstone events like fall or spring carnivals, etc. to build community and provide families with resources for supporting their children at home.
School Tours	Tours will be provided on demand for prospective students and families, as well as for current parents/guardians who want to learn more about and visit the school.
Climate Surveys	WYLEES uses surveys throughout the year to assess students' language support needs, home needs, and to understand perceptions of school climate throughout the year.
Resource Fair	WYLEES will attend school resource fairs and in later years will host resource fairs at the school to connect families with community resource providers.

4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?

WYLEES takes every opportunity to invite families, parents and/or guardians to get involved and stay involved at school. From our community-led CAT to family conferences and family event nights, we want all families to have meaningful opportunities to contribute to the school community, be active partners in our work, and feel equally welcomed and involved on our campus; this includes supporting the families of Emerging Bilingual students and students with disabilities. To support the families of our Emerging Bilingual (EB) students, all communications will be in at least English and Spanish (and other languages as needed). We prioritize hiring bilingual staff, and WYLEES' proposed principal, two of its proposed board members, and a number of our volunteers speak Spanish; currently, WYLEES has one CAT member who speaks Tagalog. This ensures that at in-person events (such as those described above), families will have language support needed to fully



participate. WYLEES' bi-weekly phone calls home will also be conducted in families' home language, to ensure clarity and to help families feel seen and welcomed.

WYLEES also prides itself on our full-inclusion model for students with disabilities. Just as we include every student during the school day, so too does WYLEES actively seek the inclusion of all families. In addition to receiving the same communications that all students' families receive, families of students with disabilities receive extra touch points throughout the school year where members of the RTI or SPED Teams can both update them about their child's progress and where these team members can provide individualized invitations to attend school community events. Families will receive copies of all IEP, RTI, 504, and behavior intervention plans, in addition to report cards and progress reports. In establishing methods and strategies incorporated into all IEPs, we commit to ensuring families have a voice and participate in this process. This is true for new IEPs and annual and 3-year reviews. Report cards will include updates on the progress of annual IEP goals. Families of students receiving services will have opportunities to discuss IEP progress goals at family conferences and we will make every effort to have multiple members of the SPED team available to ensure transparency and efficacy of the IEP. The Student and Family Handbook will include our procedures, as well as an opportunity for amendments between annual reviews at the request of the family or overall IEP team and the process for any family to request an evaluation for services. Through family teacher conferences, progress reports, and report cards, we will inform EB families of their student's language development progress, as well as their general academic progress. WIDA results and upcoming opportunities for learning and development will be shared with families. Of course, WYLEES will also offer assistance to students and families who are transitioning out of our school to support their continued success.

5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.

WYLEES fully complies with NAC 388A.538; parents/guardians and/or family members will not be expected to volunteer, pay a fee, or require children to take a test as part of their enrollment process. That being said, we do encourage families to attend and volunteer at as many WYLEES' events as they can throughout the school year. As a community school, we value the involvement of families, high school students, college students, community organizations, and WYLEES' neighbors. Volunteering helps build connections between the school and its stakeholders and among our stakeholders themselves. It also provides volunteers the opportunity to get to know WYLEES better as an organization and to help us find and develop ways to optimize our operations and our relations with the community. We believe that we can learn from and with our volunteers, and we welcome them as partners whenever they are able to assist. There are four primary ways for parents/guardians and families to volunteer:

- Service on WYLEES' Board: WYLEES seeks at least one parent/guardian to serve on our board at all times. We believe that these key stakeholders should be engaged with our institution at the highest level to help us ensure that families' voices are directly represented on our board.
- CAT Membership: WYLEES' CAT team serves a variety of functions at the school, from organizing monthly family meetings with school leadership to promoting the school in the community and staffing school events. CAT membership is a very organized way for families to not just provide help, but to provide input, expertise, and advice with the goal of continually improving the school. All volunteers are invited to be CAT Members, but CAT members, in particular, are also encouraged to be thought partners to help the school with its ongoing development and to advocate for students' and families' interests when needed.
- Classroom and Administrative Volunteers: WYLEES always welcomes extra help with our day-to-day operations. Whether it's assisting teachers and staff with decorating for theme days or other events, prepping hands-on activities, making copies, organizing, updating classroom decor and/or signage throughout the year, or even in some cases working directly with students in a volunteer's area of expertise, we are thankful for the involvement and assistance that volunteers can provide.
- Community Ambassadors: These volunteers help spread the word about WYLEES events and/or may attend tabling opportunities and presentations alongside school staff.

In accordance with NRS 388A.515, unless volunteers are appropriately fingerprinted and background checked, they are not to have any unsupervised contact with pupils. In the case of volunteers who have submitted to fingerprinting and passed background checks, they will, nonetheless, still have as little unsupervised contact with pupils as possible.

6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general*



letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.

Every partner identified below has made specific commitments to serve WYLEES and students from our identified zip codes (89104, 89109, 89169, 89102, 89106, and 89101).

Partner: A+J Patient Advocacy	
Brief Description	A+J Patient Advocacy is a nonprofit specializing in providing accessible and equitable healthcare for Nevada youth and helping patients advocate for their healthcare needs and manage their health.
The nature, purposes, terms, and scope of services	<p>A+J Patient Advocacy will provide its healthcare transition program to WYLEES' inaugural 6th grade class at no cost to the school. This includes:</p> <ol style="list-style-type: none"> 1. Access to an award-winning Board Certified Patient Advocate with expertise in pediatric and young adult healthcare <ul style="list-style-type: none"> • Service projects • Research projects • Mentoring for youth interested in healthcare careers 2. Monthly interactive workshops covering topics such as <ul style="list-style-type: none"> • Self-advocacy and autonomy in healthcare • Rights of minors in decision-making (what changes at ages 13, 18) • Healthy living (handwashing, germ fighting, sleep, exercise, nutrition) • Resources and tools to practice healthcare skills (scheduling appointments, speaking up during doctor visits, medication adherence, etc.) • Workbook with additional program details and activities
Partner: Diverse Charter Schools Coalition (DCSC)	
Brief Description	DCSC's mission is to catalyze and support the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities, and outreach.
The nature, purposes, terms, and scope of services	As a DCSC School Launch Fellow alumni, proposed principal Mike Taack will receive individualized support, a Coalition member mentor, and participate in Excellent School Visits throughout the incubation year following WYLEES' authorization..
Partner: Discovery Children's Museum	
Brief Description	DISCOVERY Children's Museum is a non-profit organization dedicated to the core educational areas of science and nature, arts and culture and early childhood development.
The nature, purposes, terms, and scope of services	<p>Through this partnership, WYLEES will promote museum visitorship and programming, and DISCOVERY Children's Museum will provide the following resources for WYLEES on an annual basis:</p> <ul style="list-style-type: none"> • Professional development opportunities for educators • Subsidized health sciences education through the DISCOVERY on Wheels program • Subsidized admission for field trips • Classroom career speakers and project panelists • Attendance at WYLEES fairs • Resources for families related to the Museums for All Access program • Resources for families related to the Family Adventure Pass program in partnership with the Las Vegas-Clark County Library District Foundation
Partner: Dr. Shaoan Zhang	
Brief Description	Professor, UNLV College of Education, with expertise in teacher development and research.



The nature, purposes, terms, and scope of services	<p>Dr. Zhang will support WYLEES (at no cost to the school) by providing the following services on a no less than quarterly basis:</p> <ul style="list-style-type: none"> • Help developing extracurricular and community engagement programs for students to participate in as an extension of their in-school development at WYLEES, • Observing and coaching teachers and administrators and helping to develop targeted professional development to meet WYLEES' goals, • Providing advice, resources, and other support around methods of measuring WYLEES' effectiveness, • Connecting WYLEES to additional community resources and partnerships that could benefit the school and its students, and • Sharing information about programs and opportunities for WYLEES' students to visit and participate in programming sponsored by UNLV and/or at UNLV's campus.
Partner: Desert Research Institute (DRI): Emily McDonald-Williams, STEM Education Program Manager	
Brief Description	The mission of DRI's STEM Education Program is to foster scientific and engineering talent and literacy through education and workforce development. DRI meets needs for economic diversification and science-based educational opportunities inside and outside of Nevada.
The nature, purposes, terms, and scope of services	<p>Upon its authorization and launch, WYLEES will have annual access to DRI's free education resources, including:</p> <ul style="list-style-type: none"> • STEM lending library, including curriculum, supplies and STEM technology tools • Educator Professional Development Trainings on a variety of STEM topics
Partner: Family Education and Empowerment Foundation (FEEF)	
Brief Description	FEEF is a nonprofit that seeks to empower and uplift families, teenagers, and young adults through education and connecting them with resources.
The nature, purposes, terms, and scope of services	FEEF agrees to provide, at no cost to the school, monthly after school programming and activities for students related to life skills and support for WYLEES' Community Activation Team (or CAT) to assist parents/guardians and families to take ownership of its role as a family advisory council and thought-partner for WYLEES.
Partner: Get Outdoors Nevada (GON)	
Brief Description	GON's mission is to connect people of all ages and backgrounds to the outdoors by providing opportunities to experience, learn about, and care for our natural and urban outdoor spaces.
The nature, purposes, terms, and scope of services	GON will work with WYLEES throughout the year to provide outdoor learning opportunities on and off site, stewardship and civic engagement opportunities, support the professional development of teachers through a variety of workshops (i.e. Energy, Project Wet, Project Learning Tree, Public Lands) led by licensed instructors with over 30 years of experience, afterschool programming, as well as leveraging GON's network and staff support to seek out funding opportunities as needed.
Partner: Hiltz Commercial Group	
Brief Description	Michael D. Hiltz, President of Hiltz Commercial Group has more than 45 years of commercial real estate experience, including 25 years serving Southern Nevada communities and assisting 21 charter school clients to locate & secure facilities for their operations.
The nature, purposes, terms, and scope of services	Hiltz Commercial Group will partner with WYLEES to find the ideal facility for WYLEES, in terms of location, size, and price, and provide the highest level of support and service to ensure a seamless process from concept to completion.



Partner: Leadership Institute of Nevada (LIoN)	
Brief Description	LIoN provides leadership development to Nevada teachers and administrators in alignment with its organizational mission and vision.
The nature, purposes, terms, and scope of services	LIoN will provide annual comprehensive leadership training to WYLEES' teachers and administrators through a range of programs tailored to enhance leadership skills, promote effective and innovative teaching practices and nurture a culture of continuous improvement at no cost to the school in order to support students in WYLEES' targeted zip codes.
Partner: Opportunity 180	
Brief Description	Opportunity 180 is committed to ensuring every kid has access to a great school in their neighborhood that puts them on track to be college and career-ready, regardless of their zip code. They operate as investors, facilitators, and connectors, working with and through the community to reach the their shared North Star and to ensure 100,000 more kids have access to a high-quality school in their neighborhood.
The nature, purposes, terms, and scope of services	Opportunity 180 will partner with WYLEES to offer: <ul style="list-style-type: none"> • Technical assistance related to facilities, recruitment, governance, and compliance • Leadership development through Charter Consortium Meetings • Grants opportunities such as the Charter School Planning Grant and Year 0 Grant
Partner: UNLV College of Education Office of Field Experiences	
Brief Description	This office provides placement to pre-service teacher interns, including practicum students and student teachers.
The nature, purposes, terms, and scope of services	This partnership entails UNLV sending pre-service teacher interns to WYLEES for their field experiences each semester. WYLEES' mentor teachers will develop the interns, and they, in-turn, will provide additional in class support to students and teachers which will further WYLEES' mission and vision. This relationship is free to both organizations and of mutual benefit.
Partner: Rae Lathrop	
Brief Description	Ms. Lathrop is a resident of WYLEES' target neighborhood, a member of the Downtown Neighborhood Coalition, and a member of the Nevada nonprofit Nevadans for the Common Good.
The nature, purposes, terms, and scope of services	Ms. Lathrop agrees to provide, at no cost to the school, assistance in the form of connecting WYLEES with community organizations to help with students' service-oriented PBL projects and to help facilitate students learning about and taking action on local issues affecting the school community on a no less than semesterly basis.
Partner: Jean Munson	
Brief Description	Ms. Munson is the Women's Research Institute of Nevada (WRIN) Program Coordinator for the National Education for Women's (NEW) Leadership Nevada.
The nature, purposes, terms, and scope of services	Ms. Munson agrees to provide, at no cost to the school, assistance with family engagement, leadership training, and support as a trained school counselor on a monthly basis.



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



SECTION 3: ACADEMIC PLAN

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2019-2024 [Strategic Plan](#), the SPCSA established goals related to school performance that each charter school applicant should consider when 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 earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?

WYLEES' Committee to Form is thrilled to bring our model to downtown Las Vegas, ensuring that families in our proposed neighborhood have access to our high-quality school model. We are committed to earning a 4- or 5-star rating and to ensuring that all students succeed, including those from historically underserved student groups, by the end of our first charter term, by aligning our key features and goals to the SPCSA Academic Performance Framework and Nevada School Performance Framework (NSPF). At WYLEES:

- All students meet or exceed the state average proficiency rates in reading, writing, and mathematics;
- All students meet or exceed academic growth targets (i.e. MGP & APG as defined in the NSPF) each year in reading, writing, and mathematics.
- We reduce opportunity gaps for all students who previously weren't proficient on the SBAC, with special attention to Emerging Bilingual (EB) / English Language Learner (ELL) populations, students receiving special education services, and at-risk students.

To meet these priorities, WYLEES is co-designed with our community to leverage its assets and meet its needs. Our research into educational best practices has included visits to innovative, high-quality schools from across the country to help inform best practices for students, staff, and community engagement that will ensure a culture of continuous growth and iterative improvement to our initial design plans.

WYLEES aligns our academic goals with our mission, vision, and the population we serve. We develop Personalized Learning Pathways (PLPs) for all students, focusing on their goals, values, and interests, gradually empowering them to own their growth and achievement data and be metacognitive about how they learn. Given our target location's high percentage of Emerging Bilingual (EB) / English Language Learner (ELL) students, our strategy is geared towards empowering these students—as well as our students in need of special education supports and other at-risk populations—to engage in rigorous academic experiences in a way that will set them up for success and close the opportunity gaps that might have otherwise prevented them from reaching their full potential. We use i-Ready and NWEA MAP diagnostics thrice per year to gauge the effectiveness of our approach and to make any instructional modifications needed to ensure success for all students. This data informs student progress monitoring frequency and guides discussions in weekly grade level and subject area Professional Learning Community PLC and RTI meetings, ensuring students are prepared for WIDA Access and SBAC assessments and facilitating necessary instructional modifications (see Section 3.5 for more on WYLEES' RTI process).

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?

See response on following pages.



WYLEES' THEORY OF CHANGE

PROBLEM

Students in grades 6-8 in WYLEES' target area suffer academically because:

- they come to middle school with educational needs that are unmet by traditional approaches,
- they say school feels disconnected from their lives and values
- roughly a third speak English as a second language
- schools do not attend to the holistic growth needs of students

STRATEGIES

Personalized Learning allows WYLEES to meet each student at their unique starting point and insure their needs and interests are met.

Project Based Learning connects skills and knowledge to real-world applications and improves students' ties to their peers and their community.

English Language Development directly addresses the needs of Emerging Bilingual students and those with low levels of literacy.

Whole Child Development ensures a balance between building academic skills and attending to the development of interpersonal and self-regulation skills.

OUTCOMES

World Changers: Students commit to improving the world around them through direct action, mentoring, and more.

Yearning for Learning: Students become tenacious critical and analytical thinkers with a passion for lifelong learning and personal growth.

Limber Thinkers: Students use their powerful imaginations and my ability to adapt to new situations to overcome challenges.

Empathetic Citizens: Students demonstrate kindness, understanding, and respect when interacting with others.

Empowered Leaders: Students possess the mental and emotional autonomy to pursue what is important to them.

Stubbornly Successful: Students possess the skills, habits, and attitudes needed to succeed in any learning, work, or social environment I encounter.

CORE PRINCIPLES



Students learn about their community and think critically about their role in it. Connections between peers, with staff, and with key community stakeholders are a priority.

COMMUNITY



Ambiguity and multiple possible solutions are hallmarks of deeper learning experiences. These develop creativity, resilience, and a growth mindset in students with our scaffolding.

FLEXIBILITY



Children are naturally interested in learning about the world around them. We invite students to bring their interests into school and teach them how to learn for learning's sake.

CURIOSITY

WYLEES is committed to ensuring that every student succeeds, especially those from historically underserved groups and those most at-risk of falling behind. The foundation of our theory of change (see graphic above) is that in order to ensure all students achieve, all students must be engaged and empowered in their learning. This means ensuring that students and families are partners in instructional choices to the greatest degree possible, and ensuring that every student has access to high-quality, inherently meaningful academic experiences that are connected to students' long and short term goals. By utilizing the following strategies and implementing our model with fidelity, WYLEES creates the conditions for all students—and especially our at-risk students—to be successful:

- **Personalized Learning Pathways (PLPs):** As soon as students enroll at WYLEES, we begin the process of learning about our students' goals, values, interests, and motivations. We complement this qualitative, self-reported data with quantitative, standardized assessment data to gain a clear picture of students' strengths and opportunities for growth, and to co-create a "Wylee Profile," which includes building a plan with students to help them grow and achieve academically while also working towards their dreams.
- **Differentiated Instruction:** Inherent in our design is responsiveness to each student's unique strengths, needs, and learning styles.
- **Assessments:** In addition to interim diagnostics that help us understand student's progress towards proficiency, WYLEES uses formative assessments to guide planning and summative assessments to measure mastery of standards. These assessments include site-created common assessments, benchmark and interim assessments (NWEA MAP and iReady), and the SBAC criterion referenced test.
- **Data-driven decision making:** Data from the assessments described above are used to inform instructional planning, interventions, and students' own achievement- and growth-data analysis to ensure that we are meeting students where they are at and helping them get to where they want to be.



- **Early intervention and academic support:** As soon as students enroll and throughout the academic year, WYLEES utilizes PLP and assessment data to ensure that students get the targeted support they need (see Section 3.5 At Risk Students and Special Populations for more information on WYLEES' RTI process).
- **Collaborative learning:** Project Based Learning (PBL) ensures that students maximize their learning through collaboration and soft-skill development.
- **Quality Teaching for English Learners (QTEL):** QTEL strategies are embedded universally across content areas to maximize learning for all students, especially for our EB/ELL population.
- **Engaging curriculum:** Leveraging students' interests, goals, values, and motivations as reported in PLPs, WYLEES creates lessons, units, and projects that are relevant and engaging to students, including real-world projects and hands-on activities to the greatest extent possible that are aligned to students' interests and motivations.
- **Professional development:** WYLEES provides purposeful training and support to ensure that teachers and instructional aides have the skills and knowledge needed to successfully help all students reach their achievement and growth goals.
- **Parental and/or family involvement:** Parent/guardian and family involvement is central to WYLEES model. Families hold an open invitation to provide input and feedback on our model and learning experiences, and are always welcome at the school and our events.
- **Feedback, coaching, and accountability:** WYLEES' principal and administrators frequently observe, provide feedback, and coach to ensure teachers and support staff have the necessary tools and support they need to consistently deliver high-quality instruction and ensure fidelity to WYLEES' model. The board stays informed about student growth and performance through meetings, scheduled and unscheduled school visits, and reports from the leadership team. The board is ultimately responsible for ensuring that WYLEES' model is implemented with fidelity, that school leadership has the resources and support it needs to be successful as well, and that student growth, achievement, and culture are at the heart of decisions about school staffing and school leadership (see section 4.1 Board Governance for more on WYLEES' board). The board also holds itself accountable for student achievement results by reviewing available data frequently and taking action to help the school reach its goals. At WYLEES, every member of our community is accountable for our students' growth and achievement results.

Through the use of the strategies outlined above, WYLEES ensures that our ambitious plans to ensure that every student succeeds are well-supported by structures and systems of accountability that pervade our plans.

- 3) Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented. Key features may include:
- a) Programs (e.g., curriculum, professional development, after school program, parent program, etc.),
 - b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
 - c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.

Please see combined response to questions 3 and 4 below.

- 4) Explain how these key features will influence student success. Cite evidence from your own experience, valid research, and/or provide a well-defined logic model and plans for studying the effectiveness.

Combined response to questions 3 and 4: The role schools play in preparing students for the future has never been as critical as it is in this historic era. With technological advances growing by leaps and bounds, the explosive growth of artificial intelligence and the profound impact it promises to have on our ways of living and working, and the incredible uncertainty this creates about what the world will look like as our students reach adulthood and prepare for college or careers, it is more important than ever that schools do their best to forecast what durable skills and dispositions will best serve their students to succeed in an unpredictable future. WYLEES' approach to this challenge is to focus on empowering our students by helping them to better understand the world and their community, to build up their adaptability and flexibility, and to stimulate their curiosity about the world and themselves. In so doing, WYLEES promises to engage students in relevant, hands-on learning that will not only prepare them for whatever the future may hold, but which will prepare them to think critically and creatively about challenges they encounter, work well within teams to develop and implement solutions, and to lead in situations where others may be unsure of where to even start.



To achieve these lofty goals, WYLEES has developed programs, principles, and structures in collaboration with our community that ensure fidelity to our model and have a basis in research and high-quality practice that support the potential effectiveness of our approach.

WYLEES' mission of energizing diverse youth leaders who are socially, emotionally, and academically prepared to shape the future, engaging students in academics through community service and real-world, hands-on learning, and empowering students to solve problems through innovation, advocacy, and action to create a better world for all is at the heart of our programs, principles, and structures:

- We **energize** students to be active participants in their education by centering their goals and interests at the heart of their **Personalized Learning Pathways**;
- We **engage** students in **service- and civics-oriented Project Based Learning** that provides real-world opportunities to get involved and shape public policy, and;
- We **empower** students to grow their English language skills through **embedded strategies that support both Emerging Bilingual students and others** who are building their proficiency with academic language.

While we will visit these features in more detail both in the "WYLEES' Programs" section of this response and throughout the application, it is important that we start with the principles behind WYLEES' design.

WYLEES Principles

As with all of our instructional efforts at WYLEES, we began our design planning with the end in mind. WYLEES' graduate dispositions and core principles are informed by our founding team's decades of experience working with the students and families of our target neighborhood, as well as by hundreds of conversations with students, families, and other community stakeholders. Through these conversations and research into the top skills and dispositions desired from college students and job seekers by employers,¹⁶ WYLEES arrived at the graduate dispositions and core principles most likely to prepare our students for the colleges and/or careers of their choosing. The WYLEES Way is a commitment that we ask our students and staff to live up to as they grow within our walls and is at the heart of our design.

WYLEES' Graduate Dispositions and Core Competencies (a.k.a. "The WYLEES' Way"):

1. **World Changer:** I commit to improving the world around me, including by working with or mentoring others and investing my time in activities that uplift my community.
2. **Yearning for Learning:** I am a tenacious critical and analytical thinker with a passion for lifelong learning and personal growth.
3. **Limber Thinker:** I generate new ideas and new ways of thinking using my powerful imagination and my ability to adapt to new situations.
4. **Empathetic Citizen:** I demonstrate kindness, understanding, and respect when interacting with others.
5. **Empowered Leader:** I understand my own needs, values, and priorities, and possess the mental and emotional autonomy to pursue what is important to me.
6. **Stubbornly Successful:** I possess the skills, habits, and attitudes needed to succeed in any learning, work, or social environment I encounter.

The WYLEES Way is connected to WYLEES' core principles of Community, Flexibility, and Curiosity; the table below explains these important Core Principles in more detail, including what they mean and why they are important to our model.

WYLEES' Core Principles

Core Principle	Definition, Explanation, and Research
Community	Definition: The feeling of connectedness to others, including family, friends, the school community,



¹⁶The Most In-Demand Skills of 2024 | LinkedIn

	<p>neighborhood, city, state, country, and the world, informed both by shared values, interests, attitudes, and goals <i>and an understanding of and appreciation and respect for the differences</i> in the experiences, needs, values, interests, attitudes, and goals of members of the community.</p> <p>Explanation and Research: Our principle of community focuses on empathy, collaboration, and service. WYLEES is founded on the principle that students, school, and the larger community are interrelated and interdependent, and that to understand the needs and values of the community, one must also know themselves and the individual members of the community. Built into this understanding of community is the idea that both the whole and the individual are important, and that sometimes there are conflicts between the needs and values of the larger community and those of the individual or smaller communities within the whole.</p> <p>Our principle of community is that these connections and differences need to be explored together if we are to understand the challenges faced by individuals, communities, and society as a whole and be able to propose ways to address those challenges in ways that are thoughtful, empathetic, and equitable. This principle of community also tacitly underscores the critical importance of diversity, equity, and inclusion (DEI) as a part of our model, our service projects, and our staffing.</p> <p>To strengthen students' sense of community, WYLEES:</p> <ul style="list-style-type: none"> • Celebrates diversity as a resource, • Embeds frequent opportunities to build empathetic relationships among students, teachers, families, and the larger community into school operations and events, • Provides regular opportunities for students to examine and express their own values, history, and culture, and • Challenges students and staff to think beyond themselves to find opportunities to benefit the community through PBL. <p>By tying this inclusive principle of community to the importance of DEI, WYLEES leans into the many benefits of both building relationships and learning about diversity. As noted by Eric Schaps, students “in schools with a strong sense of community are more likely to be academically motivated (Solomon, Battistich, Watson, Schaps, & Lewis, 2000); to act ethically and altruistically (Schaps, Battistich, & Solomon, 1997); to develop social and emotional competencies (Solomon et al., 2000); and to avoid a number of problem behaviors, including drug use and violence (Resnick et al., 1997).”¹⁷ Additionally, the American Psychological Association posits that diversity education can create “positive changes in students’ attitudes and values” and provide “global academic benefits, such as improved critical thinking.”¹⁸ It is also established that, in the workplace, DEI has the potential to improve collaboration, innovation,¹⁹ teambuilding, and fostering a sense of safety and belonging.²⁰</p>
Flexibility	<p>Definition: The ability to adapt as needed to new circumstances, conditions, expectations, limitations, deadlines, etc. without experiencing a major disruption of progress, motivation, and/or results.</p> <p>Explanation and Research: Our principle of flexibility focuses on creativity, motivation, and resilience.</p> <p>A harsh reality of life is that sometimes situations change so quickly that we are left unsure of what to do or how to move forward. For middle schoolers, this can be doubly true, as they not only face external variables that can change in an instant, but they also have to contend with minds and bodies that are growing and changing at a rate unparalleled in any other period of their lives.</p> <p>Few adults can point to specific times in their lives as when school specifically prepared them to be flexible in their thinking or approach to problem solving. WYLEES addresses this by teaching students the importance of being analytical, thinking about different contingencies in advance, and making plans to</p>

¹⁷ [Creating a School Community \(ascd.org\)](https://www.ascd.org/creating-a-school-community)

¹⁸ [The benefits of diversity education \(apa.org\)](https://www.apa.org/benefits-diversity-education)

¹⁹ [What Are the Benefits of DEI in the Workplace? - Business Leadership Today](https://www.businessleadershiptoday.com/what-are-the-benefits-of-dei-in-the-workplace/)

²⁰ [15 Key Benefits Of DEI To Communicate With Team Members \(forbes.com\)](https://www.forbes.com/15-key-benefits-of-dei-to-communicate-with-team-members/)



	<p>address unexpected possibilities. Through PBL, students work through real-world situations with a variety of variables and constraints that have the possibility of changing. Not only does this make learning more meaningful and motivating as it is connected to real-world outcomes, it also helps to build resilience and a growth mindset;²¹ a project “failure” today can be the first iteration of an innovative solution with some changes. The principle of flexibility ensures that our students will be creative, motivated, and resilient, and ready to face whatever challenges the world (or even just high school) throws their way.</p> <p>Similarly, WYLEES strives to be flexible as a learning institution to meet the needs of our students. PLPs ensure that we understand what students' goals and needs are, and enable us to tailor instruction to meet those needs through differentiated skill workshops.</p> <p>Among the top 12 soft skills that Forbes identifies as being important to employers, four are firmly connected to the principle of flexibility (problem solving ability, planning and organization, adaptability, and creative thinking).²²</p>
Curiosity	<p>Definition: A ceaseless interest in the world around a person, including how and why things operate the way they do, how things have the potential to change and grow, how systems, customs, and institutions came to be, etc.; a continuous appetite for more knowledge, experience, information, or skills.</p> <p>Explanation and Research: Our principle of curiosity focuses on critical thinking, metacognition, and becoming a life-long learner.</p> <p>A core belief at WYLEES is that we should never stop learning, and that in order to do so well, we must understand how we learn, what motivates us to learn, and we must be critical about the information that we encounter as a part of the learning process.</p> <p>Our Wylee Profiles and PLPs help students to be metacognitive about how they learn and why learning is important to them, while PBL projects and skill workshops give students the opportunity to practice critical thinking and to learn how to evaluate the resources they encounter in their research. Advisory classes give students the daily opportunity to reflect on their learning processes and progress and to be able to discuss those facets of their learning with a trusted adult who can help them make meaning of the tools and strategies that are more effective for them when they are endeavoring to learn. These habits empower students with the skills that the most effective life-long learners possess, and they ensure that once students leave our halls that they are prepared to find reliable information when they need it and able to seek the resources that will help them most when they need to learn something challenging.</p> <p>Among the many benefits to students of becoming a life-long learner are that they are able to stay competitive in the job market, they tend to experience reduced or slower cognitive decline, they tend to stay better connected socially and to their community, and, generally, they are more fulfilled.²³</p>

WYLEES' Programs

WYLEES uses three main program features to meet the needs of our students in alignment with our core competencies and core principles above: 1.) Personalized Learning Pathways / PLPs, 2.) service- and civic-engagement-oriented Project Based Learning (PBL), and 3.) universal supports for English Language Acquisition and Development (ELAD), including teaching English as a second language (TESL) and/or Quality Teaching for English Learners (QTEL) strategies.

Personalized Learning Pathways / PLPs

Personalized Learning Pathways (or PLPs) provide schools with an incredible opportunity to harness the power of student curiosity and motivation, while also elevating students to the role of partners in their own education. Imagine, for a moment, being an 11 or 12-year old and actually being asked what you are good at, how you think you learn best, what you're interested

²¹ [The Power of Project-Based Learning: Fostering Creativity and Critical Thinking | Connor Croll | Education | by Connor Croll | Medium](#)

²² [Top 20 Skills That Employers Look For In Candidates – Forbes Advisor INDIA](#)

²³ [The Many Benefits of Lifelong Learning | Walden University](#)



in, and what you hope to accomplish or how you hope to grow this year. While you might not have all of the answers right away, those questions will certainly get you thinking and make you feel like your opinions and ideas are important.

Especially during the middle school years, when cognitive development starts to accelerate in the areas of metacognition, reasoning, and the development of personal values, it makes sense to engage students in thinking about their thinking, values, and long term goals to help them develop a schema that helps them to understand how they learn, why learning is inherently important, and how they can align their learning to their own hopes and dreams. By doing so, we lay the initial foundations needed to build students into lifelong learners with agency over what they learn and how they learn best.

WYLEES' PLPs begin with a Wylee Profile for each student, encompassing their interests, learning styles, goals, and data from various sources like i-Ready, MAP, WIDA, SBAC scores, and WYLEES' assessments. We also use WYLEES' internally-created assessments, designed with our EB students in mind, to allow knowledge expression in their home language or other means, ensuring an accurate understanding of their learning. Using this data, each student collaborates with their Advisory teacher to co-create a PLP, setting ambitious academic, personal, and social goals that can be met through Project Based Learning Experiences, Skill Workshops, Explorations, Advisory classes, and/or WIN Time and a monitoring plan to track their progress. This process immediately makes learning student centered and assures every student that what is important to them is important to us as well.

Personalized learning has shown promise as an instructional methodology for all students over time. According to the RAND Corporation, "Personalized learning (PL) refers to practices that tailor the pace and focus of instruction to address the needs and goals of each student....Because the PL approach is sensitive to student interests and areas of academic strength or weakness, the programs have the potential to increase student learning and engagement."²⁴ WYLEES' use of PLPs stands in stark contrast to the "traditional" method of schooling, in which all students learn the same material at the same time, with some differentiation for students with special needs. Though the traditional model may be efficient for teachers—especially when paired with canned curricula designed to "pitch to the middle"—it is not the most effective model to reach an increasingly diverse range of learning needs among today's students, nor is it aligned to the needs of tomorrow's workforce (or for that matter even the ways in which most adults learn right now).

Increasingly, high school and college students—as well as adults in a variety of industries—learn in highly personalized ways. Students take online courses in which course materials and individualized instructional support are provided, and often supplement their learning with resources from the Internet. Professionals in fields such as education, financial services, and other industries often are required to take ongoing professional development courses to maintain certifications or stay up to date with industry best practices. Even in our personal lives, it is not unusual for adults to seek resources that will help us learn how to create art, improve our homes, fix our cars, or to learn more about something that is interesting to us. It only makes sense that we should acknowledge this reality and explicitly teach students to think about their own learning goals, use objective data to measure their own mastery, and to select learning methods and high-quality learning materials that are aligned to their own needs.

WYLEES' use of PLPs equips students with the readiness and resilience needed for success in school and careers, and it empowers them to be reflective about their learning needs and to develop the skills needed to become lifelong learners. For at-risk students in particular, this asset-based approach leverages students' interests and intrinsic motivations and affirms that all learners have unique needs and different learning styles, and provides support systems that help them to meet their own goals at an appropriate and rigorous pace.

PLPs are central to how the WYLEES model works, and as such they are living documents that are revisited frequently, both to ensure that students' goals and interests are up to date and to ensure that the most recent achievement data are included to document students' progress. When students initially enroll at WYLEES, they complete a Wylee Profile as a part of their daily Advisory class. Students are asked to provide information on what subjects they like most in school, what subjects they find hardest or like the least, what they enjoy doing in their free time, and so on to help their Advisory teacher to get a clear picture of what the student is like as a whole person. They are asked to think about their strengths and weaknesses, their short term goals ("What is an academic accomplishment that you'd be proud to share with your family and friends this year?", etc.), long term goals ("What do you want to be when you grow up?", etc.), and what they think they most need to work on to achieve these goals. The data provided by students is collected and coupled with more objective measures of student performance (i.e. SBAC scores, MAP testing results, iReady diagnostic assessments, etc.), and students then have the opportunity to work with their Advisory teacher to create a Personalized Learning Pathway that reflects their priorities.

²⁴ [How Does Personalized Learning Affect Student Achievement? | RAND](#)



Once the Profile and PLP are established, Advisory becomes the hub for student check-ins and progress monitoring. While all students participate in PBL and service learning, Advisory teachers ensure projects and roles align with students' interests and growth areas. For those needing extra help, Advisory teachers ensure that students are getting the support they need in Skill Workshops or WIN Time. As students craft Passion Projects in Explorations, Advisory teachers double check that projects are engaging and rigorous to aid in skill and knowledge development priorities identified in students' PLPs. These check-ins provide a dedicated staff member to ensure every student feels seen, heard, and supported. As students gain independence, support can be scaled back, but we want all to know their success is a partnership with WYLEES, and they are valued and cared about as emerging youth leaders.

Project Based Learning / PBL

Service- and civic-engagement-oriented Project Based Learning (PBL) is a natural complement to PLPs, as PBL provides the opportunity for students to work within a team that can be purposefully constructed to balance students' strengths and weaknesses, and as projects themselves are developed to be high interest and high challenge, with structures in place for both the teacher and even student peers to provide just-in-time support for students as they need it. At the same time, PBL empowers students to solve problems by teaching them how to use the design process and iteration to innovate, advocate, and take action to improve conditions in their community.

Beyond providing the flexibility to align more closely with student interests and create support opportunities to meet student needs, PBL also shows great promise for helping all students to grow and achieve academically. According to Edutopia, “two major new gold-standard studies—both funded by Lucas Education Research, a sister division of Edutopia—conducted by researchers from the University of Southern California and Michigan State University, provide compelling evidence that project-based learning is an effective strategy for all students, outperforming traditional curricula not only for high achieving students, but across grade levels and racial and socioeconomic groups.”²⁵ Further, the studies reveal “that well-structured PBL can be a more equitable approach than teacher-centered ones. Importantly, the improvements in teaching efficacy were both significant and durable: When teachers in the study taught the same curriculum for a second year, PBL students outperformed students in traditional classrooms by 10 percentage points.” Importantly, this indicates that while PBL shows promise even initially to improve outcomes for WYLEES' students, that the potential impact will only grow with time as both teachers and students become accustomed to and proficient with this instructional method. Additionally, the benefits to at-risk students such as those from low income households or those struggling with literacy are well-supported, with the study out of Michigan, in particular, finding that “Students in the [PBL] treatment group at all levels of reading ability outperformed students in the control group”²⁶ and that the “treatment effect holds when accounting for differing initial reading levels, gender, [school level] race, ethnicity, and SES, and across the regions of the state (which include urban, suburban and rural areas).”

PBL is growing in both popularity and implementation: a number of recently authorized Nevada public charter schools, CCSD magnet schools, and even independent private schools among those who have adopted the model in whole or in part, and the model is growing in popularity nationally as well. Despite this impressive progress in access to student-centered learning through PBL, only a small number of CCSD schools (approximately 18 of 370) utilize the model as a key instructional method, and most school choice options are geographically far-removed from the neighborhood in which WYLEES is proposed.

WYLEES' use of service learning and civic-engagement through PBL is aligned to a growing trend in local and national education, while also implementing an innovative aspect that seeks to build stronger connections with families and community partners. By focusing on service and civic engagement, WYLEES creates an opportunity for ongoing, open dialogue with our families and our community members in which we empower our students to listen to the needs of our community stakeholders, build relationships with community partners who can help students to make an impact, and use design thinking to meet the needs that they've discovered. This approach ensures success beyond academics because of the authentic contexts in which learning takes place and the many soft skills that students develop in the process of learning and working on PBL projects. With built-in alignment to students' interests and needs via our PLPs, this approach also ensures that students who may otherwise struggle in school have high interest, high challenge learning opportunities with built-in systems of support, and by leveraging connections with families and other community partners, we ensure that we are building a village of support for our students that extends beyond just the staff of the school.

In order to ensure a successful transition to PBL as a primary instructional model, WYLEES uses an iterative approach to implementing PBL schoolwide. In the early stages of WYLEES' school year, students and teachers alike build a capacity for

²⁵ [New Research Explores the Impact of PBL | Edutopia](#)

²⁶ [Assessing the Effect of ML-PBL Curriculum | ML.PBL Project \(open3d.science\)](#)



longer projects and the shift to a more pervasive implementation of PBL by starting with shorter projects and skill and disposition development that is crucial for the larger scale implementation of PBL across subjects and longer project timelines. In alignment with information collected in Wylee Profiles and the priorities of each student's PLP, learning experiences initially focus on developing skills and knowledge through a mixture of more traditional (but, importantly, still student-centered) instruction and shorter term projects that familiarize students with the processes and terminology involved in PBL. This additionally gives teachers the opportunity to gain expertise in planning PBL experiences on a smaller scale and to build proficiency with facilitating larger projects as the school year progresses and they are provided with collaboration opportunities and targeted professional development to support implementation with fidelity. Emphasizing service learning and civic engagement through PBL provides additional benefits both to students and the community, as research has shown that service learning can improve both academic outcomes and promote social emotional skills and that students who participate in service learning can improve responsible behavior and benefit from improved feelings of connectedness to their school and their community.²⁷

WYLEES offers a unique educational experience that differs from traditional schools but ensures a smooth transition through familiar teaching methods. In order to accommodate the needs of all learners and the strengths of our staff, we integrate Project-Based Learning (PBL) with more conventional student-centered approaches via our Advisory classes and Skill Workshops. This approach is particularly beneficial for students who have faced challenges elsewhere: not only do they have the opportunity to learn through hands-on, high-interest PBL projects and give back to their community in meaningful ways, but they are also able to get tailored assistance aligned to their needs and goals. From the perspective of a middle school student, there is no greater demonstration that they are cared about and valued than being treated like a person who can solve problems with and for others while also having the ability to make decisions for themselves. Instilling this sense of efficacy and autonomy into our students is a critical step in their development as youth leaders.

WYLEES' implementation of service- and civic-engagement-oriented PBL in conjunction with PLPs ensures that we realize the mission of the school in that students have the opportunity to innovate, advocate, and take action through PBL projects, put their academic knowledge to real-world use through service learning and civic engagement, and that they are able to develop the social, emotional, and academic skills needed to be effective leaders through purposefully examining their own interests and goals and finding alignment between those goals and projects that can positively impact their community. Additionally, through the use of PLPs and PBL, WYLEES creates optimal conditions for teachers to use ELAD/ TESL / QTEL strategies that elevate the language acquisition of our Emerging Bilingual students and all students who struggle with language and academic vocabulary.

School-wide ELAD / TESL / QTEL Strategies

WYLEES intentionally selected the 89104 zip code as its home in large part due to the high number of Emerging Bilingual students who reside in the area, knowing full well that PLPs and PBL would work well together to create a path to improved academic and social emotional outcomes for these students. The benefit of these programs can be maximized through the implementation of Quality Teaching for English Learners (QTEL) strategies throughout all of WYLEES' curricula and by ensuring that WYLEES' teachers are skilled in teaching English as a second language (TESL) and/or English Language Acquisition and Development (ELAD).

According to the National Center for Education Statistics, Nevada is fourth in the nation when it comes to the percentage of English Language Learners (ELLs, referred to at WYLEES as Emerging Bilingual or EB students to use asset-based language) enrolled in public schools.²⁸ Data trends indicate that the number of EBs in Nevada will only increase, and, with Las Vegas as the largest population center in the state, it is only logical that most of these students will move to the Las Vegas valley. The need for teachers to be prepared to face this existing and growing need has already been recognized by the Nevada State Board of Education, who in mid-2016 "voted in favor of mandating that future pre-service teacher graduates of the Nevada System of Higher Education (NSHE) be required to complete an English Language Acquisition and Development (ELAD) endorsement."²⁹ While this is an excellent step forward in preparing future teachers to work effectively with EB students, it is a policy that has not yet wound its way into the current pool of teachers; ELAD endorsements were not required to be included in programs of secondary teacher preparation until 2022, meaning that middle school teachers who are currently practicing (and some of those moving to Las Vegas from other areas) have not yet been required to be so credentialed.

²⁷ [Service-Learning | Youth.gov](https://www.youth.gov/service-learning)

²⁸ [English language learner \(ELL\) students enrolled in public elementary and secondary schools, by state: fall 2000 through fall 2018](#)

²⁹ [The English Language Acquisition and Development \(ELAD\) Endorsement: An Opportunity for Preparing a Resilient Pre-service Teacher Workforce \(unlv.edu\)](#)



As opposed to waiting for ELAD credentialed teachers to graduate from their current teacher preparation programs, WYLEES is preparing all staff to work with our EB students by implementing QTEL and TESL strategies schoolwide and providing professional development support to ensure that our educators have the tools they need to “hit the ground running” and meet our EBs where they are. Additionally, WYLEES requires that all teachers are either ELAD endorsed upon hiring or willing to obtain such an endorsement within two years of joining our staff. To support teachers in obtaining the endorsement, WYLEES offers to pay 100% of tuition for ELAD courses taken during the first two years of employment as a teacher with the school.

WYLEES’ students must become proficient in reading, writing, and speaking English if they are to become today’s youth leaders and the community leaders of tomorrow. By implementing QTEL and TESL strategies schoolwide and requiring ELAD endorsements of all teachers, we ensure that Emerging Bilingual students, in particular, benefit from universal expertise within our walls at helping them to develop such proficiency. Given the historic achievement gaps between EB students and native speakers of English, no single strategy is more aligned to our mission and vision than this; not only does it allow us to ensure that we are meeting the needs of our EB students, it also helps us to ensure that the curricula are culturally inclusive by ensuring that learning experiences “reaffirm the social, cultural, and historical experiences of all students.”³⁰ Moreover, many of these strategies are universally applicable, meaning that even for students for whom English is a first language, there are benefits to having teachers who are skilled in promoting language acquisition, use, and development. Imagine for a moment the benefit to any struggling reader of having academic language be explicitly taught and used in context, of having graphic organizers available to them to help build understanding of text structures, and having structured opportunities for discourse about texts that can promote better comprehension of what was read: though the tools and techniques may be implemented with EBs in mind, they benefit any other student who needs them, too.

Connections to Core Principles

The following table shows the alignment between WYLEES’ core principles and the model features described above:

Model to Principles Connection	Personalized Learning Pathways (PLPs)	Project Based Learning (PBL)	QTEL / TESL / ELAD
Community	<ul style="list-style-type: none"> Places value on students’ individual needs and goals, recognizes their unique situation within the learning community. Provides students with an opportunity to connect with a staff advisor and mentor (Advisory teacher) to collaboratively strategize ways to meet their goals. Helps students develop a learning community of peers with similar motivations, goals, and or needs. 	<ul style="list-style-type: none"> Enables students to learn about issues facing their community and to establish their own role in being a changemaker. Connects students to community stakeholders and experts in various fields who provide valuable perspectives on project topics and community issues. Provides students with daily opportunities to work with peers to collaboratively understand and address challenges that face different communities. Empowers students to understand their own interests, motivations, and potential biases, as well as those of others, in relationship to real issues facing the community. 	<ul style="list-style-type: none"> Takes into account the needs of individual students (EBs) to ensure that these needs are met. Employs strategies that can be used with all students to promote achievement and to avoid the social isolation of one particular group. Empowers EBs to successfully acquire English as a second language (thus expanding the community with whom they can communicate), while also valuing the history and cultural connections provided by students’ first languages.
Flexibility	<ul style="list-style-type: none"> Allows students to 	<ul style="list-style-type: none"> Prepares students to use 	<ul style="list-style-type: none"> Prepares students to be

³⁰ [Preparing All Teachers to Meet the Needs of English Language Learners](#)



	collaboratively chart a learning path that is tailored to their interests, goals, and needs. <ul style="list-style-type: none"> • Empowers students to work at their own pace through skills and knowledge areas to gain mastery. • Empowers students to adapt to new situations by bestowing them with the habits of reflection, self-assessment, and personal planning to address a learning need. 	design thinking and iterative approaches to problems to leverage “failures” as important sources of information that can help produce innovative solutions. <ul style="list-style-type: none"> • Leverages the complexity and ambiguity of real-world scenarios to provide students with experience working through challenging situations while also providing guidance and support to promote resilience and creative solutions. • Allows students to draw upon internal motivations to see projects through to their conclusion. 	able to interact in increasingly demanding situations in English. <ul style="list-style-type: none"> • Empowers students to move fluidly between first and second languages by viewing dual language proficiency as an asset. • Empowers students to have greater mastery of language by drawing connections between vocabulary and expressions in students’ first language and English.
Curiosity	<ul style="list-style-type: none"> • Encourages students to think critically about their learning goals and motivations. • Requires students to reflect on their interests and learning styles. • Provides students the daily opportunity to reflect on their learning processes and progress and to be metacognitive about how they learn best. 	<ul style="list-style-type: none"> • Requires students to think critically about problems and potential approaches to solving them. • Encourages students to research the root causes of problems and how others have proposed to solve them. • Stimulates students to think about other community needs and concerns and how these, too, might be addressed. 	<ul style="list-style-type: none"> • Equips students with tools and habits to assist with second language acquisition. • Demonstrates how conversational and academic English can be used to grow knowledge and make connections to one’s community. • Empowers students to use their language skills for personal growth.

WYLEES’ Structures to Support PLPs, PBL, and English Language Acquisition and Development

Structures to Support WYLEES’ Personalized Learning Pathways

The Western Youth Leadership, Engagement, and Empowerment School harnesses students’ goals, interests, and motivations as key components of our model and our pathway to success for all students. WYLEES’ curricula align to the Nevada Academic Content Standards in ELA, math, science, computer science, social studies, fine arts, health, and physical education. In order to both meet students’ personalized needs and to ensure that instruction is appropriately paced and rigorous for all students, WYLEES makes use of a number of structures to ensure that students get what they need and staff are supported throughout the implementation of PLPs. WYLEES’ use of PLPs is directly tied to our mission of energizing diverse youth leaders who are socially, emotionally, and academically prepared to shape the future and engaging students in academics (through ownership of their learning).

Integrated Support for Personalized Learning Pathways

Wylee Profiles: Our students, or “Wylees” as we prefer to call them, start their learning path by completing a Wylee Profile. This comprehensive dossier of students’ interests, learning styles, long and short term goals, and growth and achievement data is the foundation upon which our PLPs are built. Additionally, as these elements are dynamic and change over time, they must be frequently revisited, updated, and added to. Wylee Profiles are essentially portfolios of students’ work and motivations, which are maintained for the entirety of their time with us and is accessible to teachers, the student, and family to help with discussions about appropriate inclusions in the student’s PLP; once students move onto high school, the Wylee



Profiles become important (and somewhat sentimental) collections of the thoughts, feelings, ambitions, and achievements our Wylees had during middle school.

PLP Data Form: When referring to students' PLPs, the PLP Data Form is the artifact that we are referencing. The PLP is a shared document that contains the student's current short term and long term goals, growth and achievement data, and current growth and achievement goals in relation to core academic subjects and the student's PBL projects. While the form may be updated more frequently, it must be updated at least quarterly to ensure that as goals are achieved, new ones are set and to ensure that if there are any changes to student priorities that they are documented as well. As versions of the PLP Data Form are retired, they are collected in the Wylee Profile as a historical record of each student's changing needs and achievements.

Advisory Classes: WYLEES' students start and end their day with Advisory class to ensure that PLPs stay current and to provide opportunities for student planning, reflection, and conferencing with a staff advisor to ensure that students are attaining their goals and getting their needs met. In morning advisory classes, students have the opportunity to review their short and long term goals, to plan their activities for the day/week, and to plan to address any issues they have had in previous days' learning experiences. In afternoon advisory classes, students have the opportunity to reflect on their learning process and progress, the challenges and successes that they encountered, and to make plans for how they will optimize their learning going forward. In either block of Advisory, the staff advisor/Advisory teacher checks in weekly with each student to discuss their reflections, goals, and common assessment data, benchmark data, or other evidence of mastery, achievement, or growth to assist students in continually calibrating their goals and keeping their PLPs up-to-date.

Skill Workshops and Explorations: As in a more traditional school, WYLEES has classes that meet throughout the day. WYLEES' ELA and math classes, referred to as "Skill Workshops", are intensively differentiated to meet students' needs and align to students' goals. Teachers across grade levels collaboratively plan targeted lessons around knowledge, skills, and standards in a subject band (i.e. English, math, etc.) and develop common assessments that can be used by any teacher in the subject area to objectively assess progress in alignment with diagnostics such as those provided by iReady, benchmark assessments such as NWEA MAP, or summative standardized assessments such as SBAC. Utilizing blended learning and classroom stations, teachers can align lessons to groups of students (or individual students, as needed) to meet their PLP goals. WYLEES' signature elective, Explorations, gives students the opportunity to create their own personalized elective to achieve their own learning goals in topics of interest to them. In Explorations, students also set personal health and wellness goals to meet NVACS in P.E. and health (see Section 3.2 for more information about these classes).

WIN Time: WYLEES' What I Need, or WIN, Time provides students with 30 minutes per day to meet their personalized needs. Whether this time is used for RTI (please see Section 3.5 for more on RTI) or for students to pursue deeper learning and skill practice aligned to their PLPs, WIN Time provides an additional support for students' PLPs.

Collaborative Planning & Professional Development (CPPD) Days: WYLEES utilizes a longer school day to meet the number of instructional minutes required by the state of Nevada and to provide a weekly day of collaborative planning and professional development (CPPD) for teachers. On CPPD days, teachers do not have teaching duties, and instead focus on building the content and common assessments for skill workshops and PBL projects, reviewing students' achievement and growth data, and collaboratively planning to help improve student outcomes and their own effectiveness as teachers. During CPPD days, teachers also receive ongoing professional support and development in alignment with their own learning needs and goals as based on their own adult versions of the Wylee Profile.

Community Conference Days: Twice per year, WYLEES reserves two CPPD days for Community Conferences (2 consecutive weeks in the fall and 2 consecutive weeks in the spring to allow ample time and scheduling opportunities for families). These student-led conferences serve to allow the students to articulate their goals and learning reflections with their family and staff advisor, to share evidence of growth, achievement, and mastery of skills and standards, and to reflect on their strengths and areas for growth. These conferences serve many important functions as it pertains to supporting our use of PLPs:

- They ensure that students are active participants in the creation, development, and results of their PLPs,
- They empower students to communicate with their family and their staff advisor in a longer form about their learning needs and to celebrate their strengths (and to advocate for themselves, if needed),
- They give families the opportunity to ask questions about the student's PLP, their growth and achievement, and to add perspective to the PLP as it pertains to their family needs, goals, values, and/or circumstances



Structures to Support WYLEES' Project Based Learning (PBL)

WYLEES' use of PBL is directly tied to our mission of engaging students in academics through community service and real-world, hands-on learning and empowering students to solve problems through innovation, advocacy, and action to create a better world for all. As a central component of our model, WYLEES will ensure that the implementation of PBL is well-supported and designed for iterative improvement over time.

Integrated Support for Project Based Learning

Collaborative Planning & Professional Development (CPPD) Days: As noted above, WYLEES utilizes a longer school day to meet the number of instructional minutes required by the state of Nevada and to provide a weekly day of collaborative planning and professional development (CPPD) for teachers. During CPPD days, teachers will both receive ongoing professional support and development in alignment with their own learning needs and goals and will receive targeted PD to ensure that PBL implementation is executed with fidelity by all instructional staff.

Professional Development: During our planning year, WYLEES will pursue relationships with PD providers who can provide initial professional development on PBL and support our teachers at key checkpoints throughout the year. In the summer prior to our opening in August 2025 (and each summer thereafter), WYLEES will host an in-depth onboarding and PD for all new instructional staff to ensure that educators have a common understanding of the PBL planning and design processes, instructional techniques and structures to support its implementation, and are able to begin the process of collaboratively planning cross disciplinary PBL projects aligned to community needs and students' interests. During CPPD days, teachers will be able to learn from PBL experts, share their own PBL expertise, and collaboratively plan and provide input and feedback on planned PBL lessons and initiatives. WYLEES' PBL PD will empower teachers with resources and best practices for implementation in order to improve their instruction, and it will provide opportunities for emerging experts on campus to share and develop their expertise, too. Through continuous support and growth, we expect to build a powerhouse of on-campus knowledge that we can ultimately share with other institutions.

Collaborative Planning & Cross-Curricular Collaboration: In our initial years of operation, WYLEES will offer fewer PBL project options so that teachers with expertise in different subject areas will be able to collaboratively plan projects together. To acclimate educators to PBL as an instructional method, teachers will at first share the responsibilities of project planning, including determining a guiding question, what the major product will be, how they will launch the project, what the learning experiences will be, and what supports are needed for students to be successful. Since PBL frequently incorporates standards from more than one subject and involves cross-curricular content and skills, this approach reduces the learning and work loads for teachers, builds confidence and expertise in planning and executing PBL projects, and allows teachers with different specialties (i.e. math, ELA, etc.) to be able to co-teach certain portions of a project's content and/or rotate students through skill groups. As WYLEES matures as an organization and teachers feel more confident planning independently, collaboration will shift to providing feedback and input on each other's project plans, sharing ideas for planning, execution, assessment, and community engagement, and continuing to provide support for cross-curricular aspects of each project.

Daily PBL Block Time: WYLEES' schedule features a daily time block for PBL projects in order to ensure implementation with fidelity and to ensure that students have consistent, predictable time to work on their projects and stay on track. During daily PBL time, teachers and students will engage with WYLEES' signature, service-oriented PBL projects; project launches, planning, and work time will all take place during these daily blocks. Occasionally, teachers may incorporate Skill Workshop elements into PBL time if it is related to common class goals for some aspect of a project. During PBL Block, students will primarily collaborate, plan, research, design, iterate, and execute their cross-curricular project plans.

Explorations: WYLEES' signature elective, Explorations, combines two of the key features of our model: goal- and interest-driven learning and Project Based Learning. In Explorations, students are able to use their short- and long-term goals and interests as expressed in their PLPs and WYLEE Profiles to create a Passion Project that is meaningful to them. In Explorations, the teacher moves almost entirely into a facilitator role, providing guidance and on-demand support for students as they essentially build a PBL project of their own. Students start with a guiding question around a topic of interest (i.e. "How can I create a manga written in Japanese?"), and then develop a project plan in collaboration with their teacher and each other in which they identify what they will create (i.e. a manga), what they need to learn (i.e. "How can I draw in manga style?", "How can I write in Japanese?", etc.), how they will learn it (i.e. "I can probably find some drawing tutorials on YouTube", "duolingo has free lessons in Japanese") and set target dates for activities related to their learning



and growth process. Ultimately, students publish their project to their class, the school, or the community, and through doing so, they experience and internalize the process of PBL for their own purposes. We believe that this truly makes students partners in their own learning, as the skills they develop in Explorations can be transferred and applied to service-oriented PBL as well.

Technology Integration: In order to empower students to leverage the internet, AI, and communications software, technology is a critical component of WYLEES' supports for PBL. To work collaboratively on shared documents, to access resources for project research (potentially including remote experts), to create stunning visual presentations, and to enable both students and teachers to communicate remotely, technology will be an essential tool for students and staff which enables us to execute on our mission of empowering students to solve problems through innovation, advocacy, and action to create a better world for all.

Community Partnerships: With input and assistance from our school community, WYLEES will identify community partners who are aligned to our mission and who are willing and able to help us fulfill our vision of empowering tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement. Whether by providing access to experiences and experts who can provide micro learning opportunities for students on topics related to their projects (i.e. an Executive Director for a food bank may teach a lesson to students on budgeting for expenses related to hosting a community meal), or by serving as sources of evaluation and feedback for students' project plans, our goal is for these partners to help students see even more connections between what they learn and how it can be applied in our community.

Field Trips / Extracurricular Experiences: For WYLEES' PBL projects to truly be community-oriented, it is critical that students have the opportunity to get into the community that they will work with and serve. As a part of civics or advocacy work, students may visit government buildings including the Regional Justice Center or Las Vegas City Hall; to address food insecurity, they might visit at local food banks; to understand our local biome or water scarcity in the Las Vegas valley, students would benefit from visiting the Springs Preserve, Wetlands Park, or the Las Vegas wash; to understand our history or cultural heritage, students can travel back in time to the Historic Westside School or the Clark County Museum. Additionally, students may use their Flexible Learning Fridays to engage with their community independently or with their families. WYLEES knows that there is much to learn outside of our walls in the Las Vegas community, and we will harness those opportunities to engage and empower our students with history, context, and application.

Diversity, Equity, and Inclusion (DEI): DEI is essential to WYLEES' PBL model. For students to understand community issues and to propose and implement solutions that meet community needs, it is critical that students habituate listening to, learning from, and working with people from a wide variety of backgrounds that reflect the diversity of our community and its interests and needs. Students, staff, and community stakeholders must all know that they are valued and important, and they must feel welcome in order to engage authentically with projects that seek to make changes for the good of all. Furthermore, the leaders of tomorrow must be conscientiously committed to the benefits of inviting all perspectives to the table to ensure that solutions to community problems are solved *with* the community and are equitable for all.

Examples of PBL Projects at WYLEES

- **AI For Achievement: (Grades 8, ELA, Math, & Social Studies; Civics-Focus) *Driving Question: How can emerging AI be leveraged by students to help them learn without engaging in "academic dishonesty?"*** Students are introduced to growing concerns in academia that AI is being used to help students cheat. Students learn about newly available AI technology such as ChatGPT, Copilot, Bard, and others to understand how these AI can be used to boost academic growth and achievement, and they propose guidelines for AI use at WYLEES, including likely opportunities for academic dishonesty and ways to structure assignments to ensure that teachers can get an authentic understanding of students' progress in their learning.
- **It's a (Food) Desert Out There!: (Grades 6-7, Social Studies/Current Events, Science, & Math focus; Service Focus) *Driving Question: How and where can we build a sustainable community garden in Las Vegas' chronically dry climate?*** Students learn about the concept of food deserts, the inequitable impact they have on low-income communities, and identify areas in Las Vegas which might meet the definition of a food desert. Concurrently, students learn about drought- and heat-tolerant fruit or vegetable producing plants and their space and care requirements. Students draft a proposal for a community garden in one of the affected areas at a specific site that takes into account community food preferences, space, and water and care requirements to present to the appropriate local government or a non-profit partner.



Structures to Support WYLEES' Use of ELAD / TESL / QTEL Strategies

ELAD, TESL, and QTEL Strategies are central to WYLEES' mission of energizing diverse youth leaders, engaging students in academics, and empowering students to solve problems; after all, if an Emerging Bilingual student feels as though their home language has no value and if they are not supported in their efforts to become proficient in English, it is all but certain that these often marginalized students will feel excluded, powerless, and reluctant to engage at school or with English speakers. By valuing their assets (including using asset-based language such as "Emerging Bilingual students") and ensuring that they have the proper supports on their path to English language proficiency, we ensure that they are energized to be at school and learn how to better communicate and collaborate with their peers and teachers, we ensure that they are *able* to engage in academics in a rigorous and supportive environment, and we empower them to solve problems with both using their native language and English, thus widening their abilities to engage with diverse groups of people and ensure that all viewpoints can be heard.

Integrated Support for ELAD / TESL / QTEL Strategies

Support for ELAD Endorsement Acquisition: WYLEES requires that all teachers are either ELAD endorsed upon hiring or willing to obtain such an endorsement within two years of joining our staff. To support teachers in obtaining the endorsement, WYLEES offers to pay 100% of tuition for ELAD courses taken during the first two years of employment as a teacher with the school. This support reflects our commitment to ensuring that all educators in our school are professionally trained to serve our Emerging Bilingual students and our belief that the systematic application of QTEL, TESL, and ELAD strategies schoolwide will benefit all of our students, regardless of their native language.

Collaborative Planning & Professional Development (CPPD) Days: As noted above, CPPD days are an integral part of WYLEES' plan to ensure that teachers have the opportunity to learn, grow, and plan every single week. During CPPD days, teachers will both receive ongoing professional support and development in alignment with their own learning needs and goals, and they will receive targeted PD to ensure that QTEL, TESL, and ELAD strategies are being employed with fidelity by all instructional staff both in the context of PBL experiences and in the context of Skill Workshops and other learning opportunities. Teachers will have the opportunity to collaboratively plan WYLEES'-generated common assessments designed with our EB students in mind to ensure that, where appropriate, students can express their knowledge in their home language or by other multimodal means to ensure that we have an accurate understanding of what they have learned without being skewed by students' proficiency in English.

EB / ELAD Specialists: In order to ensure that we have additional support and expertise on campus to both work with novice EB students who may be newcomers to the country and to provide PD and planning support for our team of ELAD credentialed instructors, we have designated as a part of our budget plans to employ two teachers to lead our efforts as EB Specialists. Unlike other teachers who will teach Skill Workshops in academic areas such as math, science, or ELA, our EB Specialists will have a flexible role that allows these professionals to push into Skill Workshops and provide support for EBs and their teachers during lessons and learning activities or hold Skill Workshops of their own around English Language Acquisition and Development that are specifically tailored to the needs of our EB students. In addition, our EB Specialists will teach an Advisory class, a PBL Block, and a section of Explorations specifically geared towards our most novice EBs to ensure that they get the support they need during our signature experiences. Finally, our EB Specialists will provide PD around instructional design, assessment, and ELAD / TESL/ QTEL strategy supports for teachers, as well as help to source materials and outside supports for staff who either need help with planning or need help with their ELAD endorsement acquisition.

5) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

The WYLEES team engaged in a number of research and inspiration experiences to help us along the way of our design journey, including researching and visiting schools that showed compelling evidence of success. In addition to our Community Design Labs, community conversations, pilots, and empathy interviews with students and teachers, we visited numerous schools in Las Vegas and across the country to learn about how aspects of our model were already being implemented, to refine our ideas, and to build connections with a national network of school leaders, teachers, and other educational professionals who could engage in ongoing thought-partnership about our model.

Some of the schools we've connected with who share aspects of our model are included below:



Existing School Model & Location	Evidence of Success & Demographic and Model Connections
<p>High Tech High San Diego, CA</p> <p>Key Connections:</p> <ul style="list-style-type: none"> ● PBL ● Personalized Learning 	<p>High Tech High (HTH) was originally founded as a small public charter in 2000. It is now a network of 16 schools serving grades K-12, including “a Teacher Credentialing Program and the High Tech High Graduate School of Education, offering professional development opportunities serving national and international educators.”³¹ HTH is a nationally-recognized leader in PBL and it boasts a high graduation rate (96%) and a high college matriculation rate (86%)³².</p> <p>HTH shares a number of features with WYLEES, including:</p> <ul style="list-style-type: none"> ● <i>Commitment to equity:</i> HTH is a Diverse by Design School and a member of the Diverse Charter School Coalition’s (DCSC) nationwide network. HTH serves intentionally diverse populations of students that are reflective of the communities that each campus serves. ● <i>Personalized learning:</i> According to their website, HTH “teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning.” ● <i>Authentic work and collaboration through PBL:</i> HTH values students’ voices and perspectives as key stakeholders in their work and as design partners for learning experiences. “Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts.”
<p>Mott Haven Academy, Bronx, NY</p> <p>Key Connections:</p> <ul style="list-style-type: none"> ● Personalized Learning ● Restorative Practices & Whole-Child Approach 	<p>Mott Haven “students outperform comparison schools in academics and in other key metrics, like attendance, chronic absenteeism, special education referrals, and suspensions.”³³ While Mott Haven was specifically founded to meet the needs of children in New York’s child-welfare system, it produces exemplary results through its emphasis on utilizing trauma-informed practices, predictability and stability, and student voice and choice.</p> <p>Mott Haven shares a number of features with WYLEES, including:</p> <ul style="list-style-type: none"> ● <i>Emphasis on relationships, restorative justice, and the whole child:</i> “All children deserve to learn in an environment that both recognizes their unique circumstances and supports their development of strong relationships within their school environment.”³⁴ ● <i>Predictability and stability:</i> “We prioritize creating a predictable and stable place for all students through running the same program every day, using common language and behaviors from all adults, supporting students and families outside of school, and focusing on social emotional well being.” ● <i>Personalized learning:</i> “Students are able to practice decision making skills in a safe environment and have ownership over how they learn and interact throughout the day.”
<p>Community Roots Charter School, Brooklyn, NY</p> <ul style="list-style-type: none"> ● Personalized Learning ● Service- and Civic-Engagement Focused Projects 	<p>“Community Roots Charter School [K-8] is a rigorous learning community where education is embedded in meaningful real-world contexts and children are deliberately taught to see the connections between school and the world...students meet high expectations by receiving the support they need and deserve.”³⁵ Community Roots has a diverse student population that outperformed other NYC public schools in terms of impact, performance, and performance on state proficiency tests.³⁶</p> <p>Community Roots shares a number of features with WYLEES, including:</p> <ul style="list-style-type: none"> ● <i>Student-Led Conferences (SLCs):</i> SLCs are held twice per year to “to instill student ownership of their learning and to strengthen school-family relationships. During SLCs, students and their

³¹ <https://www.hightechhigh.org/>

³² <https://www.hightechhigh.org/hths-outstanding-record-in-college-admissions/>

³³ <https://havenacademy.org/>

³⁴ <https://havenacademy.org/tour/the-haven-way/>

³⁵ <https://communityroots.org/>

³⁶ https://tools.nycenet.edu/dashboard/#dbn=84K536&report_type=EMS&view=City



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| | <p>families attend formal conferences during which students reflect on their academic and social-emotional progress and articulate their goals for moving forward.”</p> <ul style="list-style-type: none"> ● <i>Learning through Service & Action (LSA)</i>: LSA is an after-school program in which students “brainstorm the community issues they are most passionate about addressing and then develop their own service project to roll out to the whole community. LSA encourages our young friends to take ownership of the issues they see and then translate that experience into action.” |
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In addition to these more explicit connections, WYLEES founding team has visited and drawn inspiration from a number of other high-performing schools that share aspects of our model (most often, a PBL-centric approach to instruction). Some other high-performing schools from which we’ve drawn ideas and inspiration are A School Without Walls in New York, NY³⁷ (personalized learning, PBL, and Passion Projects), Thomas A. Edison Career & Technical Education High School, Queens, NY³⁸ (student involvement in instructional and educational experience design), Larchmont Charter School, Los Angeles, CA³⁹ (Constructivist / CGI approach in math, Reader’s and Writer’s Workshop), and Lied Middle School, Las Vegas, NV⁴⁰ (PBL, presentations of learning/STEM Tank, proficiency based grading).

While WYLEES’ design incorporates model features that are used in a number of high-performing schools currently, our model is not based on any existing school or designed to replicate an existing model. Instead, we have carefully crafted our model with local students, families, and community members to curate a model which we believe reflects best practices in building school culture, instructional design, and community engagement while also building in responsive features which empower us to remain continuously responsive to the ever-changing needs of our students and families.

3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

The proposed framework 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) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.

Empowering diverse students to solve problems, engaging them in academics through authentic learning, and energizing them as leaders who are socially, emotionally, and academically prepared for life is the very core of WYLEES’ mission; empowering students to be creative, collaborative, and civically engaged leaders is our organization’s vision. To achieve these ends, WYLEES’ instructional model and learning environment must be aligned to these outcomes to engage all of our students in culturally responsive and relevant ways.

To both meet the needs of all students—from Emerging Bilingual (EB) students to gifted students to those who require special education supports or those who are economically disadvantaged or otherwise “at-risk”—and align to our model’s incorporation of Personalized Learning Pathways (PLPs), Project Based Learning (PBL), and English Language Acquisition and Development (ELAD) strategies for our EB students, WYLEES has purposefully adopted Equitable Whole Child Design and Constructivist instructional models to strategically create a caring, connected, and nurturing learning environment. At WYLEES, students are explicitly taught how to develop a growth mindset, how to build resilience, and to treat mistakes and “failures” as learning opportunities, allowing us to fulfill our organizational goals and meet the unique needs of every child. Whether a student comes to us at, above, or below grade level, these instructional models, coupled with class-sizes that promote connection between teachers, students, and their peers, empower our staff to be flexible and collaborative to accelerate growth for every student while simultaneously inspiring the curiosity that we believe is at the heart of every lifelong learner.

Instructional Design Model #1: Equitable Whole Child Design

The roots of whole-child, holistic learning run deep, with connections to Ancient Greece, indigenous cultures, and the very origins of instruction.⁴¹ In more modern times, luminary theorists such as Dewey, Piaget, and Maslow have added to the body

³⁷ <https://aschoolwithoutwalls.org/>

³⁸ [Thomas A. Edison Career & Technical Education High School \(tachs.org\)](https://tachs.org/)

³⁹ [Larchmont Charter School | TK-12 Free Public Charter School Los Angeles](#)

⁴⁰ [Lied STEM Academy](#)

⁴¹ [What is Holistic Education? Understanding the Benefits | American University](#)



of knowledge in support of such an approach, and more recently still, educators and researchers have continued to build on the shoulders of these giants to further develop the approach and understand its connection to outcomes for diverse learners. Pragmatically, in the aftermath of the pandemic and the disruptions to learning that it caused, there is much to be said for the benefits of understanding learners as individuals with unique experiences, motivations, and histories and treating them as the individuals they are: if we want to accelerate learning for every student, we must understand every student's uniqueness and be able to help them to grow ambitiously in their own context.

Equitable Whole Child Design is based both on emerging research that “tells us that brain development and life experiences are interdependent and malleable—that is, the settings and conditions individuals are exposed to and immersed in affect how they grow throughout their lives”⁴² and the fundamental understanding that our ancestors had that all learning is connected. In alignment with WYLEES’ mission, vision, and values, as well as our programs, principles, and structures, we have incorporated Equitable Whole Child Design, adapted from the Learning Policy Institute’s framework⁴³, as a key component of our instructional model. This model serves as our overarching approach to all of our interactions and strategies when working with students, and it includes five elements that are fundamental to our design:

1. Positive Developmental Relationships
2. Environments Filled With Safety and Belonging
3. Rich Learning Experiences and Knowledge Development
4. Development of Skills, Habits, and Mindsets
5. Integrated Support Systems

In WYLEES’ context, these elements work together to create a cohesive learning environment where students' needs, goals, and values are prioritized, where their voices are heard, and where they are encouraged to develop agency, autonomy, and the habits of successful lifelong learners.

The table that follows serves to illustrate how these elements work together at WYLEES to meet the needs of all students with the goals of energizing them as leaders who are socially, emotionally, and academically prepared to shape the future, engaging them in academics through real-world, hands-on learning, and empowering them to solve problems through innovation, advocacy, and action to create a better world for all.

Element	Definition, Recommended Support Structures, and WYLEES’ Support Structures
Positive Developmental Relationships	<p>Definition: “In a developmental relationship, caring and attachment are joined with adult guidance that enables children to learn skills, grow in their competence and confidence, and become more able to perform tasks on their own and take on new challenges. Children increasingly use their own agency to develop their curiosity and capacities for self-direction. Looked at this way, developmental relationships can both buffer the impact of stress and provide a pathway to motivation, self-efficacy, learning, and further growth.”</p> <p>Recommended Support Structures:</p> <ul style="list-style-type: none"> ● “Small schools and small learning communities; ● Advisory systems that create small family units within schools; ● Looping that allows educators to be with the same children for more than one year; ● Time and protocols for home visits and other outreach that connects families and educators; ● Staff collaboration time and structures; and ● Opportunities for shared decision-making.” <p>WYLEES’ Support Structures:</p> <ul style="list-style-type: none"> ● WYLEES is designed to provide a boutique, small school community with 501 students at maximum enrollment. ● WYLEES’ looping Advisory classes provide a smaller structure for learning communities that provide students the opportunity to build a relationship with a trusted staff member over the course of three years and promote connections within the group. ● WYLEES will take an iterative approach to implementing home visits and their accompanying protocols in collaboration with our community of families. We want to ensure that we develop these plans collaboratively to ensure respect, avoid intrusiveness, and empower families to set the

⁴² [Design Principles for Schools, Learning Policy Institute and Turnaround for Children](#)

⁴³ [Design Principles - Center for Whole-Child Education \(Turnaround for Children\) \(turnaroundusa.org\)](#)



	<p>structures for how we will interact in these situations.</p> <ul style="list-style-type: none"> ● To provide other outreach that connects families and educators, WYLEES' Community Activation Team (CAT), comprised of families, educators, and other school staff, builds authentic engagement with families served by WYLEES and promotes deeper, family led connections between home and the school. ● WYLEES hosts community led (i.e. CAT Team led) town-hall events to discuss and deliberate on happenings and other developments at the school, and WYLEES staff hosts more frequent family engagement opportunities to invite families in as partners in educating their children and to build community across all lines of school stakeholders. ● WYLEES Collaborative Planning & Professional Development (CPPD) Days provide dedicated collaboration time weekly for teachers and PLC structures to facilitate collaboration, as well as time to connect with families about their children's successes in school. ● WYLEES' CAT-led town halls provide opportunities for student, staff, and family involvement in decision making about school issues including, but not limited to school policies and procedures, curriculum, and discipline.
<p>Environments Filled With Safety and Belonging</p>	<p>Definition: “The brain is a prediction machine that loves order; it is calm when things are orderly and gets unsettled when it does not know what is coming next. Learning communities that have shared values, routines, and high expectations—that demonstrate cultural sensitivity and communicate worth—create calm and ignite the other part of the brain that loves novelty and is curious. Children are more able to learn and take risks when they feel not only physically safe with consistent routines and order, but also emotionally and identity safe, such that they and their culture are a valued part of the community they are in.</p> <p>In contrast, anxiety and toxic stress are created by negative stereotypes and biases, bullying or microaggressions, unfair discipline practices, and other exclusionary or shaming practices. These are impediments to learning because they preoccupy the brain with worry and fear. Instead, co-creating norms; enabling students to take agency in their learning and contribute to the community; and having predictable, fair, and consistent routines and expectations for all community members create a strong sense of belonging.”</p> <p>Recommended Support Structures:</p> <ul style="list-style-type: none"> ● “Shared values and norms framed as “do’s” that guide relationships (e.g., respect, responsibility, kindness) rather than “don’ts” that direct punishments (e.g., don’t talk, touch, or move); these are co-developed with students and translated into expectations for each community member’s actions and interactions; ● Consistent routines that support order and positive interactions (e.g., daily greetings, regular classroom meetings, shared classroom practices), building a foundation for a strong sense of community and belonging within the school; ● Restorative routines and settings that support reflection and build life skills (e.g., community circles, places where students can defuse and reflect, and processes for explicit conflict resolution); and ● Inclusive settings, including heterogeneous classrooms and socially supportive extracurriculars that are culturally affirming and communicate common expectations and opportunities.” <p>WYLEES' Support Structures:</p> <ul style="list-style-type: none"> ● At the beginning of each school year, (and periodically, if needed, thereafter) Advisory classes develop positively phrased schoolwide values and norms that empower students to co-create expectations for the school environment and emphasize desired behaviors (rather than what “not” to do). These yearly norms are brought to the CAT-led town hall for discussion and ratification so that the whole community has a voice in these expectations and can communicate them without difficulty. ● WYLEES relies on teachers and students to develop individual daily routines that help set expectations and provide a sense of consistency, and WYLEES employs certain schoolwide routines for the same purposes (i.e. daily greetings, SEL check ins, goal setting and outcome tracking, learning circles, community-building circles, restorative circles, etc.) ● WYLEES is committed to restorative practices (including restorative circles and conferences, cool-down spaces, and conflict resolution instruction and interventions), as we want to encourage



	<p>students to be reflective about their behavior and the impact it has on the world and community around them.</p> <ul style="list-style-type: none"> As a Diverse-By-Design inspired school, WYLEES strongly affirms the idea that students learn and grow best when exposed to people with different viewpoints, ideas, and racial, ethnic, and socio-economic backgrounds. As such, heterogeneous classrooms and culturally affirming practices are the norm at WYLEES.
Rich Learning Experiences and Knowledge Development	<p>Definition: “To engage learners in rich learning experiences that develop brain architecture as well as formal knowledge and deep understanding, educators should provide meaningful and challenging work for all students within and across core disciplines, including the arts, music, and physical education. This includes opportunities for students to develop their knowledge in ways that build on their culture, prior knowledge, and experience and help learners discover what they can do and are capable of. Students learn best when they are engaged in authentic activities and are collaboratively working and learning with peers to deepen their understanding and to transfer knowledge and skills to new contexts and problems. They will be empowered to solve these problems through formal and informal feedback from peers and adults as they engage in activities.</p> <p>Because learning processes are very individual, teachers need opportunities and tools to come to know students’ experiences and thinking well, and educators should have flexibility to accommodate students’ distinctive pathways to learning, as well as their areas of significant talent and interest. Approaches to curriculum design and instruction should recognize that learning will happen in fits and starts, which requires flexible scaffolding and supports, differentiated strategies to reach common goals, and methods to leverage learners’ strengths to address areas for growth.”</p> <p>Recommended Support Structures:</p> <ul style="list-style-type: none"> “Curriculum and program offerings that support inquiry and problem-based learning around rich, relevant tasks that are culturally connected and collaboratively pursued; Performance assessments and rubrics focused on higher-order thinking skills and applications of knowledge that structure the teaching, tasks, feedback, and metacognitive reflections that guide learning; and Tools for learning about students’ experiences, interests, strengths, and readiness that can be built upon to draw connections to the curriculum and foster learning (e.g., learning surveys, student reflections, observation protocols, formative assessments, and exit tickets).” <p>WYLEES’ Support Structures:</p> <ul style="list-style-type: none"> WYLEES service- and civic-engagement-oriented Project Based Learning (PBL) was selected as a key component of our model because of the opportunities it provides students to engage in deep, inquiry based collaborative learning that are rooted in real-world experiences and cultural relevance. This high-challenge high-support mode of learning empowers students through authentic activities which allow them to build knowledge, academic skills, and soft skills required to be successful in the endeavors of their choosing. Throughout PBL projects, students receive formal and informal feedback from peers and adults alike. While WYLEES uses benchmark, interim, and standardized summative assessments to ensure that students are growing and achieving academically at rates that surpass their peers in more traditional settings and demonstrating mastery of the Nevada Academic Content Standards, we rely on performance assessments such as presentations of learning at the end of our PBL projects as deeper indicators of students’ mastery of academic and soft skills acquired during their learning experiences. Students regularly reflect on their learning processes and outcomes, whether in Advisory, PBL Block, or in Skill Workshops with the goal of improving and normalizing their metacognition. Our use of Wylee Profiles and Personalized Learning Pathways enables us to learn about students’ experiences, interests, strengths, and readiness for various tasks, while engaging them as partners in charting a course to developing their own knowledge. The workshop format in subject area classrooms provides opportunities for students to develop their knowledge in ways that build on their culture, prior knowledge, and experience and help them discover what they can do and are capable of while also providing flexible scaffolding and supports, and differentiated strategies to reach each learner.



	<ul style="list-style-type: none"> Finally, Passion Projects enable students to combine higher order thinking, metacognitive reflection with their culture, prior knowledge, interests, and experiences and transfer their knowledge and skills in PBL to a new, self-directed context. This is the greatest possible culmination of rich learning experiences and knowledge development.
Development of Skills, Habits, and Mindsets	<p>Definition: “Neuroscience advances show that parts of the brain are cross-wired and functionally interconnected. As a result, learning is integrated: There is not a math part of the brain that is separate from the self-regulation or social skills part of the brain. For students to become engaged, effective learners, educators need to develop students’ content-specific knowledge alongside their cognitive, emotional, and social skills. These skills, including executive function, growth mindset, social awareness, resilience and perseverance, metacognition, and self-direction, can and should be taught, modeled, and practiced just like traditional academic skills and should be integrated across curriculum areas and across all settings in the school.”</p> <p>Recommended Support Structures:</p> <ul style="list-style-type: none"> “Curricula and dedicated time that enable students to explicitly learn and practice valued skills, habits, and mindsets (e.g., social and emotional learning or conflict resolution curricula); Opportunities and routines that reinforce skills, habits, and mindsets during everyday instruction and school activities; Scaffolds that support executive functions like planning, organizing, implementing, and reflecting on tasks; and Collaboration protocols and rubrics that support interpersonal skill development in the context of subject matter classes.” <p>WYLEES’ Support Structures:</p> <ul style="list-style-type: none"> WYLEES Advisory classes provide dedicated time for students to explicitly learn and practice valued skills, habits, and mindsets such as personal planning and organization, metacognitive reflection, goal setting, outcome tracking, respectful and empathetic communication and collaboration, conflict resolution and other SEL topics. In this way, WYLEES explicitly devotes time to teaching students to analyze their own learning and to work with a trusted staff mentor to help them understand how they learn best. Advisory teachers use morning and afternoon Advisory class time to provide students with any scaffolds needed to help them develop, retain, and transfer these skills to other classes and contexts. Throughout the school day, WYLEES’ students are provided with regular opportunities to practice the skills, habits, and mindsets that are explicitly taught in Advisory and use them in the contexts of their various learning experiences. Classes employ SEL check-ins at the start of each class, as well as community, learning, and restorative circles and conflict resolution strategies as needed and appropriate. PBL Blocks, Skill Workshops, and Explorations Blocks all require students to collaborate effectively with diverse peers, continuously set goals, track outcomes, reflect on their learning and social interactions, and plan and organize themselves in preparation for the completion of various tasks. In PBL Blocks, Skill Workshops, and Explorations Blocks, students utilize structured discourse protocols both to enhance academic language acquisition and to develop empathetic and equitable habits for collaboration. Additionally, our PBL and Explorations project rubrics include skills and dispositions related to interpersonal skills and effective collaboration.
Integrated Support Systems	<p>Definition: “All...students have unique needs, interests, and assets to build upon, as well as areas of vulnerability to strengthen without stigma or shame. Thus, learning environments should be designed to include many more protective factors than they currently do, including health, mental health, and social service supports as well as opportunities to extend learning and build on interests and passions. Building comprehensive and integrated supports will tip the balance toward an environment where students feel safe, ready, and engaged.”</p> <p>To meet students where they are and help them find their purpose, we must provide abundant opportunities for exploration, intervention, and growth. These opportunities nurture students’ agency, inspire them, and enable them to advocate for change.</p>



Students' needs vary over time, necessitating tiered supports. Tier 1 includes universal supports available in every classroom, fostering safety, belonging, and fair discipline. Tier 2 offers additional support as needed, such as small group work or counselor outreach. Tier 3 provides personalized, timely supports responding to student readiness and needs, including special education, health services, and family assistance.

Such comprehensive supports extend learning, ensure safety, and address students' unique needs.

Recommended Support Structures:

- "Assessments that help educators understand student wellness and progress and the supports students need;
- Availability of high-quality tutoring and mentoring, counseling, and student support teams;
- Additional before, during, and after-school time for expanding learning, along with summer programs or Acceleration Academies during intersessions; and
- Health, mental health, and community partnerships with social service providers, including community school models."

WYLEES' Support Structures:

- WYLEES employs a system of integrated supports for students which ensures that each student's unique needs are met when they have them in a way that is best aligned to their specific situation. From UDL and ELAD strategies and a culture of wholeness and belonging throughout the school, to additional academic supports in Skill Workshops and Advisory, and personalized supports from Advisory teachers and the licensed marriage and family therapists we will employ as counselors, students will have the right support at the right time, and we will provide additional resources for students and families as we grow.
- To help us understand students' wellness and needs, WYLEES uses a combination of Wylee Profiles and SEL check ins to get a general temperature gauge of each student's well being. Wylee Profiles, created at the beginning of each school year and updated periodically, provide students the opportunity to share their hopes, dreams, goals, interests and values, and they also provide students with an opportunity to share any personal needs or concerns that they may have. Students' Advisory teachers use the Wylee Profile as the foundation upon which to co-create each student's PLP, and this document is revisited at least quarterly to ensure that the data contained is up-to-date. Students have regular meetings with their Advisory teacher no less than bi-weekly to discuss progress, problems, and anything the student needs, so there is ample opportunity to ensure that each student has the support they need when they need it. Beyond this, students have an SEL check-in at the beginning of each class, which teachers take the time to review and discuss in circles, other opening activities, or one-on-one as needed with a student who has a more urgent need. In this way, we can ensure that if at any point during an individual day a student's wellness begins to suffer, we are aware of the change and have an opportunity to provide immediate support.
- As a part of our integrated systems of support, WYLEES is seeking a licensed marriage and family therapist for our school counselor. If a student has an immediate need during the school day for mental health or other wellness interventions, it is our belief that that help should be as readily available as possible. Licensed marriage and family counselors have training that can help them to better understand, untangle, and address the most likely causes of student distress, and having such a professional on campus is a key hiring priority.
- Though WYLEES provides a personalized, rigorous learning experience that is designed with each student's specific needs in mind, it is possible that students may need or want additional support beyond that which is available during the school day. To meet these needs, WYLEES will provide limited after school tutoring opportunities on an as needed basis. Most additional help will be provided during school time in Advisory classes and through What I Need (WIN) time during the school day.
- To assist us in meeting the needs of students and families, WYLEES will seek partnerships with social service providers who provide health, mental health, and other community services for students and families. As we grow, so will the number and diversity of these partnerships, until such time as our school is able to meet the majority of families' needs directly or through our



Instructional Design Model #2: Constructivism

In light of WYLEES' commitment and adherence to Equitable Whole Child Design, it is a natural consequence that the second critical component of our instructional model is Constructivism. According to the University of Buffalo, "Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas)...Consequences of constructivist theory are that:

- Students learn best when engaged in learning experiences rather than passively receiving information.
- Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.
- Because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge."⁴⁴

Given this view of Constructivist theory, it is impossible to see WYLEES fulfilling its mission without being a thoroughly Constructivist institution. Central to our model are the ideas of understanding where each student is starting in terms of interests, knowledge, experience, and skills (i.e. their whole experience including their schema, obtained through Wylee Profiles) and purposefully *constructing* a Personalized Learning Pathway (PLP) that helps them to build upon their prior knowledge and use real-world, hands on learning experiences such as Project Based Learning to facilitate their construction and incorporation of new knowledge into their schemas. Because of its focus on inquiry and the productive struggle it requires of active learners, we believe that Constructivism and PBL empower students to solve problems and energize them to shape the future by showing them the potential they have within themselves to have an impact on their community even as middle schoolers.

The benefits to students of a Constructivist approach go far beyond just aligning to our model and our whole-child approach. Constructivism is inherently culturally responsive and relevant as it starts with and builds upon each learner's unique experience and identity; it is a design for inclusion and differentiation which recognizes the importance of the connections between learning activities and each student's sense of self and which develops knowledge through interactive activities which are purposefully authentic, applicable, and therefore immediately relevant. Furthermore, Constructivism creates conditions which allow us to fully leverage Vygotsky's Zone of Proximal development for every student, as—through Wylee Profiles and PLPs—we are able to create a high-challenge, high-support environment in which rich learning activities are scaffolded "on the edge of development"⁴⁵ for each student, thanks to our deep and continuously updated understanding of their current skills, knowledge and abilities. This allows us to ensure all learners are appropriately challenged and supported to accelerate growth, which is particularly beneficial to Emerging Bilingual (EB) students, students who receive special education supports, and those who are considered at-risk: instead of segregating these students exclusively into homogenous groups, we are able to leverage our knowledge of each student's abilities, interests, strengths and areas for growth to create heterogeneous, collaborative learning environments that are intentionally structured to provide targeted growth opportunities for all.

The table below demonstrates specific features of WYLEES' instructional model, including how the instructional model and curriculum enables all students, including students with disabilities, Emerging Bilingual (EB) / English language learners, economically disadvantaged students, at-risk students, and students above or below grade level to build the knowledge base necessary to access rigorous instruction.

Model Feature	Connection to Constructivism and Alignment to Rigorous Instruction
Personalized Learning (Wylee Profiles, PLPs, Explorations / Passion Projects)	Connection to Constructivism: Wylees Profiles, PLPs, and our Explorations class (in which students pursue PBL Passion Projects of their own design) all center learners at the heart of instructional design. Wylee Profiles, in particular, provide us a rich access point to both understanding each student's academic and social starting points so that our staff can help them activate their prior knowledge and connect to their experiences when constructing knowledge. Our PLPs and Passion Projects situate students' interests, goals, and natural curiosity at the center of learning activities to motivate and inspire them to be active learners.

⁴⁴ [Constructivism - Office of Curriculum, Assessment and Teaching Transformation - University at Buffalo](#)

⁴⁵ [The Zone of Proximal Development: An Affirmative Perspective in Teaching ELLs/MLLs \(nysed.gov\)](#)



	<p>How it Allows Access to Rigorous Instruction:</p> <ul style="list-style-type: none"> ● Intuitively, personalized learning is critical to accelerating growth for all students, whether they are above or below grade level, economically disadvantaged, Emerging Bilingual, in need of special education supports, or otherwise at-risk. This approach requires us to truly know every student, where they are starting academically, what their interests and goals are, and what motivates them, which allows us to tailor our instruction and supports to meet their unique needs. ● Personalized learning also allows us to harness the power of student interest to drive their motivation, ensuring that each student is excited to learn and actively engaged in identifying and overcoming barriers to their own knowledge creation. ● Passion Projects, in particular, provide students opportunities to practice executive functioning skills that they learn and develop in PBL Block, Advisory, and Skill Workshops and transfer these skills to a learning endeavor of their own creation. The highly engaging nature of learning something the student is specifically passionate about, coupled with individualized support and additional practice of skills and routines related to independent learning is beneficial to all students; this is where the magic of “learning how to learn” takes place.
Project Based Learning (PBL)	<p>Connection to Constructivism: PBL, an inquiry-driven instructional method, is an explicitly recognized Constructivist approach. Students learn through solving real-world problems in collaboration with thoughtfully created heterogeneous groups of peers, building communication, collaboration, and problem solving skills as they construct knowledge in the context of how it will be used. Peer and adult feedback and individual reflection help each individual to further develop and retain their new knowledge. Scaffolding by teachers in the PBL Block ensures a high-challenge, high-support environment for each student based on their individual needs. Assessment is performance or product based to reflect the authenticity of the learning experience.</p> <p>How it Allows Access to Rigorous Instruction:</p> <ul style="list-style-type: none"> ● The benefits of PBL as an instructional method for all students, including historically underserved students and EB students is well documented. Particularly for EB students, the many opportunities for structured discourse and language acquisition in an authentic context and powerful access points for these students to construct a rich and nuanced understanding of English. ● For all other students, including the subgroups listed above, the power of PBL is in its high-challenge, high-support nature and the collaboration that takes place between heterogeneous groups of students. Contrary to approaches which might employ a low-challenge, high-support or high-challenge, low-support model, PBL is designed with rigorous, challenging, and complex problems at the heart of learning activities, and the teacher facilitates access by ensuring that the proper supports are in place for each student as they need them. This facilitates the productive struggle of deeper learning for all students. ● Furthermore, by working collaboratively in clearly defined team roles, students are able to learn with peers of varying skill levels and co-create knowledge with others. This authentic method of knowledge creation and acquisition is more durable than other methods of learning, as the <i>experience</i> of learning and negotiating meaning with others is in itself more memorable.
Skill Workshops	<p>Connection to Constructivism: Coupled with Wylee Profiles and PLPs, the workshop format of WYLEES’ Skill Workshops ensures that students interests, needs, and academic & experiential starting points are centered in the construction of new knowledge and that each student is getting the support they need as they need it. Assessments include tests and more standardized measures of growth and achievement as well as authentic measures such as performance and product assessments. While Skill Workshops more closely resemble traditional classrooms, there is more of an emphasis on learning skills and knowledge in context. As in PBL Block, peer and adult feedback and individual reflection help each individual to further develop and retain their new knowledge, and teacher scaffolding systems ensure a high-challenge, high-support environment for each student based on their individual needs.</p> <p>How it Allows Access to Rigorous Instruction:</p> <ul style="list-style-type: none"> ● Skill Workshops help students to be reflective about their knowledge and understanding of



	<p>important academic concepts, their personal academic goals, and the path that they are on towards mastery. While this is important for all students, it is especially important for the subgroups outlined above. A regular frustration for high-achieving students is that instruction cannot keep up with their pace of learning; in Skill Workshops, this problem is eliminated through deliberate differentiation that anticipates both the needs of students who need to work at a faster pace or delve deeper into content and those who need additional time, strategies, and content to help them catch up.</p> <ul style="list-style-type: none"> • While Skill Workshops provide this important differentiation, they also provide students the opportunity to work with peers who are at different stages in their learning journey. By providing structured opportunities for students at different ability levels to work together, all students benefit. Students who have mastered a skill or concept have to dig deeper to be able to provide feedback or advice to a peer who needs it, and the student who receives such feedback or input benefits from a peer perspective (and, often, peer vocabulary) that is closer to their own and therefore more accessible.
Cognitively Guided Instruction (CGI)	<p>Connection to Constructivism: CGI is a component of math instruction in WYLEES' Skill Workshops; as described by the Los Angeles Unified School District, "Cognitively Guided instruction, or CGI, is based upon 30 years of research. It's a framework that helps teachers to understand how children's mathematical ideas develop, and provides an opportunity to build on the child's own thinking and understanding...The central theme of CGI is that children come to school with mathematical knowledge. Children develop their math understanding by solving a variety of problems in a way that makes sense to them. The children build their own understanding and inform other children, and the teacher, as they share their thinking. As a result, children build connections and relationships among the mathematical ideas so that the math makes sense to them, and the math is meaningful in their lives."⁴⁶ Understood in this way, CGI is a Constructivist approach which helps students assimilate and accommodate new information into their schema.</p> <p>How it Allows Access to Rigorous Instruction:</p> <ul style="list-style-type: none"> • Cognitively guided instruction "and the workshop model share instructional DNA. They trust teachers to know their students."⁴⁷ It is a view of math instruction that places a strong emphasis on understanding students' existing math schema and, rather than forcing every student to solve problems in the same way, provides students with the opportunity to express their understanding of mathematical concepts through problems that allow for students to explain their mathematical thinking. • By starting with and building upon students' existing math schema, using multiple paths to arrive at correct answers, challenging each student appropriately, and requiring them to reflect on and express their thinking as related to math concepts, we challenge all students to more deeply understand the concepts and computations underlying their understanding of math and be better prepared to transfer that knowledge to novel applications. • As with many of WYLEES' approaches, this way of thinking about math allows access to rigorous instruction by personalizing the experience and accelerating learning for all: for advanced students, they are able to remain continuously challenged and engaged with material that meets them where they are and allows them to progress further and deeper; for students who are below grade level, it provides an opportunity for the teacher and the student to better understand the skills and knowledge they do have and immediately start building upon them. For all students, including EB students and students receiving special education services, the individualized approach means that each student gets what they need when they need it to maximize their growth.
Advisory Classes	<p>Connection to Constructivism: In Advisory classes, students have dedicated time to build and develop relationships with their peers and a trusted teacher, to reflect on their learning processes and outcomes, and to plan how they will achieve their academic and social goals. Coupled with PLPs, this time is an invaluable opportunity for students to consider their goals, actions, and outcomes and collaborate with an experienced mentor to help them plan to optimize their own learning.</p>

⁴⁶ [Cognitively Guided Instruction "CGI" Support \(lausd.org\)](https://www.lausd.org/cgi-support)

⁴⁷ [What is Cognitively Guided Instruction? \(heinemann.com\)](https://www.heinemann.com/what-is-cognitively-guided-instruction/)



	<p>How it Allows Access to Rigorous Instruction:</p> <ul style="list-style-type: none"> ● Advisory classes are one of WYLEES' most powerful tools in ensuring that all students have access to rigorous instruction. In Advisory, we take away the assumption that all students inherently know how to learn, pull back the curtain on the learning process, and explicitly teach students the strategies they need to both become independent learners and to monitor their progress and outcomes. This helps all students, but especially those who are below grade level, at-risk, and/or those who have otherwise been underserved in the past, as it allows them access to an understanding of their own learning processes, as well as time and opportunities to reflect on those processes and how to optimize them. ● The relationship aspect of Advisory, too, cannot be understated as a key feature in ensuring student success and access to rigorous instruction. By starting and ending each day explicitly considering the connection between students' state of mind and their learning outcomes, we can help them better understand the patterns behind how they feel and how they perform. With the help of an Advisory teacher who can act as a mentor and learning coach for each student, students have the opportunity to better understand their internal barriers to learning, to better identify the exterior barriers to their learning, and to work with an adult to help them take ownership of the learning process and develop strategies to overcome these challenges. Additionally, should the Advisory teacher learn of problems of access due to instructional design issues that are affecting students, we are able to use this data to re-calibrate our instructional and facilitation efforts to better meet student needs.
<p>Universal Design for Learning / English Language Acquisition and Development (UDL / ELAD)</p>	<p>Connection to Constructivism:</p> <ul style="list-style-type: none"> ● Cornell University's Center for Teaching innovation describes Universal Design for Learning (UDL) as "a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning."⁴⁸ ● Given this understanding of UDL, WYLEES' incorporation of English Language Acquisition and Development (ELAD) strategies is an extension of UDL that specifically targets the needs and our Emerging Bilingual students. ● These approaches are connected to our Constructivist approach in that, again, they place primacy on the schema and experiences of our students, personalizing learning, and ensuring that students have the supports they need to create knowledge. Both approaches are student centered and require teachers to reflect on potential obstacles to independence, as well as ways to scaffold for independence for students. <p>How it Allows Access to Rigorous Instruction:</p> <ul style="list-style-type: none"> ● As repeatedly emphasized throughout this section, WYLEES meets the needs of all students—including students with disabilities, Emerging Bilingual (EB) / English language learners, economically disadvantaged students, at-risk students, and students above or below grade level—to ensure that they are able to build the knowledge base necessary to access rigorous instruction through personalization and the lens of a Constructivist approach. ● UDL and our incorporation of ELAD strategies are central to this strategy. By understanding each student's unique experience, background, and needs, we are able to apply UDL in Advisory, PBL Blocks, Skill Workshops and Explorations to ensure that design issues don't interfere with our teachers gaining valid and reliable insights into students' abilities and students being able to demonstrate their learning in a manner that reflects their uniqueness. Similarly, through universally incorporated ELAD strategies, we remove the barriers that are specific to our EB students (and, to a different degree, those who struggle with literacy and/or academic language) and plan for learning activities that help students grow and share evidence of learning in a way that is appropriate for them in the context of their current level of English language acquisition.

⁴⁸ [Universal Design for Learning | Center for Teaching Innovation \(cornell.edu\)](https://teachinginnovation.cornell.edu/universal-design-for-learning/)



- 2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects^{6F49}: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards^{7F50}. *Add rows as needed until the table reflects all grade levels and subjects.*

WYLEES uses a combination of a Constructivist approach and curated curricula to meet the needs of each of our students and to reach their full potential as energized, engaged, and empowered learners and youth leaders. As such, all curricula are aligned both to the Nevada Academic Content Standards (NVACS) and the unique needs of each student.

The table below outlines the published curricula that WYLEES utilizes to meet our goal of achieving a 4- or 5-star rating by the end of our first charter term, along with our rationale for selecting these curricula. In the section that follows, we briefly explain some of the methodologies behind the implementation of these curricula in alignment with our school model.

6-8 Grade ELA
<p>Curriculum: i-Ready: Ready Reading</p> <p>Rationale for Selection: i-Ready's Ready Reading supports schools implementing Project Based Learning with materials that offer students the opportunity to participate in authentic, student-centered, and rigorous activities which support their academic achievement and growth. As a part of a comprehensive suite of tools for students and educators in the ELA setting, Ready Reading provides teachers with a comprehensive reading and writing curriculum which can easily be adapted to meet student needs, promote differentiation, and align to student interests. Additionally, i-Ready comes with a diagnostic feature which can be administered three times during the course of the school year (fall, winter, and spring diagnostics) to both provide an additional data point to teachers as regards student growth and achievement in relation to NVAC standards and which can also be used as a tool for further learning acceleration. These diagnostics provide information about student Lexile levels, which aids in understanding students' current abilities and needs as regards reading comprehension.⁵¹ Teachers using the program have access to a data- and resource-rich online toolkit which includes comprehensive reports of student achievement (disaggregatable into school-level or grade-level views for administrators and classroom-level, and/or student-level views for teachers), small-grouping suggestions based on skills and needs, resources for re-teaching specific skills/standards, and instructional guidance for maximizing student outcomes. Students, in turn, have access to i-Ready's "My Path" feature, which provides individualized acceleration based on students' individual needs, meaning that if a student needs additional help with a particular skill, they can get practice which is aligned to their needs; conversely, students who have already mastered grade-level standards are able to continue to be challenged in an independent setting at their own pace. My Path's design makes it an ideal compliment to our personalized learning approach, as it lends itself well to application in the classroom or during WIN time as an opportunity for self-paced acceleration, for use as a station during classroom rotations, as a blended learning tool, or as a Tier 2 intervention and/or RTI. In addition to the curriculum and tools that come with Ready Reading, i-Ready also incorporates professional development for teachers into its product package to ensure that WYLEES' instructors are supported in the ways they need to be maximally effective with the program.</p>
6-8 Grade Math
<p>Curriculum: i-Ready: Ready Classroom Math (RCM)</p> <p>Rationale for Selection: i-Ready's Ready Classroom Math is the math companion to i-Ready's ELA offerings, and as such provides many of the same benefits to students and teachers. One key benefit of selecting RCM as a companion curriculum is that it provides the same diagnostic and data tools, online resources, and differentiation features as Ready Reading (including My Path in math). Additionally, this curriculum has the added benefit of familiarity for students and teachers: the tools and interfaces are the same between the two curricula, so there is no additional learning curve to implementation. Most excitingly, though, is RCM's alignment to Cognitively Guided Instruction (CGI) and Project Based Learning (PBL). The entirety of the curriculum places emphasis on the productive struggle of learning math through exploration and asking students to both collaborate in finding solutions and to be able to explain their thinking. These elements of CGI lead to higher engagement and better student ownership of their work and outcomes, and they align to WYLEES' approach to developing academic language skills through authentic application and structured discourse. Additionally, each unit ends with a rich, problem based learning application activity which can be modified and differentiated to both create authentic application activities for learned math skills and to provide access points to students at all levels of mastery. RCM is highly</p>

⁴⁹ [NRS 389.018\(1\)](#)

⁵⁰ <https://doe.nv.gov/standards-and-instructional-support/>

⁵¹ <https://www.cde.state.co.us/uip/i-ready-assessment-description>



flexible and allows teachers to select the tools they can use to best accelerate learning for all students.

6-8 Grade Science

Curriculum: Amplify Science⁵²

Rationale for Selection: “Amplify Science for grades 6–8 is a phenomena-based science curriculum that is designed to give students engaging, realistic experiences that mirror how scientists and engineers actually work...Amplify Science is organized around units where students are introduced to compelling phenomena and real-world problems, develop and strengthen claims by collecting evidence and testing assumptions, and apply their learning in new contexts.”⁵³ This alignment to PBL is a key consideration that weighed into our selection of Amplify as a science curriculum. Amplify is also used in both CCSD and other Las Vegas charter schools, meaning that there is an increased likelihood of students having a familiarity with the program when they come to WYLEES from other schools.

6-8 Grade Social Studies

Curriculum: Learning For Justice

Rationale for Selection: Though WYLEES’ will also engage students in social studies curriculum will through service- and civic-engagement-oriented PBL, current events, and community needs and issues, Learning for Justice provides an excellent resource for our teachers to use both as a social studies curriculum and in alignment with PBL projects and other learning opportunities. According to Common Sense Education, Learning for Justice lessons “go beyond simply teaching content outside the context of personal experience; students are encouraged to find personal meaning in everything they learn...A variety of similar lessons incorporate different instructional strategies to engage all types of learners. Music, videos, and personal stories help improve accessibility for all, including English language learners and students with special needs. Debates, literature analysis, and data comparisons provide challenge, even for high-achieving students.”⁵⁴ With culturally relevant and interesting lessons that promote diversity, equity, and respect in the classroom, this program provides WYLEES’ teachers with tools including articles, guides, lessons, films, webinars, frameworks and more to support learning about social studies topics through a variety of diverse lenses. This exposure to multiple points of view promotes critical thinking and adds nuance to topics so that our students can habitualize considering social issues from a variety of perspectives to better understand how these issues impact different community stakeholders and begin to ideate solutions that are equitable for all.

6-8 Grade Social-Emotional Learning (SEL) for Advisory & General Applications

Curriculum: Harmony SEL

Rationale for Selection: “The Harmony Curriculum offers social and emotional learning for whole-child success. Guided by the latest research in social and emotional development, our program equips educators with on-demand, comprehensive classroom resources that support healthy relationships, promote diversity and inclusion, and encourage enthusiastic and engaged learning that can ignite positive lifelong outcomes.”⁵⁵ Harmony is a free, flexible curriculum that can be used as a part of Advisory and/or any other class to responsively meet students’ SEL needs.

Constructivism and WYLEES’ Curriculum

WYLEES’ Constructivist approach ensures that—through the use of Personalized Learning Pathways (PLPs), Project Based Learning (PBL), inquiry-based learning, and Skill Workshops that are highly differentiated and aligned to each student’s starting point and individual needs—we are able to leverage the curriculum that we have selected and the pedagogical skills of our teachers to design NVACS-aligned learning experiences which accelerate achievement and growth for all students. Whether students come to us at, above, or below grade level, are Emerging Bilinguals (EBs), are in need of special education services, or are otherwise at-risk, our curriculum and implementation methodologies ensure success for all. To meet the needs of all students, WYLEES’ classrooms rely on four key areas of Constructivist classrooms to be successful:

- Shared knowledge between teachers and students.
- Shared authority between teachers and students.

⁵² [Explore Reports \(edreports.org\)](https://edreports.org/)

⁵³ [6–8 Science Curriculum - Phenomena Based Science Curriculum | Amplify](#)

⁵⁴ [Common Sense Education Review: Learning for Justice](#)

⁵⁵ [Harmony Curriculum - Harmony Academy \(harmony-academy.org\)](https://harmony-academy.org/)



- Teachers act as a guide or facilitator.
- Learning groups consist of small numbers of students.⁵⁶

In essence, this means that throughout their school day, Wylees can expect to use their own background knowledge to engage with academics, have a level of control and choice in their learning activities, to be largely the leader in their own learning, and engage in small group work characterized by collaboration and structured discourse throughout the day. We leverage these features to energize our students as leaders in their own learning, engage them in academics through relevant, personally meaningful work, and empower them to solve problems on their own in a variety of academic and social contexts.

WYLEES classes are designed to serve as a bridge between students' previous learning experiences and becoming empowered, lifelong learners who are able to reflect on their own goals and design plans and learning experiences to achieve them. The table below provides a summary of WYLEES' courses:

Class	Summary Description
Advisory	Advisory is intended to be a space for students to build relationships with their peers, with their Advisory teacher, and with themselves. Students engage in opening and closing circles, personal planning and reflection, create, analyze, and revise their PLPs, and learn strategies for time management, stress management, and conflict resolution as a part of this class.
PBL Block	Students focus on current events and on learning about and understanding the needs of WYLEES' neighborhood, the city, the community, and/or the state. Social studies, ELA, and other NVAC Standards are taught through authentic, service and civic-engagement focused projects designed to empower students to do research and communicate for real-purposes and to collaborate and ideate ways to meet community needs through direct action, raising awareness, or persuading others to take direct action.
Skill Workshops	Through meticulous collaborative planning and preparation, WYLEES' ELA and math departments create highly-differentiated learning experiences to meet students' needs below, at, or above grade level and coordinate to build small-group learning experiences aligned to students' interests, needs, and goals.
Science	WYLEES' inquiry based science classes, using the Amplify curriculum, align to WYLEES' mission of engaging students in academics through real-world, hands-on learning experiences and using a problem based learning approach through its curricular design.
Explorations	WYLEES' signature elective. Students brainstorm a skill that they'd like to develop or a research project that is of high-interest to them and develop a plan to learn what they want. Students propose a summative presentation of learning, needed project resources, activities, and deadlines, and propose formative assessments of their progress. Students also set health and wellness goals aligned to NVACS in health and PE and work on those goals during this class, too.
WIN Time	WIN Time is differentiated to meet the needs of each student. Some students use WIN Time for RTI or to meet academic goals, while other use WIN Time to pursue personal interests aligned to their Explorations Passion Projects, their health and wellness goals, or to other personal development goals outlined in their PLPs

Common Features of WYLEES' Courses

Though WYLEES' courses have elements that are unique to each class, all of our courses are aligned to principles of Constructivism and Equitable Whole-Child Design, and feature the following aspects across subject areas and grade levels:

Common Features of WYLEES' Courses
The WYLEES Way: All of WYLEES' courses hold as a key outcome ensuring that students grow in and work towards mastery of The WYLEES Way (WYLEES' graduate dispositions; please see Section 3.1, Transformational Change for more information). Every class should help our students progress as lifelong learners and empowered citizens.

⁵⁶ [What Is Constructivism? \(wgu.edu\)](http://WhatIsConstructivism?.wgu.edu)



Authentic Purpose: Educational activities are designed to provide students with authentic contexts in which to build standards-aligned skills and knowledge; by doing so, we improve student motivation to learn things that they can see are relevant and useful and we improve retention by connecting these skills and knowledge to the students' lives and personal needs.

Differentiation: Through rigorous preparation and planning, the teacher spends less time on direct instruction and more time preparing access points and scaffolds aligned with Universal Design for Learning (UDL) so that all students receive appropriate challenge, appropriate supports to be successful, and have the ability to demonstrate their learning in the ways that they are able.

Teacher as Facilitator: As much as is practical, teachers guide students towards resources and elucidate through Socratic questioning, modeling, and exemplars. In this way, students are challenged to lift the bulk of the cognitive load and become accustomed to doing so through repetition.

Discourse Focus: Structured discourse and repeated routines build confidence for all learners, but especially our Emerging Bilingual students, students who receive special education services, and other at-risk students. For these groups in particular, the regular practice with academic vocabulary and discussion protocols and the increasingly familiar structures of routinized discourse help establish comfort and confidence when engaging in academic discussions.

Active Learning, Collaboration, and Continuous Growth: Students are challenged to perform skills in context, to collaborate with their peers to build knowledge and understanding, and to use each other as resources for evaluating and revising their own work. These components of our model are important to building up students' feelings of self-efficacy and independence while simultaneously teaching the importance of interdependence and the value of collaborating with peers.

Soft Skill Development: WYLEES believes firmly in preparing students for the future of their choice. While academic skills are key to our students having options in their future, soft skills are of near equal importance when it comes to success in colleges or careers. Throughout the PBL process, WYLEES students develop key soft skills through authentic practice with their peers, teachers, and other community partners. These skills include (but are not limited to) problem-solving, communication, collaboration, critical thinking, creativity, time management, adaptability, and design thinking, analyzing claims, evidence, research, and arguments, and designing and implementing solutions to real-world issues.

Presentation and Reflection: Presenting one's work, especially after it has been shared in lower stakes, small group or partner settings both gives students a chance to share the triumph of growth and achievement and provides an opportunity for students to learn from one another. Additionally, it represents the authentic outcome of most tasks that people undertake: sharing the results with others. Personal reflections internalize this process and give students the opportunity to consider what went well, how they arrived at the results they did, and what they could have done differently or how they could have improved their outcomes if they attempted the same task in the future. Both processes help students to assess their achievement, growth, and learning processes, and help them habituate thinking about how to approach complex problems in the future.

Metacognition: As a part of WYLEES' overarching strategy of developing youth leaders who are lifelong learners, metacognition and reflection are built into the structure of WYLEES' PBL Blocks, Skill Workshops, and other classes. Students regularly reflect in writing and in partner, small group, and whole group discussions on their learning processes and progress, and learn through repetition and routine building to self-assess their achievement, growth, and barriers to success. These skills are built upon and reinforced in student-led conferences in which students articulate their needs and challenges, and teachers provide brief, targeted coaching, usually focused on one concept or skill that students can immediately develop: students bring their written reflections and other data tracking their progress and growth to discuss with the teacher in their conferences.

Assessment: Assessment is primarily product or performance based, though teachers may use traditional assessments such as warm ups, tickets out the door, observation, and/or quizzes to measure student growth and achievement in regards to NVAC standards. Project artifacts such as performance rubrics, products of learning, drafts, student notes, teacher observation notes, etc. are collected electronically through Drive and/or other data management systems, as appropriate, in order to ease the sharing of vital additional evidence of growth and mastery as regards NVAC standards and students development in the WYLEES' Way. As WYLEES grows, we will implement more robust data-sharing platforms which can



be used by all stakeholders (including teachers, administrators, students, and families) to streamline access to student growth and achievement data and democratize this data for all stakeholders.

Advisory

WYLEES' Advisory At-A-Glance: WYLEES' Advisory is where we prepare students for a day full of learning and where students close their day out in reflection and community.

In Advisory, students create their PLPs, reflect on their progress towards goals, and learn explicit strategies to build relationships and optimize their learning (please see Section 3.1, Transformational Change and “Advisory Classes” in our response to question 1 above for more information). We use Harmony SEL on an as-needed basis to support our SEL instruction and restorative practices in Advisory.

Outcomes: The two key outcomes that we look for as a result of students' participation in Advisory are:

1. *Growth in and/or mastery of The WYLEES Way (please see Section 3.1, Transformational Change for more information)*
2. *Growth in and/or mastery of grade-level CASEL 5 SEL skills.⁵⁷*

Structure: WYLEES' students attend a daily 30 minute morning Advisory period and a 15 minute afternoon Advisory period. Students engage in planning activities, including developing and/or reviewing their PLPs, meeting individually with their Advisory teachers, and engaging in other personal planning, as needed during the morning period. SEL lessons aligned with school-wide, grade-level, and/or individual or class needs are embedded throughout the week's activities. Afternoon Advisory provides students an opportunity to engage in a closing circle, reflective writing, or other activities needed to close the day out and look ahead to new learning on the next school day.

Project Based Learning (PBL)

WYLEES' PBL At-A-Glance: WYLEES' PBL Block is our “signature learning experience”, aligned to NVACS in ELA and social studies, and employing service learning and civic-engagement.

In alignment with WYLEES vision of empowering tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement, PBL Block is the foundational class in which we teach students about local, national, and global issues and current events.

Outcomes: The three key outcomes that we look for as a result of students' engagement with service- and civic-engagement oriented PBL are:

1. *Growth in and/or mastery of grade-level NVAC Standards in ELA and social studies.*
2. *Completion of at least two major service or civic-engagement PBL projects per year.*
3. *Completion of at least two mini civics or current events-focused PBL projects per year.*

Structure: WYLEES' students attend a daily 90-minute block dedicated to learning about current events and civics, all in the context of community issues in their neighborhood, the greater Las Vegas valley, the state of Nevada, the United States, and/or the world. Social studies content serves as a basis for students to develop a background and perspective on current events and potential areas for action, while two annual PBL projects empower students to get involved in taking action about issues and inequities that they learn about and develop their proficiency in 'The WYLEES' Way.

Each semester, students complete a short-term, “mini” PBL project aimed at exploring key current events & community issues through the lens of social studies curriculum and a longer “major” project focused on service- and civic-engagement. See the table below for an illustration of the interplay of these aspects of the curriculum in a visual format.

	Quarter 1		Quarter 2	Quarter 3		Quarter 4
Social Studies Focus	NVACS Growth & Mastery, Current Events		NVACS Growth & Mastery, Current Events	NVACS Growth & Mastery, Current Events		NVACS Growth & Mastery, Current Events
PBL Focus	ELA and	ELA and WYLEES' Way Growth		ELA and	ELA and WYLEES' Way Growth &	

⁵⁷ [CASEL 5 Framework](#)



	WYLEES' Way Growth & Mastery, S.S. Mini Project	& Mastery, Service- and Civic-engagement-focused major project	WYLEES' Way Growth & Mastery, S.S. Mini Project	Mastery, Service- and Civic-engagement-focused major project
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PBL Deep Dive



Project Based Learning Blocks at WYLEES are characterized by the highest levels of student autonomy and the closest alignment to a Constructivist approach. In each PBL Block, the teacher structures learning experiences for small, heterogeneous learning groups and develops a rigorous learning path with multiple points of entry for students of all levels of ability and with scaffolds to meet each student's unique needs. Preparation for these learning experiences includes curating potential resources and/or experts students may need for their research, preparing discussion and group work protocols to ensure that students stay on track and are able to collaborate productively, and designing a project calendar which ensures that there is time throughout the project cycle to ensure that all students have the opportunity to conference with the teacher and discuss their progress and needs as they arise. Students, in turn, take on roles within their small learning groups and take responsibility for specific aspects of the group's work to ensure that each student has a vital role in the learning process and is also a resource to their small group's peers. As they work, students determine collaboratively what actions they need to take to achieve their project goals and divide the work up equitably using teacher-created protocols. In this way, the teacher facilitates learning for students, following the Buck Institute's Gold Standard PBL Model, incorporating the Seven Essential Project Design Elements⁵⁸ aligned to the

highest level of the Buck Institute's Project Design Rubric's⁵⁹ "Demonstrating" level. The table below outlines the project phases and provides the rubric description for the Demonstrating level expectations that we expect to see in project design at WYLEES.

Project Design Element	WYLEES' Observable Expectations for Implementation
Student Learning Goals: Key Knowledge, Understanding & Success Skills	<ul style="list-style-type: none"> The project is focused on teaching students specific and important knowledge, understanding, and skills <i>derived from standards</i> (NVACS, in the case of WYLEES) and central to academic subject areas. Success skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management.
A Challenging Problem or Question	<ul style="list-style-type: none"> The project is focused on a central problem or question, at the appropriate level of challenge. The project is framed by a driving question, which is: <ul style="list-style-type: none"> open-ended; there is more than one possible answer. understandable and inspiring to students. aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	<ul style="list-style-type: none"> Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). Inquiry is driven by student-generated questions throughout the project.

⁵⁸ [Gold Standard: Project Design Elements | PBLWorks](#)

⁵⁹ [Buck Institute for Education PBL Project Design Rubric](#)

Authenticity	<ul style="list-style-type: none"> The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and/or speaks to students' personal concerns, interests, or identities.
Student Voice & Choice	<ul style="list-style-type: none"> Students have opportunities to express their voice and make choices on important matters (topics to investigate, questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.
Reflection	<ul style="list-style-type: none"> Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's design and management.
Critique & Revision	<ul style="list-style-type: none"> Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. Students use feedback about their work to revise and improve it.
Public Product	<ul style="list-style-type: none"> Student work is made public by presenting, displaying, or offering it to people beyond the classroom. Students are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.

Social Studies

WYLEES' Social Studies At-A-Glance: WYLEES' social studies is taught in context as described above in our NVAC standards-aligned PBL Block and separately as a stand-alone, NVAC standards-aligned block twice per week (please see "Structure" below and Attachment 6, "Student and Teacher Daily Schedule" for more specifics). While social studies embedded in the PBL Block is generally more focused on current events and local civic structures, WYLEES' social studies block is generally more focused on U.S. and world history and geography, and U.S. Government (though, of course, there is overlap in both classes); both use PBL approaches to engage students through hands-on activities and an inquiry-based approach.

Outcomes: The two key outcomes that we look for as a result of students' engagement with social-studies-focused PBL are:

1. *Growth in and/or mastery of grade-level NVAC Standards in social studies and ELA.*
2. *Completion of at least two major social studies PBL projects per year.*

Structure: WYLEES' students attend a 90-minute block twice per week that is dedicated to learning about topics in social studies. Two annual social studies PBL projects empower students to explore the connections between history, geography, and current events in a way that connects to what students learn in PBL Block, increasing the likelihood of transference between the two contexts and deeper learning overall. Social studies at WYLEES is also taught as an extension of our ELA Skill Workshops, insofar as NVAC ELA standards in areas such as reading and writing informational text and speaking and listening are heavily emphasized, again, to increase the likelihood of transference of skills from context to context.

Each semester, students complete a major project focused on topics in U.S. or world history or geography and develop presentations of learning that are intended to develop their presentation skills and share knowledge in authentic contexts. WYLEES' PBL projects are designed to achieve three main outcomes for learners which are aligned to our mission:

- *Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future:* PBL Blocks and social studies content builds connections between students, their teachers, and their community. Learning activities promote an understanding of history, diversity, equity, and inclusion and promote the development of our students as a whole person. Students' identities and cultures are valued, honored, and included as integral parts of the learning experience.
- *Engage students in academics through community-service and real-world, hands-on learning:* Social studies PBL projects are standards-aligned, cross curricular endeavors which aim to provide authentic learning experiences and create tangible products which demonstrate students' learning.



- *Empower students to solve problems through innovation, advocacy, and action to create a better world for all:* PBL projects help students develop an understanding of the role of government in our daily lives and the importance of civics and civic engagement. Laws, policies, customs, and history are examined to understand their origins, intent, development, and outcomes, with a critical eye towards structures which create inequitable situations and/or imbalances of power.

WYLEES uses the Learning for Justice curriculum as a flexible resource and repository of lessons and texts to accompany our authentic, community-focused PBL projects and to support PBL aligned to developing students' knowledge of US and world history, world geography, and global studies aligned to NVACS.

Skill Workshops

WYLEES' Skill Workshops are our signature take on the traditional ELA and math classrooms. While Skill Workshops are designed to provide the instructional minutes students need in these two critical subject areas, they differ from traditional classes in that our Constructivist approach, coupled with our Personalized Learning Pathways (PLPs) ensures that learning is student-centered, focused on relevance and real-world application, and highly differentiated to meet each students' needs and goals in alignment with NVACS.

WYLEES' Skill Workshops are project- and/or performance-focused classes with a workshop format that is characterized by reduced front-loading and whole group direct instruction. Instead, the workshop model focuses on an instructional cycle which promotes independent and/or small-group, collaborative productive struggle paired with timely, targeted input and feedback from the teacher, who works as a guide or facilitator throughout the learning process by interacting with individuals and small groups as they work. Within the cycle are built-in pause-points for students to co-develop performance rubrics with student-friendly language, to share their work with peers, and to evaluate their own work and the work of peers against the student-friendly performance rubrics. Time is built in for the teacher to conference with students one-on-one to assist students in achieving their goals and/or mastery of the standards and skills being practiced.

WYLEES' Skill Workshops in ELA and Math complement our PBL Block and deliver on our promise of personalized learning through highly differentiated workshop instructional models aligned to NVACS in ELA and math. These experiences are crafted to meet each student where they are academically and to pique and/or develop their interest in the subjects as a means of lowering the barrier to entry for more reluctant learners.

WYLEES' ELA Skill Workshops At-A-Glance: In alignment with WYLEES' mission of energizing diverse youth leaders who are socially, emotionally, and academically prepared to shape the future and engaging students in academics, WYLEES' ELA Skill Workshops center students to ensure that we meet their needs in a way that is interesting, meaningful, and timely for each student. ELA Workshops meet every other day (alternating with our ELA-aligned social studies block), and incorporate both reading and writing Skill Workshops to ensure that instruction can be highly targeted. ELA Skill Workshop blocks incorporate both reading and writing, but Skill Workshops in ELA are responsive to students' needs and provide opportunities for students to participate in whichever focus area they need most on any given day.

Outcomes: The two key outcomes that we look for as a result of students' engagement in ELA Skill Workshops are:

1. *Growth in and/or mastery of grade-level NVAC Standards in ELA.*
2. *Developing authentic interest in reading and writing for personal purposes.*

Structure: WYLEES' students attend a 90-minute block twice per week dedicated to developing skills in reading and writing. (As described above, students also develop ELA standards-based skills in PBL Block and in social studies.) Each quarter has a major writing genre focus—such as informational, argumentative, or narrative—but writing tasks in all genres are explored in each quarter as students spiral through skills and writing modes to ensure a wide variety of writing proficiency and repeated exposures to various skills and their applications with more complexity and nuance added in each pass.⁶⁰ Writers' Workshop activities allow for flexibility to build in support for students' needs in regards to their PBL projects as well. The spiral approach is used similarly in math⁶¹ and reading Skill Workshops, with Reading Workshops primarily focused on 1-2 anchor texts per quarter which provide opportunities for students engage with high-interest, culturally relevant texts that can also serve as sources of inspiration for students who wish to learn more about the topics, themes, genres, characters, and/or historical figures involved in each text.

ELA classes also incorporate iReady's Ready Reading curriculum to target key skills and as a flexible teaching resource to ensure that students get additional development in NVAC standards. ELA Skill Workshops are designed so that students can

⁶⁰ [Spiral Curriculum | University of Detroit Mercy \(udmercy.edu\)](https://www.udmercy.edu/spiral-curriculum)

⁶¹ [The Spiral: Why Everyday Mathematics Distributes Learning - Everyday Mathematics \(uchicago.edu\)](https://www.uchicago.edu/the-spiral)



focus on reading or writing, as determined by their needs and interests, through the use of classroom stations and collaboratively created structures developed in subject area planning time. The flexibility of this approach allows all students to work with grade-level content, while also providing opportunities for students to pursue deeper learning related to their interests or to practice skills which they may need to spend more time on. See the table below for an illustration of the interplay of these aspects of the curriculum in a visual format.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writers' Workshop Content Focus	NVACS Growth & Mastery: Informational Writing	NVACS Growth & Mastery: Argumentative Writing	NVACS Growth & Mastery: Argumentative Writing	NVACS Growth & Mastery: Narrative Writing
Sample Personalized Writing Topics for Students (for illustration only)	Writing about me & my culture: People, places, traditions, and belongings that are important to me and who I am.	Writing about something in my life that I want to change (arguing for action).	Writing about something in the world that I think needs to be changed (arguing for action with external evidence).	Telling my stories: The stories of me and my family OR the fiction that I have in me.
Reading Workshop Content Focus (for illustration only)	Anchor Text 1: <i>Percy Jackson and the Olympians: The Lightning Thief</i> by Rick Riordan	Anchor Text 2: <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer	Anchor Text 3: <i>I Am Malala</i> by Malala Yousafzai (Author) with Christina Lamb	Anchor Text 4: <i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly
Sample Personalized Reading Topics for Students (for illustration only)	<ul style="list-style-type: none"> • Greek mythology • World mythology • Greek history • Exploration of the Hero's Journey 	<ul style="list-style-type: none"> • Technology and design thinking • Inventors & innovators • Community challenges and possible solutions • Droughts, famine, and/or climate change 	<ul style="list-style-type: none"> • Women's rights • Access to education / literacy • Civics & civic engagement • Islam and its interpretations 	<ul style="list-style-type: none"> • Racism • The American civil rights movement • Discrimination against women in employment • The space race between the United States and the Soviet Union

ELA: Reading Skill Workshops Deep Dive

WYLEES' Reading Skill Workshops focus on three key areas for students:

- *Learning to read and reading to learn:* At a base level, students must be literate in order to be successful and secure in life, let alone leaders. Beyond this, students must be confident, competent readers who can use the skill to access the knowledge and skills they want to acquire and to learn about the experiences and wisdom of others.
- *Promoting authentic reading:* Students not only need to read to learn; they need to be able to read the news, medicine instructions, rental agreements, and they will also, hopefully, want to read stories and other materials for pleasure.
- *Developing proficient reading skills for academic and personal success:* Wrapped up in both of the above is learning the reading skills that students need to be successful in high school, college, and beyond.

WYLEES incorporates iReady's Ready Reading curriculum as a part of our Reading and Writing Skill Workshop model to ensure that teachers and students have access to NVACS aligned materials and lessons. The flexible nature of the curriculum, coupled with iReady's My Path online differentiation tool, ensures that teachers have a variety of tools to help them with differentiated instruction that is tailored to the needs of students, and a variety of teaching strategies that can be used to engage all learners.



In addition to the iReady curriculum, WYLEES' ELA teachers employ the following elements as a part of the Reading Skill Workshops:

Reading Workshop Featured Elements

“Romancing the Reader”: Consistent with our instructional design model focus of Equitable Whole Child Development (specifically, the development of skills, habits, and mindsets), WYLEES' believes that the first step to developing a proficient and prolific reader is to nurture a love of reading. As such, some portion of Reading Skill Workshop time is devoted to habituating reading for fun and for personal growth. During each Reading Skill Workshop, students have Kick Back and Read (KBAR) time, in which students will bring (or teachers will provide) books and other high interest texts at each student's reading level which are matched to each student's interests. At first, KBAR will focus only on building the habit of reading, but as the Skill Workshop progresses, students will engage in partner discussions about what they are reading, transition into small group discussions, and eventually will promote their texts through book talks, commercials, and other publications to inspire others to learn about texts they may be interested in.

Targeted Skill Building: Within the workshop format, students' needs are identified both through assessments and self-reporting in their Wylee Profiles. To support students in growing their proficiency in ways that are logical and meaningful to them, Reading Skill Workshops provide a variety of skill building stations that can be used flexibly to meet various needs at various times. Some examples of skill building stations within the workshop include:

- *Fluency instruction:* Teaching expression and appropriate reading pace.
- *Shared reading:* Students practice technical reading skills, fluency, accuracy, and new word strategies. Teachers lead students in reading from a common text. Students may participate or read portions independently.
- *Comprehension instruction:* Strategies for reading comprehension, including predictions, questions, and summarization
- *Vocabulary instruction:* Understanding word meanings and using context clues.
- *Language:* Understand grammar, usage, and mechanics for effective communication. Expand vocabulary and use academic and domain-specific words.
- *Reading strategies:* Develop comprehension and critical thinking skills through reading diverse texts. Analyze structure and elements of different types of texts.
- *Speaking and listening:* Participate in collaborative discussions, actively listen, and express ideas clearly and persuasively. Present information effectively using multimedia tools.
- *Research station:* independent or pair work station for non-fiction learning
- *Blended learning / technology integration:* Students have access to iReady's MyPath and other online tools and apps for reading skills practice.

ELA: Writers' Skill Workshops Deep Dive

WYLEES' Writers' Skill Workshops focus on three key areas for students:

- *Writing for personally interesting, motivating reasons and self-expression:* The strongest motivation for middle school aged students to become proficient writers is to root writing in their lived experiences and interests. By grounding initial writing instruction in autobiographical texts, creating arguments and persuasive pieces about issues students care about, and encouraging them to share information on topics about which they are experts, we not only powerfully harness student interest and ability, we uplift and value them as individuals and value the culture and experience they bring with them when they come to school.
- *Transfer writing skills to authentic project scenarios in PBL:* Building upon writing about themselves and the topics they already know about, the next logical step in students' development as proficient and prolific writers is transferring the skills they learn to expository, argumentative, persuasive, and narrative texts aligned with their project goals in PBL Block. As with personally interesting and motivating pieces, these texts have meaning for students and can be produced in the context of a real-world application, allowing students to further develop and refine their skills in a relevant context.
- *Building proficient writing skills for academic and personal success:* While emerging writers often fail to see the long-term benefits of being able to write an academic essay such as a literary analysis or a summary of a complex text, writers who have built a base of proficiency in writing with high-interest texts can more easily transition to these types of writing, especially with the knowledge that they are important texts to be able to produce in high school, for college scholarships and admissions, and for other professional pursuits. Once WYLEES' students have an established base



as writers, we again connect the value of writing in these modes to the value they have for students in alignment with their personal and career goals.

In addition to the iReady curriculum, WYLEES' ELA teachers employ the following methodologies as a part of the Writers' Skill Workshops:

Writers' Workshop Featured Elements

“Romancing the Writer”: Consistent with our instructional design model focus of Equitable Whole Child Development (specifically, the development of skills, habits, and mindsets), WYLEES believes that the first step to developing a proficient and prolific writer is to nurture a love of writing. To do this, WYLEES' teachers incorporate the following strategies into writing instruction:

- *Habituate writing for a variety of audiences and purposes, especially including sharing students' own experiences, viewpoint, and values:* In WYLEES' ELA Workshops, writing happens daily. Whether students are responding to a warm up question, reflecting on a recently completed presentation, co-creating classroom norms, or setting personal and academic goals for the semester, every day in the workshop includes writing of various lengths for various audiences and purposes. Students initially write about their own experiences, interests, goals, and values both as a means of self-expression and to lower barriers to entry for emerging authors.
- *Create access points for all students by starting with autobiographical, experiential, and narrative writing, building into personally motivating argumentation, persuasion, and exposition and beyond:* In alignment with NVACS, our Writer's Workshop teaches students to brainstorm, outline, draft, edit, and revise writings in a variety of modes, including narrative, informational/expository, and argumentative texts. By focusing on topics students are familiar with, such as their own experiences and things they are interested in, students spend less cognitive energy developing ideas for texts at first and can focus instead on learning the organization, structure, and conventions of these modes. Through spiraled writing tasks, we return to these modes and add additional challenge by connecting them to PBL project goals, for instance, ensuring repeated exposure and enabling skill development in a new context.
- *Focus on authentic purposes for writing:* As we bridge from personal writing to more abstract or academic writing, authentic writing is the logical next step in developing proficient writers. Once students have initial experience and have begun to develop proficiency in various modes, turning their writing skills to purposes such as informing the public about an issue facing marginalized community stakeholders or writing to a potential community partner to try and get help with funding a community improvement project is a logical, practical next step which can serve as a platform through which to further refine students' writing skills.
- *Develop ideas, voice, and organization first; develop spelling, grammar, and conventions through revision:* To keep writing engaging, it is best to focus on developing ideas and clarity through organization and voice. This allows students to focus on the “big picture” of writing, without getting dismayed about technical aspects such as punctuation and grammar. Once students have enough ideas and a solid structure, targeted skill lessons on revising for clarity and editing spelling, punctuation, and grammar can help students develop their skills further.
- *Tailored writing assignments and student choice and voice:* While writing assignments fall into the same broad categories, different classes and students have different needs. Students are encouraged to propose modifications to writing tasks that better suit their interests while still developing the same skills; teachers have the flexibility to make modifications as needed to accelerate learning for all students.
- *Independence:* The ultimate goal is to foster independent writing, where students propose their own writing projects to develop their skills autonomously.

Targeted Skill Building: Within the workshop format, students' needs are identified both through assessments and self-reporting in their Wylee Profiles. To support students in growing their proficiency in ways that are logical and meaningful to them, Writers' Skill Workshops provide a variety of skill building stations that can be used flexibly to meet various needs at various times. Some examples of skill building stations within the workshop include:

- *Writing conferences:* involve individual coaching from the teacher on one or two immediately applicable skills.
- *Pre-drafting mini-lessons:* teach and/or review skills related to brainstorming, gathering evidence, and/or outlining in preparation for a draft.
- *Peer editing and revision:* heterogeneous pairs or groups work together to review and discuss areas for revision and/or editing in a student draft
- *Conventions mini-lessons:* address grammar, sentence structure, or spelling issues, generally in the context of a student-produced draft.



- *Research station:* independent or pair work station for gathering ideas and/or evidence for a student draft (especially, but not limited to, research for argumentative and informational texts)
- *Blended learning / technology integration:* Includes additional, standards-aligned skill practice through MyPath and/or other online resources to help students develop skills independently.

Metacognition: As part of WYLEES' overarching strategy of developing youth leaders who are lifelong learners, metacognition and reflection are built into the structure of Writers' Skill Workshops. In addition to the strategies used in all classes, students in the Writers' Workshop evaluate model writings to collaboratively develop rubrics for writing tasks which use student friendly language aligned to mastery of core writing skills and proficiencies; these are then used as a part of collaborative peer editing and revision in the Writers' Workshop to help students assess the strengths and areas for growth in their peers' writing and to empower students to self assess with more proficiency.

Math Skill Workshops

WYLEES' Math Skills Workshops At-A-Glance: As described above, WYLEES' Skill Workshops in Math complement our PBL Block and deliver on our promise of personalized learning through a highly differentiated workshop instructional model aligned to NVACS in Math.

In alignment with WYLEES' mission of energizing diverse youth leaders who are socially, emotionally, and academically prepared to shape the future and engaging students in academics, WYLEES' Skill Workshops in Math center students as whole people at the heart of our processes to ensure that we meet their needs in a way that is interesting, meaningful, and timely for each student. Math Blocks meet daily and provide ample time to ensure that instruction can be highly targeted to each student's needs.

Outcomes: The key outcomes that we look for as a result of students' engagement in Math Skill Workshops are:

1. *Growth in and/or mastery of grade-level NVAC Standards in Math.*

Structure: WYLEES' students attend a daily 90-minute block dedicated to developing skills in math. Teachers spend a portion of each class period using the Ready Classroom Math (RCM) curriculum and a Cognitively Guided Instruction (CGI) approach; in this way, WYLEES' Math Skill Workshop ensures that all students have spiraling interactions with grade-level skills aligned to NVACS. Additionally, teachers use student performance data from iReady diagnostics, MAP benchmark assessments, and SBAC results, as well as other classroom formative assessments, teacher observations, Wylee Profiles / PLPs, and conversations with the students themselves to personalize learning by facilitating skill building stations for students in which they can work on targeted skills such as automaticity and fluency to help improve their proficiency with more complex, grade-level content. The focus in these stations is to build skills and to make doing so fun by minimizing any aspect of competition with peers, helping students to develop a growth mindset in regards to their math abilities, and gamifying practice and skill building activities to ensure that they are fun and engaging for students. Practical application of math skills in real-world applications is emphasized to help students be able to apply their learning to real situations in memorable and meaningful ways.

The flexibility of this approach allows all students to get exposure to grade-level content, while also providing opportunities for students to pursue deeper learning related to their interests or to practice skills which they may need to spend more time on. A typical Math Skill Workshop's time might be divided as follows:

Sample Topic: Calculating Percentages			
Whole Class Activity, 30 Minutes	Teacher introduces an RCM lesson, students work together through content and examples, and students share their approaches to solving example problems through CGI think alouds.		
Stations & Independent Work, 60 Minutes: Teacher rotates, facilitating as needed.	Skill Group 1: Multiplication Practice	Skill Group 2: Independent Work	Skill Group 3: Extension / Application
	A group of 5 students are struggling with multiplication, one skill which could be used to calculate percentages. The teacher knows from previous data and	Most students in the class work in mixed ability home groups of 3-4 students on related practice without direct teacher interaction. The students work	4 students in class have already demonstrated competence with percentages and are ready to move ahead. These



	<p>conversations with the students that they need some extra skill practice. While the other groups work independently, she works with each student in this group individually to question their understanding of the relationship between multiplication and percentages, asks them to attempt a couple of sample problems, and suggests some strategies to each student that they can try. Students work with a partner for a bit of extra practice before moving to their home groups in Group 2 when they are ready.</p>	<p>independently or in collaboration with their home group based on their own preferences, but they know that the “Ask three, then ask me” protocol is in place at this time; if they hit a challenge, they have to discuss it with three peers before asking the teacher for help. When she is done setting up Group 1 for a period of independent/partner work, she circulates around these groups listening to their discussions and thinking, using questioning to help students consider their own work.</p>	<p>students are challenged to find the average salary for the career of their choice and to calculate what they could afford to spend on housing, gas, food, etc., as a percentage of their income. Students must be able to save 10% of their income and pay an average tax rate of 15%.</p>
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WYLEES' Math Skills Workshops Deep Dive

WYLEES' Math Skill Workshops focus on four key areas for students:

- *Fluency in math:* At a base level, students must have number sense, fluency, and automaticity in math to become competent, confident mathematicians.^{62,63} Math Skill Workshops attend to this important set of skills to help students achieve deeper levels of understanding with more complex mathematical concepts.
- *Promoting authentic and applicable math skills:* Putting math to use is one of the most powerful ways to show its value to students, and there are a number of important ways that math can be used in our daily lives. From scaling up a recipe to feed a larger than expected group of people to creating a project budget for PBL activity aimed at fighting food insecurity, there are many ways students can learn to use math for practical applications which will help them cement their understanding of key concepts.
- *Sharing students' computational thinking:* Externalizing computational thinking is a sometimes overlooked skill which has an incredibly wide array of applications. At its core, articulating one's computational thinking can help develop one's problem solving approach, develop logic and argumentation skills, and can be applied to career fields such as computer science.⁶⁴ Through CGI and in alignment with our Constructivist model, this essential skill helps students to become better problem solvers overall, and it aids in achievement and growth in math in particular.
- *Developing proficient math skills for academic and personal success:* As with all of our Skill Workshops, WYLEES goal is to develop proficient students who are prepared for high school, college, and their career of choice. By building proficiency in math for all of WYLEES' students, we are helping students open more doors to the future they decide they want.

WYLEES incorporates iReady's Ready Classroom Math (RCM) curriculum as a part of our Math Skill Workshop model to ensure that teachers and students have access to NVACS aligned materials and lessons. The flexible nature of the curriculum, coupled with iReady's My Path online differentiation tool, ensures that teachers have a variety of tools to help them with differentiated instruction that is tailored to the needs of students, and a variety of teaching strategies that can be used to engage all learners.

In addition to the iReady curriculum, WYLEES' math teachers employ the following methodologies as a part of the Math Skill Workshops:

Math Workshop Featured Elements
<p>“Romancing the Mathematician”: Our conviction is that positive attitudes towards math and a belief in one's own ability are crucial for student success. To that end, our Math Skill Workshop's Initial activities focus on the gamification of</p>

⁶² [Math Fact Fluency: Everything You Need To Know - Hoboken Public School District](#)

⁶³ [Demystifying Math: What Is Number Sense? \(scholastic.com\)](#)

⁶⁴ [What is computational thinking? - University of York](#)



mathematical concepts⁶⁵ with a focus on making learning fun. We conscientiously take time to understand students' affect towards math, and we develop a positive attitude towards math for all students by fostering a growth mindset with students as regards their math abilities and embracing struggle as a valuable part of the learning process. Student affect is closely monitored and students are encouraged to share their thinking through Cognitively Guided Instruction (CGI), shifting focus from incorrect calculations to explaining one's thinking and sharing one's methods for arriving at a final result. This focus shift helps us to ensure that students don't fall into a trap of feeling like "I can't do this" and instead places emphasis on exploring paths that each student can use to arrive at correct calculations and strategies they can use to ensure that they have thoroughly checked their work. As new skills and knowledge are introduced, explicit connections between concepts and their real-world applications are made clear for students and learning activities focus on application as much as conceptual understanding. This helps students to understand *why* learning math concepts and skills are important, and helps students to find intrinsic motivation to continue developing proficiency.

Differentiation: CGI is used as a main instructional strategy for rigorous differentiation in math workshops. Generally speaking, CGI as a strategy requires teachers to act as a guide or facilitator, and puts the cognitive load of computational thinking onto each student. Students explain their thinking and work with others to challenge or verify the logic of their thinking and the results they yield. CGI supports all students, including Emerging Bilingual (EB) students, students receiving special education supports, and other at-risk students by:

- *Recognizing the gradual development of logical-mathematical reasoning abilities.* This normalizes the concept that students will develop these skills at different rates and aligns with our emphasis on a growth mindset for students to reduce feelings of stress or inadequacy.
- *Encouraging students to apply past mathematical expertise, knowledge resources, language, and culture to new mathematical concepts.* By engaging students' existing knowledge, it is easier for all students to connect what they already know to new learning.
- *Promoting collaboration through sharing of information and ideas.* As with other aspects of our model, collaboration is used to help students learn with and from each other, promoting deeper engagement and improved outcomes.
- *Developing problem-solving skills and articulating mathematical thinking.* While inherently important in math, CGI also helps our students to be better problem solvers in other situations, such as in their PBL projects, Explorations, or other Skill Workshops, aiding in the transfer of this key skill.
- *Facilitates effective communication of mathematical understanding.* As a discourse-heavy strategy, CGI helps all students—but especially those who are EBs, receiving special education supports, and other at-risk students—to develop academic language in context and improve content-area vocabulary.
- *Encouraging group questioning, investigations, critical analysis, evidence gathering, and argument development, as well as the creation and critique of conclusion-based logical arguments.* While also a component of discourse, this aspect of CGI has correlations to reading and writing processes, too, as related to the development and evaluation of arguments. This cross-curricular connection supports understanding and transfer of important concepts from ELA to math-based scenarios.

While CGI itself is a highly differentiated mode of instruction, Math Skill Workshops also utilize other methods of differentiation to meet students' needs. To ensure that all students get what they need as they need it, our core instructional strategies include modeled math, shared problem solving, use of manipulatives and other physical representations of abstract mathematical ideas to facilitate interaction with advanced topics, math mini-lessons, and math conferences.

Targeted Skill Building: Within the workshop format, students' needs are identified both through assessments and self-reporting in their Wylee Profiles. To support students in growing their proficiency in ways that are logical and meaningful to them, Math Skill Workshops provide a variety of skill building stations that can be used flexibly to meet various needs at various times. Some examples of skill building stations within the workshop include:

- *Automaticity:* Provides students with additional resources and practice to encourage automaticity in addition, subtraction, multiplication, and division facts.
- *Fluency and number sense:* Focuses on building flexible approaches to solving math problems efficiently and accurately. Speed of calculation is deprioritized, while students are taught to use a variety of effective strategies to suit their computational needs.
- *Guided skill and content-specific practice:* Centers focused on specific, NVAC standards-aligned concepts and focus areas (i.e. equivalent expressions, radicals, exponents, irrational numbers, etc.), especially for areas in which practical application is apparently limited.

⁶⁵ [The effect of gamification on young mathematics learners' achievements and attitudes](#)



- *Independent skill and content-specific practice:* Independent centers focused on specific, NVAC standards-aligned concepts and focus areas; includes additional, standards-aligned skill practice through MyPath.
- *Personal finance and project budgeting:* Connects personal goal setting to personal financial planning and teaches students real-world skills related to budgeting at home and for PBL purposes.
- *Problem solving:* Focuses on approaches to problem solving, including decomposition (breaking down a problem into manageable parts), abstraction / generalization (removing distracting or unnecessary information), pattern recognition, and organizing data in tables, charts, etc.

Inquiry Based Science

WYLEES' Inquiry Based Science At-A-Glance: WYLEES' inquiry based science classes, using the Amplify curriculum, align to WYLEES' mission of engaging students in academics through real-world, hands-on learning experiences and using a problem based learning approach through its curricular design. According to Amplify's website, "[each] unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions."⁶⁶ By empowering our teachers to teach students to think like scientists and focusing on authentic inquiry, Amplify brings the real world into the classroom and aligns to NVACS and Next Generation Science Standards (NGSS).

Outcomes: The two key outcomes that we look for as a result of students' engagement in inquiry based science are:

1. *Growth in and/or mastery of The WYLEES' Way*
2. *Growth in and/or mastery of grade-level NVAC Standards in Science and Next Generation Science Standards (NGSS).*

Structure: WYLEES' students attend a 90-minute science block every other day (science rotates with WYLEES' Exploration Block; see description in response to question 3 below). Students explore the Amplify curriculum under the guidance of WYLEES' science teachers, who take a facilitator role in the learning process. Students actively engage in inquiry, while the teacher observes, asks students to clarify or explain their thinking, and conferences with individuals or small groups to ensure that they stay on track and have the support that they need. As with all of WYLEES' classes, positioning the teacher as a facilitator provides them with the flexibility to challenge students who are excelling with content through extension activities and to provide additional scaffolds and supports to students who need additional support.

WYLEES' Inquiry Based Science Deep Dive

Science at WYLEES, unlike ELA and math, is not a Skill Workshop, but rather a phenomena-based science class focused on real world problems, problem solving, and collaboration rooted in an approach designed to empower them to think, read, write, and argue like real scientists. With lessons and activities that aligned to both the Nevada Academic Content Standards (NVACS) in Science and the Next Generation Science Standards (NGSS), the Amplify Science curriculum used by WYLEES supports our mission of empowering students to solve problems through innovation and to engage them through real-world, hands-on learning. Some aspects of the program that are aligned to WYLEES' mission, vision, and instructional design models include:

- *Phenomena-Based Approach:* Each unit engages students in relevant, real-world problems where they investigate scientific phenomena. This approach mirrors how scientists and engineers work. Students collaborate, discuss, and develop models or explanations to arrive at solutions.
- *Literacy-Rich Activities:* Amplify Science blends hands-on investigations with literacy-rich activities. Students not only explore scientific concepts but also develop their reading, writing, and discourse skills in ways that particularly support Emerging Bilingual students.
- *Interactive Digital Tools:* The curriculum integrates interactive digital tools that enhance learning experiences. These tools support both online and offline teaching and learning.
- *Do, Talk, Read, Write, Visualize Model:* Amplify Science is rooted in UC Berkeley's Lawrence Hall of Science's research-based Do, Talk, Read, Write, Visualize model.⁶⁷ This approach provides students with multiple modalities to explore the Next Generation Science Standards (NGSS) curriculum.

⁶⁶ [Independent study finds that Amplify Science has significant positive impact on student learning | Amplify](#)

⁶⁷ [Research: Amplify Science | Amplify](#)



- *Real-World Phenomena:* The design of the Amplify Science Middle School curriculum is organized around the explanation of real-world phenomena. Many of these phenomena cross the boundaries of life, physical, or earth and space science, as well as engineering.

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education⁶⁸.

WYLEES' logical plan for providing instruction in the arts, computer education and technology, health, and physical education leverages our signature Explorations elective. Explorations will meet for a 90 minute block every other day and will alternate with students' science block (see "Inquiry Based Science" section above). Explorations is aligned to WYLEES' mission of empowering students to solve problems through innovation, advocacy, and action.

Explorations is WYLEES' signature, student-centered elective designed to promote students' growth into lifelong learners by encouraging them to pursue learning goals that are almost exclusively interest driven and by providing students with support in setting their learning goals, planning their learning activities, and designing a work plan which allows students to track their progress and outcomes and ensure that they stay on track with their goals.

In this PBL-inspired elective, students select a topic they wish to delve into for a Passion Project and work with their teacher to develop learning goals and a detailed learning plan for how they will achieve these goals, including:

- A proposed calendar of learning activities,
- What tools, materials, and resources will be needed to achieve their goals,
- Proposed target checkpoint dates and assessment tools for formative evaluation of progress towards their goals, and
- What final product they will share as a presentation of their learning to demonstrate their growth and achievement to an audience of teachers, peers, and/or family.

In Explorations, we provide students with both the autonomy to select a learning pursuit that is highly interesting and motivating to them, and we provide support to help each student develop an evidence-rich plan to show what they've learned. Explorations takes the framework of a PBL project and puts it into the hands of students so that they can learn what they want. The teacher, in turn, provides feedback and guidance on the development of students' learning plans, providing advice, assistance, and/or pushback as needed to ensure that plans are well-developed and realistic. In this design, the teacher facilitates learning for all students, conferences with them individually as they progress, and provides advice, assistance, and feedback about their results based on the collaboratively developed learning plans.

Students, in turn, take responsibility for documenting their learning by blogging daily about their learning process and progress. This allows students to develop metacognitive and writing skills while also documenting their learning process in real time. To ensure that students aren't learning in a vacuum, students have regular opportunities to meet with each other, discuss their learning process and progress, review each others' blogs for ideas and inspiration, and to understand their peers' learning processes. By interacting with each other and with one another's blogs, students have the chance to provide support and ideas for each other, too, and each student is held accountable daily for their process. Students' growth and mastery of The WYLEES' Way are evaluated on their project plans, blog posts, class discussions, progress towards goals, and final presentations of learning.

Explorations' use of blogs and online research and other technology integration provides a perfectly integrated platform for WYLEES' teachers to ensure that all students have key computer education and technology skills aligned to NVACS and ISTE⁶⁹ standards for students. As with all learning at WYLEES, the benefit of learning these standards and skills in context is that they are immediately applicable and thus more likely to be retained by students. Additionally, some student projects may delve even deeper into these standards if they have a particular focus on learning about computers, computer science, and/or technology included in their self-designed project.

In addition to the technology and computer education and technology standards embedded in the Explorations block, Explorations also provides students with the opportunity to learn and develop art skills (aligned with NVACS) if students wish to develop a Passion Project in art. Through Explorations, art instruction is available to any interested student via both online and on-site resources; art is additionally embedded in certain PBL projects and other academic experiences.

WYLEES meets requirements for PE and health through class time that is reserved for students to identify specific wellness goals related to physical activity, nutrition, and health and structured instruction on and opportunities to achieve these goals.

⁶⁸ [NRS 389.018\(3\)](#)

⁶⁹ [ISTE-Standards-One-Sheet Combined 11-22-2021 vF4-1-4.pdf](#)



These aspects of Explorations will be NVACS aligned, and—while still paced and organized to meet students’ interests, priorities, and goals—will ensure that students meet a broad spectrum of NVACS through their inclusion in the Explorations Block. The table below outlines the potential breakup of an Explorations block over a two-week period to meet the needs of both students’ Passion Projects and to enable them to work on their wellness goals:

Week	Block Segments	“A” Day / “B” Day
Week 1	Part 1, 30 Minutes	<ul style="list-style-type: none"> Students review their learning plans and wellness goals for the current two-week period. The students select which of two evenly-split groups they will join for the next four classes based on their prior outcomes: <ul style="list-style-type: none"> Group A: Engages in sustained work on their Passion Project this week and will split class time next week for PE Group B: Will split their class time this week for PE and have sustained work on their Passion Project next week
	Part 2, 30 Minutes	<ul style="list-style-type: none"> Group A & B both work on Passion Projects Teacher prioritizes conferences with Group B students and discusses any extracurricular plans students have to work on their Passion Projects to ensure that they have the support they need outside of class, if applicable. Group B students complete blog reflections before the final third of class.
	Part 3, 30 Minutes	<ul style="list-style-type: none"> Group A students continue working, conference with the teacher as needed, and complete blog reflections at the end of the period. A second Explorations class’ Group A joins them. Group B students join Group B students from the other Explorations class and go outside to stretch, do yoga, or participate in this week’s sport focus: basketball. Group B will include reflections on this part of class in tomorrow’s blog.
Week 2	Students flip groups and repeat the process with Group B doing sustained Passion Project work and Group A engaging in PE.	

4) Identify the instructional strategies that will support the education plan. Explain 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.

WYLEES’ theory of action is that in order to ensure all students achieve, all students must be engaged and empowered in their learning. This means ensuring that students and families are partners in instructional choices to the greatest degree possible, and ensuring that every student has access to high-quality, inherently meaningful academic experiences that are connected to students’ long and short term goals.

The table below shows specific instructional strategies used at WYLEES to ensure that we are providing effective differentiation that is well-suited to the needs of our identified population. Generally speaking, these strategies are effective because of WYLEES’ systems and the data that we use to inform their implementation.

Systems and Data

At WYLEES, we have a culture of reflection, collaboration, and self-advocacy which is embedded both in our curriculum and instructional design. At the heart of all instruction is the importance of relationships and knowing every student. Wylee Profiles allow us to gather important information about students’ interests, long and short term goals, self-reported strengths and areas for growth, and incoming data from other schools, MAP benchmarks tests and SBAC summative tests, when available. Personalized Learning Plans are developed with this information—alongside classroom observational data, iReady diagnostic data, and current year MAP testing and SBAC results—to ensure that we have a clear, systematic understanding of each student’s documented strengths and opportunities for growth. As detailed in the response to Question 2 in Section 3.2, students reflection and student-led teacher conferences are built into each class at WYLEES to help our students develop the



capacity to be metacognitive about their learning, to communicate their needs, and to become powerful self-advocates who can understand and wield their own data for the purposes of ensuring that those needs are met. This is especially important for our Emerging Bilingual Students, students receiving special education services, and other at-risk students, as it habituates them to thinking about their outcomes, their obstacles, and what they need to overcome them.

Instructional Strategies and Methods

WYLEES' Instructional Strategy	Explanation
Personalized Learning Plans (PLPs)	<p>Explanation: WYLEES' PLPs are created with each student to ensure that students are centered in learning, assessment, and instruction. PLP's include information on students' interests, personal goals, and priority skills and standards that students and staff have collaboratively identified as needing special attention. This information, coupled with students' description of the ways they believe they learn best and the things that cause barriers to learning for them is vital for successful instruction and differentiation.</p> <p>How it Supports Our Students: By having a clear and comprehensive understanding of each student's academic areas of focus and unique needs and interests, WYLEES is able to ensure not only that we differentiate well in any given class, but also that students receive coordinated support throughout their school day. Friday collaboration and planning time allows our teachers to connect and discuss any issues which come up for a particular student and to compare notes on how they are providing support in alignment with each student's PLP.</p>
Scaffolding	<p>Explanation: Through thoughtful and thorough planning, collaboration with one another, Universal Design for Learning (UDL), and initial assessments of students' abilities (including the information collected in Wylee Profiles and PLPs), WYLEES' teachers prepare the structures, procedures, and tools that can enable students to engage with curricula and develop autonomy over time before students ever step foot in a WYLEES classroom. Teachers use discussion protocols and sentence stems to provide support for reluctant speakers, EB students, and others who may not have the language to participate in discussions without assistance. Teachers model skills and strategies and provide examples and exemplars of high quality work. Group work, prompts, and guided practice are normed parts of high-quality instruction.⁷⁰</p> <p>How it Supports Our Students: By employing UDL and providing appropriate instructional supports as they are needed and changing, reducing, or removing scaffolds over time as appropriate, WYLEES ensures access points for all students while also building students' capacity to be independent, autonomous learners. Scaffolding not only help students to access rigorous learning experiences, but it also helps students to understand what supports they are likely to need in future learning activities—especially when paired with reflection—and can help students to plan their own, extracurricular learning experiences appropriately. Additionally, many scaffolds employed at WYLEES support Emerging Bilingual students, students receiving special education services, and students with low levels of English language literacy, key student stakeholder groups who we know are likely to need these tailored supports.</p>
Differentiation	<p>Explanation: "Differentiation in education is a concept that refers to the instruction and assessment of students based on their individual learning needs. Differentiated instruction allows educators to provide each student with a personalized learning experience, allowing them to work at their own pace, move ahead faster or slower than their peers, and set challenging goals for themselves. It also allows teachers to focus on each student's strengths while addressing areas of difficulty without holding back those who are grasping concepts more quickly. Differentiation helps ensure all learners reach their full potential."⁷¹</p>

⁷⁰ [Scaffolding Content - Office of Curriculum, Assessment and Teaching Transformation - University at Buffalo](#)

⁷¹ [What is Differentiation in Education? - The Intentional IEP](#)



	<p>How it Supports Our Students: Differentiation is a natural extension of PLPs and scaffolding which, again, centers students at the heart of our work. By employing thorough differentiation aligned to each student's learning needs, interests, and preferred pace, valuing growth as an essential component to achievement, and treating students as partners in their education, WYLEES invites students to focus on learning how to learn. This focus shift, along with instilling a growth mindset in our students, ensures that all students grow and achieve at the pace that is right for them and come to love to learn for their own purposes.</p>
Partners, Small Groups, and Flexible Groupings	<p>Explanation: WYLEES uses partners, small groups, and a flexible approach to student groupings to provide students the support they need, when they need it for a variety of learning experiences and tasks. Heterogeneous groupings of mixed ability students are used to provide students with access to peers who have different levels of understanding and skills so that they can learn from one another. Homogeneous groupings of similar ability students with similar needs allow teachers to target acquisition of knowledge or skills in a responsive, reassuring setting and provide more direct support to students who need it.</p> <p>How it Supports Our Students: Partners, small groups, and flexible groupings all place emphasis on the value of discourse in learning and show students the benefits of learning with and from others. For all students, and especially our EB students and students receiving special education services, groupings empower students to share what they know and to learn from more experienced peers. Teacher-led homogeneous groupings have the added benefits of showing students that they are not alone in needing specific kinds of support, leading to increased comfort asking for help when needed.</p>
iReady and MAP Progress Monitoring, Classroom Observational Data, and Evidence of Learning	<p>Explanation: WYLEES uses a combination of classroom-generated data and iReady's and NWEA's research-based and standards aligned data to triangulate information about student performance in core subjects such as ELA and Math to gain a composite picture of students' strengths and opportunities for growth.</p> <p>How it Supports Our Students: This data-rich approach ensures that WYLEES' teachers both have access to benchmark and diagnostic data which is predictive of how students are likely to perform on state standardized tests like the SBAC and data which helps inform where any breakdowns in growth and achievement may be taking place. This approach ensures that we are monitoring growth between diagnostic/benchmark assessments and ensuring that students are continually growing in their proficiency towards mastery of academic standards.</p>
Reflection	<p>Explanation: According to Purdue University "Reflection— a process where students describe their learning, how it changed, and how it might relate to future learning experiences...is an important practice for students to make sense of and grow from a learning experience, and it is a practice backed by scholarship."⁷² Reflection is regularly employed in all of WYLEES' classes, from PBL Block to Skill Workshops, Science, Explorations, Advisory, and WIN Time.</p> <p>How it Supports Our Students: Practicing reflection regularly, as with any skill, improves students' proficiency. By asking students to think about their thinking, learning, successes, and struggles, our goal is to build this essential habit of lifelong learners and help students be able to better articulate their own learning needs. As students build this skill, they no longer need to wait for a teacher or anyone else to provide the support they need; they can identify their own needs and ask for the help that will benefit them most when they need it.</p>
Student-Led Teacher Conferences	<p>Explanation: Student-led teacher conferences are used in many of WYLEES' classes as an extension of student reflective practices in an effort to empower students as advocates in their own learning. As with other learning experiences at WYLEES, these conferences utilize scaffolds to promote student success which are gradually changed, reduced, or removed as students become</p>

⁷² [The Purpose of Reflection - College of Liberal Arts - Purdue University](#)



	<p>more proficient leading conversations about their learning successes, their learning needs, and the data which supports their own conclusions about their growth, achievement, and/or progress.</p> <p>How it Supports Our Students: Scaffolded student-led teacher conferences give students low-risk, high-reward practice presenting their achievements and growth using data and learning to advocate for themselves based on their own reflections. Teachers scaffold these conversations by providing ample targeted reflection opportunities, helping students to understand their own growth and achievement data, and asking them targeted questions in conferences to help them draw connections between their reflections and their academic results. As students become more proficient, they take on more leadership responsibility in these conferences and build confidence talking unabashedly about their efforts and outcomes.</p>
Student-Led Family Conferences	<p>Explanation: Student-led family conferences are an extension of student-led teacher conferences, in which students lead a discussion about their academic growth and/or achievement, their successes, their struggle, and their needs. These conversations are intended to include families as partners in student learning, and to reinforce students' self-advocacy skills when it comes to understanding their learning processes and asking for help with their learning needs. Additionally, these conferences serve as a skill building opportunity for students to be able to present evidence of their growth and achievement to their loved ones.</p> <p>How it Supports Our Students: Providing students with scheduled, structured opportunities to talk about their learning processes, growth, and achievement with their family members is another of WYLEES' efforts to habituate positive routines which will result in improved academic and social/emotional outcomes for our students. As anyone who has ever parented a middle schooler can attest, the most common response to the question "How's school going?" is likely to be "It's fine." This "dialogue" does nothing to help students to share their successes or frustrations, and it prevents families from understanding how they can best support their children at home. For students who are the most likely to be struggling at school, this creates a terrible cycle of not talking about their problems until a report card comes, and then feeling defensive about the less-than-desired results reported therein. By empowering students to have candid, supportive conversations with their families about their successes and their struggles through practice in student-led teacher conferences, we open a dialogue with families that we hope continues to high school and beyond which not only improves communication within families, but also holds us accountable for our work with students.</p>
Learning Acceleration: Response to Intervention (RTI)	<p>Explanation: Students who score in the 25th percentile or below on the fall iReady diagnostic and the NWEA Map assessment will begin the RTI process and will lead a family conference (with appropriate scaffolds) to ensure that their family understands their challenges and is included as partners in providing remediation. See the RTI Section later in our application for more details.</p> <p>How it Supports Our Students: The RTI process is designed to ensure that students who are struggling get the support they need as soon as possible. As with all of WYLEES' efforts, we want to ensure the best-possible lifelong outcomes for our students; as such, RTI is a key component to ensure that if all of our other efforts to meet students' needs are not resulting in the desired outcomes that we have a process in place to get students the targeted support that they need.</p>

5) Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards.

WYLEES' instructional model and curriculum are designed to meet the individual needs of each of our students and to ensure that all students demonstrate measurable growth. Our model's specific orientation to developing lifelong learners through authentic, high-interest, and high-challenge activities that are coupled with UDL and appropriate scaffolds for all students all but ensures that all students—and especially those who have traditionally been underserved—thrive at WYLEES.



We know from our analysis of elementary and middle school data in our proposed neighborhood that our students are likely to come to us below grade level; given general trends, it is likely that the greatest gaps will be in ELA & math. This is anticipated in our design, and is the rationale for featuring personalized /differentiated learning and PBL so heavily in our model. Wylee Profiles allow us to get to know our students without making any assumptions about their individual skills or needs, and PLPs empower us to prioritize the areas of focus that will make the most impact for each student in terms of growth and achievement. Community-focused PBL helps students to see the connection between their learning and its application, making learning more meaningful, and helps inspire students to learn more so they can do more, rather than so they can perform better on a test. Skill Workshops similarly re-center students themselves as the most important variable in growth and achievement outcomes and help students to get the individual attention they need. For students who are above grade level, this means that they can continue to grow, even if they've already mastered the grade-level skills and standards their peers are still working on. For Emerging Bilingual (EB) students, students with disabilities, students who come to us below grade level, and any other at-risk students, this means that our teachers are prepared to meet them where they are and spend the time needed to help them get to where they need and want to be.

This is especially true for ELA and Math Skill Workshops, where we anticipate the highest academic needs overall. Our model ensures that every student gets 360 minutes of ELA and math instruction through four 90 minute blocks per week. This design provides teachers with more time to meet with students in small groups or individually during each class period for the purpose of remediating skill needs for students who need it the most and it reduces the amount of time transitioning from class to class that would be present in more traditional, shorter class periods. ELA is additionally supported through our PBL Block and school-wide focus on embedding English Language and Development (ELAD) strategies and collaborative groupings, structured discourse, and reflection in all classes, which is particularly beneficial to EB students and students with lower levels of literacy.

By employing the instructional strategies outlined in the table above (see our response to Question 4), WYLEES' teachers keep a focus on data and outcomes while also supporting every student in the ways which are most meaningful to them. WYLEES' teachers are professionals when it comes to data-driven instruction, and they are supported by our schedule's weekly designated collaboration, professional development, and planning time. Through classroom observations and assessments, diagnostic data, and MyPath data, teachers are able to track student progress weekly and to collaborate with one another to be responsive to student outcomes and make adjustments for each student to maximize their learning. By using this time weekly to assess student growth and achievement data and to look for trends across classes, our teachers collaboratively identify best practices which support improved student outcomes for all. Our EB Specialist and Special Education teacher serve as resources to our teachers and are included in analyzing data and outcomes, looking for trends, and co-developing lesson materials to ensure that no student's needs are overlooked or unaddressed.

Finally, by developing students as leaders of their learning who can reflect on, understand, and articulate their successes and struggles, we ensure that students can advocate for themselves and to their families for any support we may have missed. We want our students to be able to express what they need as soon as they need it so that we can support them in the ways that matter, and we want our students to communicate their needs clearly at home, too. If we are ever missing the mark on supporting our students, we want to hear it from the students themselves and from their families as well; we can think of no better way to improve our practices than to keep an open dialogue with students and families about what is (or is not) happening at school. While we believe in the proactive aspects of our approach, we believe that having a failsafe such as our default stance of inviting authentic, critical input from students and families ensures that we can continue to learn and grow from our students' experiences, too, and helps us make sure that every student demonstrates exceptional growth.

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

WYLEES does not plan to include a career and technical education program at this time.

3.3 PROMOTION AND GRADUATION REQUIREMENTS

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

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

WYLEES has a commitment to student academic success, including exceptional growth and achievement, and we have a number of systems in place to provide access to rigorous instruction with the appropriate support for all students:



- WYLEES' teachers employ data-driven instruction that examines student growth and achievement weekly during our Collaborative Planning and Professional Development Days.
- We pride ourselves on our regular communication between students and teachers, between teachers and families, and between students and families to ensure that all stakeholders are aware of each student's progress and can enable students to stay on track.
- WYLEES' teachers have weekly, in class check ins with students, engage in weekly email/newsletter communications with families, make bi-weekly phone calls to families to share student progress updates, facilitate semesterly student-led family conferences, and facilitate (or participate in) targeted intervention calls and/or conferences as needed.
- At the school level, WYLEES provides opportunities for families to proactively engage with our monthly Community Activation Team (CAT) meetings and our quarterly WYLEES Wednesdays, and we provide formal updates of student progress, including four progress reports per year, four report cards per year, attendance notifications for each missed day of school, additional written notifications for students' third absences, and a required intervention call or conference once students reach five absences.

Rarely, students may be retained to ensure their academic success. When these hard decisions must be made, they will be data-driven and collaboratively approached with students and families. To ensure students and families know exactly what is expected, we have created a simple set of objective criteria to help us communicate what students must do in order to progress to the next grade level. Because we anticipate some students coming to us below grade level, promotion will be based on either growth or achievement metrics in core subjects (ELA, Math, Science, and Social Studies), growth or achievement metrics in grade level reading, and student attendance, the criteria for which are shown in the table below:

Requirements for Promotion					
Grade Levels	Grade-Level Academic Growth or Achievement		Grade-Level Reading Growth or Achievement		Attendance Requirement
6-8	Growth <ul style="list-style-type: none"> • Demonstrate 1.25 years of growth in all core subjects (i.e. ELA, Math, Science, and Social Studies) for NVAC grade-level standards 	Achievement <ul style="list-style-type: none"> • Attain average rating of "meets standards" in all core subjects for NVAC grade-level standards • Earn a grade of 70% or higher each semester in all core subjects 	Growth <ul style="list-style-type: none"> • Meet the Typical or Stretch Growth goal on the Spring iReady Reading Diagnostic 	Achievement <ul style="list-style-type: none"> • Score in the 50th percentile or above on the Spring iReady Reading Diagnostic Assessment 	≤ 15 Days Absent

These policies are shared at beginning of year orientation events, in monthly CAT meetings, in student-led conferences, in the Student and Family Handbook, on our website, and in targeted intervention conferences, as appropriate, to help students and families understand if students are in danger of being retained and to help families understand how they can support their child to avoid retention as an outcome. To ensure compliance with IDEA, students with IEPs or 504 plans will have the same promotion requirements, unless separate goals are identified for particular content areas; in these cases, requirements for grade level promotion will be considered met if the student has achieved their individual goals. In the event that a student is identified as being at risk of retention, the principal will facilitate a targeted intervention conference within two weeks to meet with the student, family, and relevant teachers to develop a plan to try and avoid retention. School interventions and support will be discussed, as well as ways the family can assist at home. Additional options such as credit retrieval and/or summer school may be explored, if appropriate. While classroom teachers will be responsible for making any recommendations about retention, the final decision to promote or retain any student will be made by the principal.

- 2) 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.



WYLEES takes a robust, proactive approach to help students avoid retention and to ensure that they are able to meet all requirements for promotion.

The key systems and structures that WYLEES uses to support students who are at risk of falling behind, including those who are over age for their grade level and/or those who are performing significantly below grade level, include:

- Personalized Learning Pathways (PLPs) which provide an early, clear picture of student learning and growth priorities, learning styles, and needs for support and which allow us to have an early indicator of students who may need extra support.
- Weekly Collaborative Planning & Professional Development (CPPD) Days which enable teachers to collaboratively review student growth and achievement results and make data-driven instruction modifications to learning activities for each student.
- Skill Workshops that are designed to ensure that students who need extra support get the support they need early and often.
- Response to Intervention, or RTI, which provides students an additional safety net of support in the event that our highly differentiated approach isn't enough to meet any given student's needs.
- In the event that RTI reveals a need that must be met through special education services, students will receive an individual education plan (IEP) based on robust data collected from the general education classrooms (Tier 1 instruction) and our RTI process (Tier 2 instruction) which clearly outlines the support they will receive as a part of our Tier 3 instruction and which will include appropriate goals based on their specific learning needs.
- Communication and collaboration among teachers and between students, teachers, and families also help support students and families in avoiding retention:
 - Regular weekly, bi-weekly, monthly, and quarterly communication between the school, our students, and our families ensures that all stakeholders are aware of each student's progress and can enable students to stay on track. (See question 1 above for more details.)
 - In addition to our regular communications with stakeholders, WYLEES' formal notification systems ensure that issues with unsatisfactory attendance, academic growth, and/or achievement are identified and shared with students and families early enough to allow all stakeholders to intervene and avoid retention. (See question 1 above for more details.)
- As WYLEES is a middle school, any student who attains 16 years of age is not eligible for enrollment. To ensure that students don't merely "age out", WYLEES provides all of the supports described above and works with families to ensure that plans are in place early enough to avoid such an outcome. If a student appears to be likely to age out, we will begin working with the student and their family a minimum of 18 months before their 16th birthday (i.e. when students reach 14.5 years old) to ensure that the student has the time and academic opportunities to meet the promotion requirements. WYLEES provides options to families including summer school, in-school credit retrieval, and/or any other supports needed to help the student master grade-level academic content and complete promotion requirements to move on to high school on time.
- In addition to all of the supports above, WYLEES prides itself on meeting the social-emotional needs of students and engaging families as partners. For more information, please see section 3.7 School Culture, Question 4 and section 2.3 Parent and Community Involvement, Question 4.

3) For high school programs, explain how the school will meet state graduation requirements¹. 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.

WYLEES is a middle-school only; this does not apply.

4) For high school programs, explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

WYLEES is a middle-school only; this does not apply.

3.4 DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment 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 Framework¹, the Nevada School Performance Framework adopted by the Nevada Department of Education¹, and applicable law and regulation.

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

1) Describe the mission-specific academic goals for the school. 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 the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to: energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future; engage students in academics through community service and real-world, hands-on learning; and empower students to solve problems through innovation, advocacy, and action to create a better world for all.

To ensure that we achieve this mission and meet the performance expectations set out by the SPCSA Charter School Performance Framework and the Nevada School Performance Framework, WYLEES has set SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) that are directly aligned with its core components, namely:

1.) Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future

- *Academic preparedness:* All students are proficient in grade-level NVAC standards in all core subjects (ELA, math, science, social studies) and/or making exceptional progress towards proficiency.
 - Growth goal: All students who have been continuously enrolled at WYLEES for 2 or more years will achieve their Stretch Growth goal as measured by the iReady Reading assessment⁷³ in the Spring of their second year.
 - Achievement goal: 80% of students who have been continuously enrolled at WYLEES for 2 or more years will score in the 80th percentile or above as measured by the iReady Reading assessment in the Spring of their second year.
 - Achievement goal: 70% of students (or more) will score “Proficient” or above in ELA and Math as measured by the NWEA Spring MAP⁷⁴ assessments.
 - Growth goal: All students who have been continuously enrolled at WYLEES for 2 or more years will demonstrate proficiency gains of 10% or more in ELA and Math as measured by the Smarter Balanced Assessment Consortium (SBAC)⁷⁵ assessment in the Spring of their second year.
 - Achievement goal: All students who have been continuously enrolled at WYLEES for 2 or more years will achieve an average of 80% or higher in writing, science, and social studies as measured by internal assessments by the second semester of their second year.
 - Growth goal: All students who have been continuously enrolled at WYLEES for 2 or more years will demonstrate proficiency gains of 10% or more on the Nevada Science Assessments for 8th grade students.⁷⁶
- *Social & emotional preparedness:* All students are developing age-appropriate skills in the CASEL 5 Framework for social and emotional learning (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).⁷⁷
 - Growth goal: All students demonstrate developmentally appropriate growth in the CASEL 5 skills as measured by internal rubrics collaboratively developed by grade-level teachers.

2.) Engage students in academics through community service and real-world, hands-on learning

- *Real-world, hands-on learning:* All students engage in service- or civics-oriented Project Based Learning (PBL) which has an authentic application in our community.
 - Achievement goal: All students engage in at least one PBL project aimed at solving a real community issue in WYLEES' first year of operation; all students engage in at least one PBL project aimed at solving a real community issue *each semester* thereafter.

3.) Empower students to solve problems through innovation, advocacy, and action to create a better world for all

- *Proficiency in PBL:* All students are proficient in grade-level expectations for High Quality PBL and/or making exceptional progress towards proficiency as measured by the Buck Institute for Education's research-based rubrics, created in collaboration with the National Center for Improvement of Educational Assessment (Center for

⁷³ [i-Ready Diagnostic Assessment](#)

⁷⁴ [NWEA MAP](#)

⁷⁵ [Home: SmarterBalanced](#)

⁷⁶ [NV Department of Education: Assessments, Science](#)

⁷⁷ [CASEL 5 Framework](#)



Assessment), in five areas: self-directed learning⁷⁸, collaboration⁷⁹, creativity⁸⁰, complex communication⁸¹, and critical thinking.⁸²

- **Growth Goal:** All students demonstrate developmentally appropriate growth in grade-level expectations for High Quality PBL Success Skills in the areas of self-directed learning, collaboration, creativity, complex communication, and critical thinking, as measured by the rubrics described above.
- **Achievement Goal:** All students who have been continuously enrolled at WYLEES for 1 year will achieve an average of “Emerging” on the above-referenced rubrics.
- **Achievement Goal:** All students who have been continuously enrolled at WYLEES for 2 or more years will achieve an average of “Demonstrating” on the above-referenced rubrics.

2) In the table below, outline the **annual performance and growth goals** that the school will set in order to meet or exceed 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 (NSPF). *You may add rows as needed.*

The following table outlines the annual achievement/performance and growth goals set by WYLEES to ensure that we meet or exceed the expectations of the SPCSA Charter School Performance Framework and the Nevada School Performance Framework, including year-over-year growth targets to help WYLEES achieve a 4- or 5-star rating.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2025-26	2026-27	2027-28
Reading Proficiency / Literacy	<ul style="list-style-type: none"> ■ Achievement goal: 80% of students who have been continuously enrolled at WYLEES for 2 or more years will score in the 80th percentile or above as measured by the iReady Reading assessment in the Spring of their second year. ■ Growth goal: All students who have been continuously enrolled at WYLEES for at least 1 year will achieve their Typical Growth goal as measured by the Spring iReady Reading assessment. ■ Growth goal: All students who have been continuously enrolled at WYLEES for 2 or more years will achieve their Stretch Growth goal as measured by the iReady Reading assessment in the Spring of their second year. 					
	Both	i-Ready Reading Diagnostic Assessment, three times per year: Fall, Winter, and Spring.	i-Ready Diagnostics are nationally normed tests. Baseline goals are set using i-Ready's National Norms Tables for Reading and Mathematics 2024-2025. ⁸³	100% of students who are enrolled for the full academic year will meet their Typical Growth goal on the Spring diagnostic.	100% of students who have been enrolled for two academic years will meet their Stretch Growth goal on the Spring diagnostic. 80% of these students will score in the 80th percentile or above.	100% of students who have been enrolled for two academic years will meet their Stretch Growth goal on the Spring diagnostic. 80% of these students will score in the 80th percentile or above.

⁷⁸ [Self Directed Learning Rubric](#)

⁷⁹ [Collaboration Rubric](#)

⁸⁰ [Creativity Rubric](#)

⁸¹ [Complex Communication Rubric](#)

⁸² [Critical Thinking Rubric](#)

⁸³ [i-Ready Diagnostic Norms](#)



ELA and Math Proficiency	<ul style="list-style-type: none"> Growth goal: All students who have been continuously enrolled at WYLEES for 2 or more years will demonstrate proficiency gains of 10% or more in ELA and Math as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment in the Spring of their second year. 					
ELA	Both	SBAC ELA, Annually.	District ELA Proficiency as reported on the Nevada Accountability Portal. ⁸⁴ 6: 36.1% 7: 40.3% 8: 37.2%	<i>Not applicable until Year 2.</i>	WYLEES' students will demonstrate the following proficiency percentages by grade level: 6: 46.1% 7: 50.3% 8: 47.2%	WYLEES' students will demonstrate the following proficiency percentages by grade level: 6: 56.1% 7: 60.3% 8: 57.2%
Math	Both	SBAC ELA, Annually.	District Math Proficiency as reported on the Nevada Accountability Portal. 6: 24.8% 7: 25.0% 8: 20.6%	<i>Not applicable until Year 2.</i>	WYLEES' students will demonstrate the following proficiency percentages by grade level: 6: 34.8% 7: 35.0% 8: 30.6%	WYLEES' students will demonstrate the following proficiency percentages by grade level: 6: 44.8% 7: 45.0% 8: 40.6%
Science	<ul style="list-style-type: none"> Growth goal (#1): All students who have been continuously enrolled at WYLEES for 2 or more years will demonstrate proficiency gains of 10% or more on the Nevada Science Assessments for 8th grade students. Achievement goal (#2): All students who have been continuously enrolled at WYLEES for 2 or more years will achieve an average of 80% or higher in science as measured by internal assessments in the second semester of their second year. 					
	Goal #1 Both	Nevada Science Assessment, Grade 8, Annually.	District Science Proficiency as reported on the Nevada Accountability Portal. ⁸⁵ 8th: 29.5%	<i>Not applicable until Year 2.</i>	39.5% of 8th grade students or more will score proficient on the Nevada Science Assessment.	49.5% of 8th grade students or more will score proficient on the Nevada Science Assessment.
	Goal #2 Both	Internally created assessments, semesterly.	Will be set based on incoming student data from initial	Students will achieve an average of 70% or higher on	Students will achieve an average of 80% or higher on	Students will achieve an average of 80% or higher on

⁸⁴ [ELA & Math Summary Report, 2022-2023](#)⁸⁵ [Science Summary Report, 2022-2023](#)

			diagnostics in Fall of 2025.	internally created assessments.	internally created assessments.	internally created assessments.
Social Studies and Writing Proficiency	<p>■ <u>Achievement goal:</u> All students who have been continuously enrolled at WYLEES for 2 or more years will achieve an average of 80% or higher in writing and social studies as measured by internal assessments by the second semester of their second year.</p>					
	NSPF	Internally created assessments, semesterly.	Will be set based on incoming student data from initial diagnostics in Fall of 2025.	Students will achieve an average of 70% or higher on internally created assessments.	Students will achieve an average of 80% or higher on internally created assessments.	Students will achieve an average of 80% or higher on internally created assessments.
Social & Emotional Learning Proficiency	N/A	<p>■ <u>Growth goal:</u> All students demonstrate developmentally appropriate growth in the CASEL 5 skills as measured by internal rubrics collaboratively developed by grade-level teachers.</p>				
Project Based Learning Proficiency	N/A	<p>■ <u>Growth Goal:</u> All students demonstrate developmentally appropriate growth in grade-level expectations for The Buck Institute for Education's High Quality PBL Success Skills in the areas of self-directed learning, collaboration, creativity, complex communication, and critical thinking, as measured by the rubrics described above.</p> <p>■ <u>Achievement Goal:</u> All students who have been continuously enrolled at WYLEES for 1 year will achieve an average of "Emerging" on the above-referenced rubrics.</p> <p>■ <u>Achievement Goal:</u> All students who have been continuously enrolled at WYLEES for 2 or more years will achieve an average of "Demonstrating" on the above-referenced rubrics.</p>				
		The Buck Institute for Education's research- based rubrics for High Quality PBL Success Skills.	Will be set based on incoming student data from initial diagnostics in Fall of 2025.	100% of students achieve AT LEAST an average of "Emerging."	100% of students achieve AT LEAST an average of "Emerging;" 61% of students achieve an average of "Demonstrating."	100% of students achieve AT LEAST an average of "Emerging;" 66% of students achieve an average of "Demonstrating."

3) Explain how the baselines in the table above were set.

The baselines adopted by WYLEES above are the result of research into the recent performance of schools in our surrounding community, our goal to be a 4- or 5-star school, and our experience with the students in the target area. The above baselines are:

- Relevant to ambitious goals which are strongly aligned to WYLEES' mission and instructional design model,
- Based on publicly available accountability and performance data from credible resources such as the Nevada Department of Education and Curriculum Associates (publishers of the i-Ready curriculum), and
- In the case of goals which utilize internally created assessments, dependent on collecting initial diagnostic data from students to enable a pre- / post-intervention assessment of effectiveness.



The baselines articulated in the table above enabled WYLEES to set ambitious SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) for both academic achievement and growth which will be at the heart of our data conversations on Collaborative Planning and Professional Development days—alongside other, more holistic measures of student growth and achievement—to ensure that we are on track to earn a 4- or 5-star rating as soon as possible and to ensure that we are meeting the needs of our most at-risk students.

4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?

Tracking, communicating, and analyzing students' academic progress is a core component of WYLEES' model; for personalized learning to work well, we must constantly stay up-to-date as regards students' growth and achievement, and we must be cognizant of any data trends which indicate that any group of students is being underserved in any way. To ensure that we have a complete picture of students' academic progress, WYLEES uses a series of systems to ensure that valid and reliable performance data is collected, shared, and analyzed by key stakeholders to ensure remarkable growth and achievement for all students. WYLEES plan to measure and report academic performance and progress of students and to monitor for disparities in academic performance between student groups includes the following steps:

1. ***Norm- and Criterion-Referenced Assessments:*** WYLEES uses the i-Ready Diagnostics in ELA and Math, NWEA MAP testing data, and previous years' SBAC and WIDA results to obtain snapshots of students' performance over the course of the year (with i-Ready and MAP) and to obtain lookback information on whether a student's performance met statewide expectations in regards to proficiency (SBAC and WIDA). These data points help give us an understanding of how students are performing and to look for trends among various subgroups within the school. They also serve as important points of consideration when discussing progress with students and families and co-creating Personalized Learning Pathways (PLPs).
2. ***Internally Created Assessments:*** On Collaborative Planning and Professional Development days (more below), WYLEES' teachers collaborate to develop common assessments that can reliably capture student growth and achievement both through traditional means and through multi-modal, performance-based measures which can capture student abilities that might be missed on a measure like a multiple-choice test. These assessments also align to NVAC standards and provide a point of comparison to help teachers, students, and families develop a deeper understanding of students' abilities.
3. ***Personalized Learning Pathways (PLPs):*** WYLEES' PLPs collect the data from the assessments described above and help students develop a plan with teachers to prioritize standards to focus on and skills students can develop to maximize their growth. As a part of their PLPs, students collaboratively track their growth with their teachers by adding evidence from the above-referenced assessments to document their progress. PLPs will be updated throughout the year and will culminate in a final report of individual student growth and achievement for the year that will be provided to families alongside their child's final report card.
4. ***Student-led conferences:*** While initially, WYLEES' teachers facilitate students' collection of data and analysis of their growth, achievement, and needs, our goal is for students to understand their own data and use it to communicate their academic needs and priorities with their teachers and with their families. In our semi-annual student-led family conferences, students themselves will present evidence of their growth and achievement to their families (with the support of a teacher, as needed); in more frequent student-led teacher conferences, students will learn how to interpret their own data, set growth and achievement goals, and ensure that they are tracking evidence of growth and achievement regularly.
5. ***Collaborative Planning and Professional Development days:*** Every Friday, WYLEES teachers, administrators, and specialists will analyze the results of internally created assessments, interim assessments (when applicable), and formative assessments of student learning to look for trend lines and opportunities to adjust instruction to better meet student needs.
6. ***Data Leadership Team:*** A Data Leadership Team, consisting of at least one administrator, the Emerging Bilingual Specialist, the Special Education teacher, and any other teachers deemed necessary or who want to participate, will analyze these data points at least quarterly to look for trends in performance schoolwide and to school monitor for disparities in academic performance between different subgroups, cohorts, and special populations; If any such disparities are identified, the team will immediately begin work to identify root causes and to address these issues.
7. ***Formal and informal systems of family communication:*** In addition to student-led family conferences, WYLEES sends out progress reports and report cards every quarter, for a total of eight formal communications of in-school academic progress every year. Families will also receive MAP & i-Ready score reports as soon as this data is collected,



and SBAC and WIDA results will be sent straight to families from the state. WYLEES' teachers will also communicate with families weekly through newsletters, emails, and/or other informal correspondence, and will call families on a bi-weekly basis to discuss celebrations, struggles, and to discuss general progress.

8. ***School Accountability Report:*** At the end of each academic year, WYLEES will prepare a report to publish on our website and to provide to families and our board which details student demographics, WYLEES' achievement and growth goals and results, school highlights, average daily attendance, student academic growth and achievement (whole school, by demographics, and by special populations), as well as an analysis of our results and our plans to address any growth or achievement shortfalls and/or academic disparities. These annual reports will be publicly archived on our website and used to compare results year-over-year for at least the first six years of operation in order to drive continuous improvement and to present a historical record of our results.

5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

By utilizing the systems described in Question 4 above, WYLEES intends to have near real-time data about our results when it comes to student academic achievement and growth, and to be able to maintain a proactive stance towards improving student outcomes. Our weekly Collaborative Planning and Professional Development days ensure that teachers have the support they need to help our students reach these goals and hopefully avoid any need for corrective action. Should we fall short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level at any point during the year (or based on end of year assessments), WYLEES will take immediate, appropriate corrective actions to identify the root cause of the issue(s) and to ensure that they are effectively addressed to improve outcomes for all students affected. While corrective actions will depend on the specific situation, the students affected, the amount of disparity between the goal and the outcome, etc. Some representative performance levels that would trigger corrective actions, what those actions would be, and who would be responsible are outlined below.

- **Minor variance:** Goal has been partially achieved (75-80% of target is reached): Data Leadership Team and all affected teachers review the goal(s) in question against the results to try and determine the root cause of the disparity. PLCs are involved in the analysis, as appropriate, to identify any trends that may be related to instructional practices or other variables which may have affected the outcomes and make recommendations for interventions. Interventions are tested and results are reassessed. Any affected teachers may receive targeted support, including one-on-one coaching, guided instructional walks, or targeted professional development (PD) to help them further develop their skills as needed.
- **Major variance:** Goal has not been achieved (less than 75% of target is reached): In addition to the steps above, additional interventions / corrective actions will be taken at the following levels:
 - *Classroom:* If a single teacher is not meeting academic goals, the teacher will prepare an executive summary of their analysis of the situation, including their perspective on root causes, intervention strategies they have tried and the results attained, and a proposed action plan to improve instruction, including SMART goals for PD / instructional support and communication with students and families. The teacher *will* receive the targeted support above and will receive mentorship from a peer or administrator, depending on their needs.
 - *Cohort / Grade Level:* If a grade level is not meeting academic goals and the minor variance corrective actions have not resolved the issue, WYLEES' Data Leadership Team will review the goals, curriculum, and current instructional strategies in partnership with the grade level team to assess what adjustments are appropriate to achieve the desired results. Additional targeted support will be provided as needed.
 - *Special Populations:* If any of WYLEES' special populations are not meeting their goals, our Data Leadership Team will work with the Emerging Bilingual Specialist, the Special Education teacher, and/or the school counselor, as well as general education teachers, to ensure that students are getting the appropriate supports and/or accommodations to ensure their success. New strategies and supports will be implemented as necessary to immediately address student needs.
 - *School-Wide:* If the whole school is not meeting academic achievement and growth goals, the Data Leadership Team and all teachers will identify more universal changes to our approach, including, but not limited to, implementing new curricula, re-developing our PD plan and/or increasing PD opportunities, and/or implementing new instructional strategies.

While WYLEES takes an "all hands" approach to implementation of any corrective actions, the Principal (and Assistant Principal in subsequent years) is ultimately responsible for the implementation of all corrective actions.



- 6) 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. Describe how these assessments will be used.**

In addition to the mandatory tests required by the state of Nevada for students in grades 6-8, such as SBAC, WIDA, NAA, and NAEP, WYLEES uses NWEA MAP testing and i-Ready Diagnostics in Math and ELA. The use of these three types of assessments allows WYLEES to triangulate performance across assessments and provide data-driven instruction to ensure that students show remarkable growth and achievement in meeting grade-level standards.

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

WYLEES Collaborative Planning and Professional Development (CPPD) days ensure that teachers are well-supported in the development and implementation of embedded assessments and checks for understanding in order to ensure that instruction meets student needs. During CPPD days, teachers receive professional development which emphasizes the importance of continuous formative assessment in WYLEES' model and which supports the development of standards-aligned formative and summative assessments. Grade-level and subject area planning time empowers teachers to collaborate and draw upon each other as resources to ensure that common assessments and checks for understanding are valid and reliable and can be used to inform instructional decisions and approaches to improve outcomes for all students. Additionally, embedded assessments and checks for understanding are included in key curricula such as i-Ready and Amplify, and teachers will receive additional support from our Emerging Bilingual Specialist, special education teacher, administrators, and others, as needed.

- b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards.**

NWEA MAP testing and i-Ready Diagnostics in Math and ELA are both nationally recognized assessments of students' skills that have been acknowledged by several state departments of education as valid and reliable indicators of students' progress towards mastery of academic standards.⁸⁶⁸⁷ These interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards (NVACS) in several ways. At a base level, both assessments are designed to measure students' proficiency in NVACS and to be used as indicators of students' likely performance on state standardized tests such as the SBAC. As such, both assessments serve as measures of progress for WYLEES' schoolwide academic growth and performance goals, and data from these assessments is used to drive instructional decisions on how to best meet student needs. In the case of i-Ready, in particular, the alignment between these assessments and curriculum is especially clear, as WYLEES intends to use the i-Ready curriculum in math and ELA to support our efforts to improve student achievement. Given this complete alignment between our curriculum, performance goals, and NVACS, data from these assessments will be critical both to inform instructional decisions at the classroom level and to inform school-wide decisions about WYLEES' instructional practices, school improvement plans, and the best ways to allocate our resources to improve student growth and achievement.

- c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?**

Interim assessments are used throughout the school year at WYLEES to inform instruction and other key decisions. Beginning with Personalized Learning Plans (PLPs) at the beginning of the year, WYLEES teachers use interim assessments—coupled with state standardized assessments and classroom assessments—to determine students' starting points in a variety of skills and standard proficiencies. Following each MAP test or i-Ready diagnostic administration, PLPs are updated with new data and teachers spend time analyzing results in grade-level and subject area PLCs to look for trendlines, gaps, and areas in which instruction can be modified or improved to better hit growth and achievement targets. The Data Leadership Team both facilitates these PLCs and does an independent analysis of results to look for areas of improvement by classroom, grade level, special populations and/or other subgroups, and school wide. In WYLEES' first year of operation, teachers and administrators will participate in a minimum of 3 days of PD provided directly by Curriculum Associates (i-Ready's publisher) to ensure that teachers are well-versed in how the diagnostics can be used to identify each student's strengths and opportunities for growth, how to access leveled grouping recommendations by classroom to help with targeted instruction in various skills,

⁸⁶ [NWEA MAP Growth Scores Explained & Practice Tests](#)

⁸⁷ [North Carolina State Board of Education Names Curriculum Associates' i-Ready® an Approved Assessment for its Read to Achieve Initiative | American Consortium for Equity in Education \(ace-ed.org\)](#)

⁸⁸ [GaDOE Names Curriculum Associates' i-Ready Assessment - Athens CEO](#)



and how to access curricular materials and scaffolds provided by i-Ready to help with targeted instruction. Teachers receive similar training for MAP testing, and PLCs use data from both assessments to identify 1-2 “power standards” that need to be addressed across each grade-level subject area to maximize learning for all. In the classroom, interim assessment data is used for targeted small-group or individual instruction and coupled with the ongoing collection of classroom assessment data to understand student growth and achievement as they work towards proficiency in the targeted skills. The Principal (and Assistant Principal, in later years), along with the Data Leadership Team, will progress monitor through instructional walks, observations, CPPD day and PLC observations, teacher coaching/mentoring, and the results of subsequent interim results to both ensure that we maintain continuous growth and to ensure that teachers have the support they need to help students achieve it. Results data from each assessment’s data cycle is used to further develop and refine plans for future improvement.

- 7) For each interim assessment identified above, provide **quarterly performance targets** that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school’s first year with students. *Add rows as needed.*

Target	Assessment	Fall Assessment, Quarter 1	Winter Assessment, Quarter 2	Spring Assessment, Quarter 3	End of Year Assessment, Quarter 4
Reading Proficiency / Literacy	i-Ready Reading Diagnostic	i-Ready Diagnostic	Meet or exceed mid-year typical growth goal	Meet or exceed year end typical growth goal	
	Measures of Academic Progress (MAP)	ELA MAP Diagnostic	ELA MAP Mid-Year: Meet or Exceed growth goal	ELA MAP End of Year: Meet or Exceed growth goal	
	Internally Created Assessments	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.
ELA Proficiency / Growth	i-Ready Reading Diagnostic	i-Ready Diagnostic	Meet or exceed mid-year typical growth goal	Meet or exceed year end typical growth goal	
	Measures of Academic Progress (MAP)	ELA MAP Diagnostic	ELA MAP Mid-Year: Meet or Exceed growth goal	ELA MAP End of Year: Meet or Exceed growth goal	
	Internally Created Assessments	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.
	Smarter Balanced Assessment Consortium (SBAC)	N/A	N/A	Meets internally-created growth goal (10%).	
Math Proficiency / Growth	i-Ready Math Diagnostic	i-Ready Diagnostic	Meet or exceed mid-year typical growth goal	Meet or exceed year end typical growth goal	



	Measures of Academic Progress (MAP)	Math MAP Diagnostic	Math MAP Mid-Year: Meet or Exceed growth goal	Math MAP End of Year: Meet or Exceed growth goal	
	Internally Created Assessments	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.
	Smarter Balanced Assessment Consortium (SBAC)	N/A	N/A	Meets internally-created growth goal (10%).	
Science Proficiency / Growth	Internally Created Assessments	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.
	Nevada Science Assessment, Grade 8	N/A	N/A	Meets internally-created growth goal (10%).	
Social Studies and Writing Proficiency	Internally Created Assessments	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.	“Meets Standards” on 80% of NVAC Standards mastery.
Social & Emotional Learning Proficiency	SEL - CASEL 5-Aligned Internal Rubric ⁸⁹	Meets 80% of grade-level mastery.	Meets 80% of grade-level mastery.	Meets 80% of grade-level mastery.	Meets 80% of grade-level mastery.
Project Based Learning Proficiency	The Buck Institute for Education’s research- based rubrics for High Quality PBL Success Skills	Meets 80% of grade-level mastery.	Meets 80% of grade-level mastery.	Meets 80% of grade-level mastery.	Meets 80% of grade-level mastery.

8) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

All student data is collected and stored in compliance with the Federal Education Right to Privacy Act (FERPA) in data dashboards and reports furnished by the respective contracted vendors of the assessment programs. i-Ready, MAP, and SBAC all provide end users with secure dashboards which enable the school to interact with student assessment data. Additionally, wherever possible, WYLEES intends to leverage Infinite Campus for the secure collection of student data; in the event an external data dashboard becomes necessary for communication with stakeholders such as parents and/or the WYLEES Governing Board, any such dashboard will be similarly secure and password protected. WYLEES will use the Google suite of educational and productivity products, including, but not limited to, Gmail, Drive, Docs, Sheets, Slides, and Classroom and issue each student and staff user a unique username and password which will also be periodically required to be updated to maintain secure access. In compliance with FERPA, any printed student data will use anonymization such as student numbers in favor of names or other personally identifying information. Standards-based grading will be used to clearly collect and

⁸⁹ [CASEL 5 Framework for Rubric Alignment](#)



communicate information about students' grade-level mastery of NVACS across subjects, projects, and other internally-created assessments, and students and families will receive ongoing and continuous support to ensure that they understand the student performance information that they receive in student-led family conferences and on quarterly progress reports and report cards. To ensure clarity and ease communication between WYLEES and students' future high schools of choice, standards based grades will use a traditional letter system aligned to corresponding performance levels (i.e. F=No Evidence, D=Emerging, C=Approaching Standards, B=Meets Standards, A=Exceeds Standards). Additional policies and procedures will be developed by WYLEES' Data Leadership Team to ensure responsible and effective data collection, storage, and analysis. Data security procedures and practices training is included in professional development at the beginning of the year and periodically throughout the year to ensure adherence to best practices for data safety and security.

9) Describe the school's organizational or financial performance goals the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

WYLEES has adopted Organizational and Financial Performance Goals aligned to the State Public Charter School Authority Charter School Financial Performance Framework⁹⁰ to ensure near-term financial stability and long-term financial sustainability. Progress towards these goals will be included in the Principal and/or CEO's monthly report to WYLEES' Governing Board.

WYLEES' Near-Term Financial Stability Performance Goals	Explanation	Alignment to SPCSA Financial Performance Framework
Stability Goal #1: WYLEES' current ratio is 1.1 or greater.	The current ratio depicts the relationship between a school's current assets and current liabilities. In addition, the current ratio is a financial ratio that measures whether or not a school has enough resources to pay its debts over the next 12 months. It compares a school's current assets to its current liabilities.	WYLEES' Stability Goal #1 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 1. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.
Stability Goal #2: WYLEES' unrestricted Cash-on-Hand Ratio is equal to or greater than 60 days of cash AND the one year trend is positive.	The unrestricted days cash-on-hand indicates how many days a school can pay its operating expenses without an inflow of cash. National standards state 60-120 cash-on-hand is considered a model practice.	WYLEES' Stability Goal #2 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 2. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.
Stability Goal #3: WYLEES' enrollment forecast accuracy is equal to or greater than 95%.	Enrollment forecast accuracy tells sponsors whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.	WYLEES' Stability Goal #3 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 3. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.
Stability Goal #4: WYLEES is not in default of loan covenant(s) and is not delinquent with debt service payments, OR WYLEES has no outstanding	The debt default indicator addresses whether or not a school is meeting its loan obligations and/or is delinquent with its debt service payments. Notes from the audited financial statements are used as the source of data. In most cases this will not be applicable for charter schools that do not have an outstanding loan.	WYLEES' Stability Goal #4 is the same as the SPCSA's Financial Performance Framework Near-Term Measure 4. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.

⁹⁰ [State Public Charter School Authority Charter School Financial Performance Workbook](#)



loans.		
WYLEES' Long-Term Financial Sustainability Performance Goals	Explanation	Alignment to SPCSA Financial Performance Framework
Sustainability Goal #1: WYLEES' aggregated three-year total margin is positive and the most recent year total margin is positive.	Total margin measures the deficit or surplus a school yields out of its total revenues, which indicates whether or not the school is operating within its available resources. The measurement looks at the most recent 3 years	WYLEES' Sustainability Goal #1 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 1. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.
Sustainability Goal #2: WYLEES' debt to asset ratio is less than 0.90.	The debt to asset ratio measures the amount of debt a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations. A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.	WYLEES' Sustainability Goal #2 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 2. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.
Sustainability Goal #3: WYLEES' multi-year cumulative cash flow is positive and the most recent year cash flow is positive.	- The cash flow measure indicates a school's change in cash balance from one period to another. This measure includes restricted and unrestricted funds. The measurement looks at the most recent 3 years	WYLEES' Sustainability Goal #3 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 3. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.
Sustainability Goal #4: WYLEES' debt service coverage ratio is equal to or exceeds 1.10, OR WYLEES does not have an outstanding loan.	- The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. In most cases this will not be applicable for charter schools that do not have an outstanding loan. This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.	WYLEES' Sustainability Goal #4 is the same as the SPCSA's Financial Performance Framework Sustainability Measure 4. To meet the SPCSA's standard on this measure, WYLEES must achieve or exceed this goal.



3.5 AT RISK STUDENTS AND SPECIAL POPULATIONS

At Risk Students

1) What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?

At WYLEES, a student is considered “at-risk” if they meet one or more of the following criteria:

- State-identified special populations such as English Language Learners (Emerging Bilingual students, in WYLEES' parlance), students with special needs, and homeless/migrant students
- Students who qualify for Free and Reduced Lunch (FRL) and/or students from low-income households
- Low benchmark scores on NWEA MAP and or/i-Ready Diagnostics (i.e., students who perform at or below the 25th percentile on these assessments)
- Low grades and/or test scores at the beginning of a semester (i.e. students are getting 65% or below on internally created assessments in the first 1-2 months of the semester)
- Significantly declining performance on interim assessments (MAP and/or i-Ready) over the course of the year
- Declining grades over the course of a semester (i.e., students average grades have dropped more than 10% on internally created assessments)
- Frequent tardiness and/or absences (i.e., student tardiness is greater than twice weekly OR 10% of the total current quarter; student absences are greater than 5 per quarter OR 2 consecutive days)
- Engage in repeated behavior incidents which are not responsive to Tier 1 or 2 behavioral interventions

WYLEES uses the following academic and behavioral data, processes, and methods to identify at-risk students and understand their needs:

- As a part of the registration and enrollment process, families are encouraged to identify any student or family needs which will help us to understand how to best serve each student. Information from registration/enrollment such as FRL forms, questionnaire responses about students' home language, and voluntary information from families about their housing status is used to initially identify students as members of any relevant state-identified special populations or as coming from low-income households.
- NWEA MAP and i-Ready assessments are administered three times per year in the fall, winter, and spring; internally created assessments are used throughout the year, allowing WYLEES to continually collect timely data on student growth and achievement.
- During WYLEES' weekly Collaborative Planning and Professional Development (CPPD) days, grade level and subject area PLCs meet to analyze data from interim assessments and internally created assessments, track students' academic progress, and to prioritize sharing any indicators that a student is “at-risk” with the student and their family immediately, allowing WYLEES' staff to discuss potential interventions with these key stakeholders as we develop a plan to address each student's needs. If students are identified as needing additional support through our RTI process, RTI will also be used to meet their needs (see RTI strategy in question 5 below for more information).
- Any student with repeated tardies and/or absences will conference with the school counselor beginning on the third tardy/absence to discuss the cause and to co-create a plan for improved attendance and/or timeliness. This plan will be documented in writing and shared with the family to review the viability of the plan and any actions needed from the family to assist the student in following through. If a student reaches 5 tardies or 5 unexcused absences, their family will be notified in writing and be required to participate in a phone, virtual, or in-person meeting to re-develop the plan and to ensure that the student is able to attend school as expected.
- All WYLEES teachers are trained in our Restorative Justice techniques and schoolwide behavior expectations, which are communicated to families at the beginning of each academic year. Any additional/more specific classroom behavioral expectations developed by any teacher shall be communicated to and approved by the Principal before being implemented and/or shared with students and families. Students who are not meeting schoolwide or classroom behavioral expectations will first work in class with their teacher to resolve the issue in accordance with our school discipline policy (see Section 3.8 for more information). If additional intervention for a student's behavior is needed, they will engage in a restorative circle with the school counselor. If a third intervention is needed, a restorative village circle including the student, their family, their teacher(s), counselor, and the principal will be required to develop a collaborative plan to repair the harm and get the student back on track.

2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions 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)?



The methods through which we will remediate academically underperforming students, including the system that WYLEES uses to track progress, facilitate teacher collaboration, and measure the success of our academic remediation efforts are captured in our combined response to Questions 2-4 below.

3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.

WYLEES' Response to Intervention model is described in detail in our combined response to Question 4 below.

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

Combined response for questions 2-4: WYLEES' Response to Intervention (RTI) model serves to ensure that we have a failsafe to help remediate students' academic underperformance in the event that our highly differentiated, personalized learning approach does not achieve the desired outcomes for any of our students. The section that follows explains the methods through which we remediate academically underperforming students, including the system that WYLEES uses to track progress, facilitate teacher collaboration, the research/rationale for our chosen methods, and how communication takes place to ensure that families are included as partners in the RTI process.

WYLEES' RTI approach is coupled with our Positive Behavior Interventions and Supports (PBIS) and Restorative Justice approach to form a Multi-Tiered System of Supports (MTSS)⁹¹ for all students in alignment with WYLEES' Equitable Whole Child Design and Universal Design for Learning (UDL)⁹². The goals of our RTI approach, in particular, are to:

- Use initial diagnostic data for early identification of students who may need additional support,
- Ensure effective, high-quality instruction at Tier 1,
- Monitor all students' progress to ensure growth and achievement are aligned to expectations and desired outcomes, and
- Provide additional, individualized support to students who need it.

Instruction at WYLEES falls into three tiers which serve as a progression of supports for students identified as potentially benefiting from RTI. The three tiers are:

Tier 1: Roughly 80-90% of students "Whole Class" Instruction	Tier 2: Roughly 10-15% of students Small-Group Interventions	Tier 3: Roughly 1-5% of students Intensive Interventions
All WYLEES students receive high-quality, NVAC Standards aligned instruction and social-emotional learning (SEL) through a personalized, whole-class experience.	Students who haven't responded to WYLEES' personalized, whole class academic and SEL instruction and who need additional support will receive it in targeted, small group instruction aligned to their individual needs and NVACS.	Students who haven't responded to WYLEES' high quality Tier 1 or Tier 2 instruction will receive more intensive and tailored supports aligned to their individual needs and NVACS. These students may receive support outside of the general education curriculum.

Features of RTI at WYLEES: RTI is a tool to ensure that at-risk students are identified early, provided with supports as soon as possible, and then progress monitored to ensure that our interventions are effective and students are able to immediately start working towards long-term success. Coupled with Wylee Profiles and Personalized Learning Pathways (PLPs), the RTI process essentially starts as students walk through the door at WYLEES. Through benchmark assessments and initial data from internally created assessments, WYLEES' teachers are able to help students gather valuable data about their performance and academic needs to include in their Wylee Profiles and to target as a part of their PLPs. Teachers actively collaborate weekly on Collaborative Planning and Professional Development (CPPD) days to analyze student achievement data and make collaborative instructional decisions based on student outcomes to maximize learning for all. If a student needs additional support in a specific skill or knowledge area, it becomes apparent through this data analysis almost immediately. Increasingly intensive tiered instructional supports that are matched to students' needs, such as small group instruction or individualized

⁹¹ [Multi-Tiered System of Supports - Curriculum and Instruction Resources \(CA Dept of Education\)](#)

⁹² [A Multitiered System of Supports with Response to Intervention and Universal Design for Learning: Putting It All Together](#)



interventions, are implemented, documented, and tracked for effectiveness. Family communication is highly prioritized for all of our students, but it is a top priority for any student who is identified as at-risk.

This approach is well-aligned to the approach outlined by the RTI Action Network, A Program of the National Center for Learning Disabilities, which specifies that for “RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:” high-quality, research-based instruction, ongoing student assessment, tiered instruction, and family involvement.⁹³ As a part of Tier 1 instruction, students are screened three times a year via NWEA MAP testing and i-Ready Diagnostics to identify struggling learners who need additional support. Students who fall below the 30th percentile on either screener will be placed into RTI groups immediately to remediate academic underperformance. WYLEES may also use statewide standardized testing results (such as SBAC) for screening purposes and/or data triangulation, and students may additionally be identified as underperforming academically or at-risk by teacher or parent report, or other assessment data. Student RTI progress will be reported through semesterly student-led family conferences, quarterly progress reports, and bi-weekly family phone calls initiated by WYLEES teachers as a part of our overarching family communications strategy.

To ensure that RTI is executed consistently and with fidelity, the principal (or assistant principal, in later years) maintains primary responsibility for implementation. The principal/assistant principal will ensure that teachers receive ongoing professional development to support implementation of RTI, will support and monitor teachers’ collection and analysis of data (including benchmark, interim, and internally created assessments), and will be responsible for purchasing curricula and computerized intervention programs which facilitate high-quality, targeted instruction and tailored interventions. Additionally, the principal (or assistant principal), in conjunction with the school leadership team, will be responsible for forming and participating on the RTI Team, setting the yearly RTI Team meeting schedule, and monitoring schoolwide results.

Communication Plan: WYLEES’ plan to communicate with parents/guardians regarding remediation needs includes:

- Advisory Teacher: Communicates i-Ready & MAP results with families, as well as any concerns that arise during the creation of the Wylee Profile and/or PLP.
- Principal / Leadership Team: The principal or assistant principal communicates screener results and remediation needs to individual families, and initiates the RTI process with other members of the RTI Team.
- RTI Team: Facilitate meetings aimed at helping families to understand the school’s curriculum, testing, and instructional activities and interventions and to promote a wider understanding of the RTI process as a whole.
- Classroom Teachers & Grade-Level Teams: Teachers are responsible for collecting evidence of growth and achievement for each RTI student, including interim testing results, internally created assessments, and other student work samples. Teachers are also responsible for communication with individual families regarding their child’s involvement in the RTI process, including: notifying parents of screener results and participation in RTI groups, remediation needs for each student, and ways the family can support their child at home. Teachers communicate via WYLEES’ established communications methods and expectations, including weekly written communications, bi-weekly phone calls, quarterly progress reports and report cards, and student-led family conferences. As with all communication at WYLEES, all communications about a student’s participation and progress in the RTI process are in the family’s home language.

Systems for Collaboration and Tracking Student Progress: WYLEES’ teachers, naturally, take a primary role in the collection of data and tracking of results for RTI purposes. In alignment with WYLEES’ use of UDL, differentiation and scaffolding are provided for all students in all tiers of instruction and are based on needs that are evidenced by MAP testing, i-Ready Diagnostic assessments, internally created assessments and/or student self-advocacy. As described above, students who fall below the 30th percentile on MAP or i-Ready assessments are placed into RTI groups and receive Tier 2 or Tier 3 instruction during WIN time; their progress is monitored weekly. Students who perform between the 31st and 50th percentile on the assessments are identified for additional monitoring and potential placement in an RTI group; these students receive Tier 2 instruction during WIN time as an immediate intervention and their progress is monitored weekly to determine if full participation in the RTI process is needed or if additional Tier 1 supports can be used instead. Teachers may also request RTI Team support at any point in the year for any student, based on evidence of student performance.

Teachers use assessment data from MAP, i-Ready, and/or internally created assessments (as applicable) to collaboratively create homogeneous grade-level groups for targeted interventions by skill and significance of need (i.e. low, medium, high). Students participate in tiered WIN time classes (i.e Tier 1, 2, or 3) for 30 minutes every day, and teachers track the progress and results achieved by students in Tier 2 and Tier 3 instruction. (Tier 2 and Tier 3 WIN time instruction is focused on targeting specific

⁹³ [What is Response to Intervention \(RTI\)? | RTI Action Network \(rtinetwork.org\)](https://www.rtinetwork.org/)



skills and providing daily intervention; Tier 1 WIN time is focused on accelerating growth and achievement for students who are not considered at-risk). Data collected during WIN time is used to assess progress towards goals, to establish new groups based on progress quarterly, and to share with the RTI Team for evaluation for further action.

RTI Team: WYLEES' RTI Team is comprised of individuals with various educational roles in the school who come together as a multidisciplinary team. The RTI Team includes: the principal (or assistant principal in later years), the special education teacher, the emerging bilingual specialist, the counselor, and at least three teacher representatives from 6th, 7th, and 8th grade with areas of specialty in at least ELA and math (additional teacher members are welcome but not required); the emerging bilingual specialist serves as the team's chair.

The RTI Team meets monthly to discuss the progress of RTI students; these meetings may be broken up by grade level if needed to account for larger numbers of students in RTI. The RTI Team considers each student as an individual, with the express purpose of seeking to understand each student's needs and how the team can contribute to the child's success. Discussions are student-centered, data-driven, and solution-oriented, seeking to understand and overcome obstacles that arise in the RTI process, discuss and develop additional or alternative strategies to meet students' needs, provide advice and support to students, families, and teachers, and to provide a system of accountability for RTI results. The RTI Team develops an individualized instructional plan based on the needs and interests of each RTI student (in alignment with WYLEES PLP development process), including specific goals and strategies that will be used to achieve them. The team develops methods to measure success in the context of achieving each goal, including a timeline for completion. After each meeting, the RTI Team chair provides team members with the meeting summary, including the action plan for each student with their tiered interventions. Subsequent monthly meetings revisit each action plan to monitor progress and any additional needs for support or follow-up, as well as to consider alternate or additional interventions which may be needed. The RTI Team exits students from RTI or makes recommendations for special education services based on progress monitoring. Interventions must be implemented for at least 6 weeks and multiple interventions must be evaluated before a student may be referred for a special education evaluation.

Family Involvement and Expectations: In addition to the outward communication from WYLEES outlined above (i.e. weekly written communications, bi-weekly phone calls, quarterly progress reports and report cards, and student-led family conferences), we expect that our families will be partners in their child's education and help us both to identify any extra learning needs early and to support our regular and RTI efforts at home. Families are encouraged repeatedly throughout the year to:

- Let us know if they have any pre-existing concerns about their child's academic or social-emotional needs,
- Inform us as soon as possible if they notice any such changes at home,
- Attend CAT Meetings, visit the school, and engage in conversations about school and school assignments with their children and their children's teachers
- Spend time together reading, playing math games, and doing other activities that support basic skills
- Ask the school if you need any assistance

WYLEES' goals for RTI are as follows:

WYLEES' Measures of Success: RTI			
Tier	Year 1	Year 3	Year 5+
1	75% of students meet their end-of-year benchmark goals.	80% of students meet their end-of-year benchmark goals.	85% of students meet their end-of-year benchmark goals.
2	75% of students meet their end-of-year benchmark goals.	75% of students meet their end-of-year benchmark goals. OR 80% of students attending WYLEES continuously for 2 or more years will meet their end-of-year benchmark goals and return to Tier 1 interventions only.	75% of students meet their end-of-year benchmark goals. OR 80% of students attending WYLEES continuously for 2 or more years will meet their end-of-year benchmark goals and return to Tier 1 interventions only.



3	75% of students meet their end-of-year benchmark goals.	75% of students meet their end-of-year benchmark goals. OR 80% of students attending WYLEES continuously for 2 or more years will meet their end-of-year benchmark goals. AND 70% of students attending WYLEES continuously for 2 or more years will have a year-end goal of moving to Tier 2 intervention only.	75% of students meet their end-of-year benchmark goals. OR 85% of students attending WYLEES continuously for 2 or more years will meet their end-of-year benchmark goals. AND 70% of students attending WYLEES continuously for 2 or more years will have a year-end goal of moving to Tier 2 intervention only.
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5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

As mentioned briefly in the combined response to Questions 2-4 above and described in greater detail in Section 3.7, School Culture, and Section 3.8, Student Discipline, WYLEES' couples RTI, Positive Behavior Interventions and Supports (PBIS), and a Restorative Justice approach to form a Multi-Tiered System of Supports (MTSS) for all students in alignment with WYLEES' Equitable Whole Child Design model. Any students who demonstrate significant or persistent behavioral, mental health, or social emotional challenges are referred immediately to our school counselor for an initial consultation. The counselor determines if the full PBIS Team (composed of the principal or assistant principal, counselor, and three different grade level teachers in year one) needs to convene to create a Behavior Intervention Plan (BIP) based on the frequency and/or severity of the issue. The team follows similar protocols and orientation to the RTI Team (student-centered, solutions oriented, data driven, etc.) and similarly designs a BIP for students in Tier 2 or 3 to include specific behavior goals and strategies that will be used to achieve them. The team develops methods to measure success in the context of achieving each goal, including a timeline for completion and a progress-monitoring plan. The PBIS team provides strategies and resources for teachers and students, and it aids in the collection and analysis of data and provides a system of accountability. The team will also provide direct advice to students, teachers, and parents on an as needed and appropriate basis.

Tier 1: Roughly 80% of students Whole Class	Tier 2: Roughly 10-15% of students Small-Group Interventions	Tier 3: Roughly 1-5% of students Intensive Interventions
All WYLEES students follow schoolwide and classroom-specific behavior expectations.	Students who aren't meeting schoolwide and/or classroom specific behavior expectations and need additional explicit support.	Students who aren't meeting schoolwide and/or classroom specific behavior expectations and who haven't responded to Tier 1 or 2 PBIS.

WYLEES' teachers are responsible for developing any specific classroom behavior procedures and expectations that align to their students' needs, WYLEES' school wide culture and expectations, restorative practices, and PBIS. While the PBIS Team captures student behavior data from passing periods, lunch, extracurriculars, etc., teachers are responsible for tracking any relevant data in their own classrooms and reporting it to the PBIS Team as required by each student's BIP.

Special Populations

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
 - a) students with disabilities, including students with mild, moderate, and severe disabilities,
 - b) English language learners,
 - c) homeless and migrant students, and
 - d) intellectually gifted students.



WYLEES' Committee to Form (CTF) has a strong track record of success serving a wide range of students, including students with mild, moderate, and severe disabilities, Emerging Bilingual (EB)/ELL students, homeless and migrant students, and intellectually gifted students.

Proposed principal Mike Taack has spent the entirety of his 14 year career as an educator in southern Nevada serving students in Title I schools. During this time, he has served at schools where between 98%-100% of students were eligible for Free and Reduced lunch (FRL), and where many students and families suffered from homelessness or housing insecurity. The population served by Mr. Taack, on average, has included 30% students who were identified as EB/ELL and 14% students with IEPs. Owing to his success with these populations, Mr. Taack has been on a career trajectory of increasing responsibility for the success of students and the coaching and supervision of teachers to meet the needs of these diverse groups of students. Early in his career, Mr. Taack was recognized for his success with student growth and achievement and was named ELA Department Chair (a position he served in from 2012-2019). Mr. Taack attended professional development sessions and shared out to his department strategies for meeting the needs of EB students, including Quality Teaching for English Learners (QTEL) strategies, regularly participated in IEP meetings, and was often recognized for his effective differentiation practices for both groups of students. Mr. Taack's proficiency achieving exceptional growth and achievement with his students was recognized and reflected in his selection first as a mentor teacher for practicum students and student teachers completing their field experiences for UNLV's College of Education and later when he was selected to be the school's On-Site Professional Development School (PDS) Coordinator. As the PDS Coordinator, Mr. Taack provided support and differentiation strategies to mentor teachers and UNLV interns alike, with the goal of creating standardized, high-quality pre-service teacher preparation practices that would yield consistently well-prepared first-year teachers. In his final year as a sixth grade ELA teacher, Mr. Taack led the school in growth on ELA interim assessments, improving students' proficiency from 71% to 81.5%. His dedication played a role in the school achieving a 10/10 score in the Nevada Department of Education's School Rating for English Proficiency in the 2018-2019 school year. During the period from 2019-2021, Mr. Taack taught a full inclusion Computer Science course at the school, in which students from self-contained special education classes joined general education students and students with mild and moderate disabilities to learn about key technology skills. Mr. Taack was able to successfully differentiate instruction for all students, creating personalized pathways in his class that allowed each student to grow at their own pace while also ensuring that students attained important technological skills aligned to state technology standards. As an Assistant Principal in the 2022-2023 school year, Mr. Taack worked closely with families of homeless students to ensure that they received the services they needed to be academically successful and to ensure that they had access to important social services to aid with their personal needs, and he led teachers in implementing interventions to meet the needs of the school's EB students. As a direct result of the interventions and initiatives implemented by Mr. Taack, the school saw student achievement on the WIDA Access test improve by 29%, resulting in the exiting of a number of students from EB/ELL services.

Proposed Board Chair and CTF member Kim Izumo has a similar record of proven results with student achievement. As another veteran educator with 30 years of experience in education, Ms. Izumo served in a Title I school in downtown Las Vegas for 27 years. With demographics nearly identical to those described above, Ms. Izumo also was elevated to increasing levels of responsibility for student outcomes based on her record of success. As a teacher, she provided accommodations and modifications for students with disabilities, and she demonstrated success ensuring that EB students received equitable, high-quality instruction which resulted in improved English language proficiency through grade-level, standards-based content. Ms. Izumo was particularly adept at building relationships with EB students and their families, resulting in improved family engagement and outcomes for students. While still in the classroom, Ms. Izumo became a co-facilitator of the Family Writing Project, an extracurricular family engagement and literacy initiative that was aligned to the objectives of the Southern Nevada Writing Project. The Family Writing Project engaged students with disabilities, EB students, and their families to create art and art-integrated writings about their shared experiences; the project received national attention when her co-facilitator published a book on their work. Owing to her success with students and student growth and achievement, Ms. Izumo was selected for a role as her school's learning strategist, and she was also a member of the school leadership team from 2009-2023. In this capacity, she provided input and insights into schoolwide goals aimed at improving the performance of all students, including at-risk students and special populations, and she helped champion a culture of perpetual growth.

CTF member and proposed board member Felicia Gonzales is the Vice President of Community and Government Relations at the Leadership Institute of Nevada and serves as an education consultant to the Nevada Department of Education (NDE). Ms. Gonzales is well-known and well-reputed for her work to improve academic growth and achievement for all students, including at-risk and special populations, as a school leader, as a school district leader, and as a leader at the state level. Ms. Gonzales previously served as a deputy superintendent for NDE and as an associate superintendent for the Clark County School District in Las Vegas, Nevada. Prior to her appointment as an associate superintendent, she opened the Southwest



Career and Technical Academy (High School) as the principal in 2009, providing an emphasis on individualized learning, career and technical education, project-based learning, and dual credit opportunities. Her teaching and administrative experience includes working with and coaching marginalized students in public comprehensive high schools, the early advocacy of dual enrollment, and the use of educational technology in the classroom.

2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:

WYLEES' design is based on the principle that in order for students to attain remarkable growth and achievement, it is critical that we understand the unique interests, goals, aspirations, strengths, and opportunities for growth possessed by every student. As an organization, we fundamentally believe that students learn best alongside diverse peers, including those with disabilities, and that inclusive practices yield improved outcomes for all. WYLEES practices a high-rigor / high-expectation, high support stance when it comes to instruction to ensure that all learners are appropriately challenged and supported, and our classes are designed to support all learners, including those with mild, moderate, and severe disabilities to the greatest extent possible in the general education setting. The specific programs, strategies, and supports WYLEES provides are described in the subsections below.

a) How will the school identify students who require special education services? How will the school handle over-identification of students 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?

Initial Identification of Students For Special Education Services: To ensure that students are correctly identified regarding their need for special education services, WYLEES relies on a combination of data from a variety of sources. Our method ensures that students' needs are met immediately, that we avoid over-identification of students for special education services, and that we are able to promptly able to transition students out of special education if they have previously been incorrectly identified by another school.

All students who enroll at WYLEES complete an initial application and participate in our lottery process when the number of applicants exceeds the number of seats available. Once students are selected via lottery, their families immediately complete a more robust enrollment form (in English or Spanish, typically) to provide information required to register their child at the school. This form includes questions about the language students speak at home and whether the student previously received any special education services, as well as whether they received any language services at their previous school. If the family indicates that the student received any such services (or if they indicate that they think such services are needed), WYLEES immediately evaluates the student for inclusion in our RTI process. While families are encouraged to provide any IEP or 504 plan documentation as soon as possible, WYLEES separately requests records for each student from their previous school and uses Infinite Campus and Child Find to obtain these documents separately.

The RTI process at WYLEES starts on the first day of school, so any student we have reason to believe has additional support needs (including those whom we believe have IEPs that are not yet in hand) are immediately evaluated through the process. Just as all students can participate in the RTI process as needed, regardless of their need for special education services, all students are included in WYLEES' general education classrooms. This approach enables all students to remain in the least restrictive environment while general education teachers and the RTI Team are able to begin collecting data on student growth and achievement from day one. Since RTI is our means of identifying students who have a disability, this also minimizes the wait time between initial identification and WYLEES' creation of an IEP, if one is ultimately needed. This approach both reduces the delay in students obtaining services, if needed, and reduces the overidentification of culturally / linguistically diverse students due to their first language being something other than English or due to other cultural differences; since the approach is methodical, research-based, and driven by evidence, students are far less likely to be misidentified due to incorrect assumptions.⁹⁴

To facilitate efficacious and consistent schoolwide implementation of RTI, professional development is provided prior to the beginning of the school year on the collection and use of data to drive instructional and intervention decisions, as well as how teachers and students will be supported by WYLEES' RTI Team. Any students identified for RTI are discussed in an initial RTI team meeting within the first three weeks of the school year, where the team reviews any initial data, including prior IEPs, MAP test or i-Ready Diagnostic results, and classroom formative assessment data, to develop an initial plan with academic

⁹⁴ [Reducing the Over-Identification of Children from Culturally Linguistically Diverse Backgrounds through RTI](#)



and/or behavioral interventions and a plan for monitoring each student's progress (please see Section 3.5, Question 4, RTI Team for more details). The principal (or assistant principal in later years), the special education teacher, the emerging bilingual specialist, and/or the counselor participate in biweekly observations of tiered RTI instruction to:

- monitor instruction and student progress
- aid in the development of additional strategies or to help with identifying additional resources, as needed, and/or
- assist with any problems or concerns that emerge through the RTI process.

The full RTI Team revisits student results monthly, exiting students as needed based on their response to intervention and ensuring that any successful strategies and supports are continued in Tier 1. Any students who have not demonstrated the expected growth or achievement gains after 6 weeks of Tier 2 intervention (and documentation of modified intervention strategies and results), are moved to Tier 3 intervention. The RTI Team continues biweekly monitoring for students in Tier 3 intervention, and if students do not show expected growth or achievement after 6 additional weeks of intensive interventions, the RTI Team refers the student for evaluation for special education services.

The principal is responsible for notifying the family that a referral will be submitted by the RTI Team, while the remaining members of the team are responsible for preparing the formal referral, including detailed documentation of all interventions, observations, and student data that strongly support and justify the need for evaluation. The principal will review the completed referral for completeness and accuracy. Once prepared and reviewed, the principal will work in collaboration with the special education teacher to ensure that the referral complies with the Individuals with Disabilities Education Act (IDEA). Whether requested by the student's parent(s)/guardian(s) or if the referral is requested by the RTI Team, the first step to begin the evaluation process is to ensure that the student's parent(s)/guardian(s) are notified in writing in their native language of the school's intent to evaluate the student; this notice shall include:

- the rationale for the decision to evaluate the student,
- details of the assessment process, and
- the parent(s)/guardian(s)' rights.

Before any such evaluation takes place, the principal and/or special education teacher will secure informed written consent from the parent(s)/guardian(s); the principal is responsible for ensuring consent is received before evaluation takes place. In the event that the parent(s)/guardian(s) have requested an evaluation and that request is denied for any reason, the principal shall be solely responsible for communicating the rationale for the decision not to evaluate the student and the parent(s)/guardian(s)' rights. (In such cases, RTI will be considered as the primary alternative to an immediate evaluation of the student's need for special education services.)

Once written informed consent has been obtained, a multidisciplinary SPED Review Team—consisting of the principal and/or assistant principal (in future years), special education teacher, emerging bilingual specialist, the student's classroom teachers, their parent(s)/guardian(s), counselor, and any other professionals with whom WYLEES may need to contract for services—gathers input from the parent(s)/guardian(s), classroom teachers, and complete RTI Team to determine what assessments are required. Members of the SPED Review Team who are also WYLEES' staff or contractors administer non-discriminatory assessments to determine the student's eligibility in accordance with Nevada's criteria. This process determines the student's eligibility for an Individualized Education Plan (IEP) or 504 plan. When testing is complete and results are obtained, the principal and/or special education teacher must prepare and submit to the SPED Review Team a written summary of the evaluation and results, and set up a meeting of the SPED Review Team to discuss them with the parent(s)/guardian(s).

If the student is eligible for services, the special education teacher will develop an IEP; if the student is ineligible, the student will be considered for a 504 plan. If the student does not qualify for either an IEP or 504 plan but still requires support, the SPED Review Team will collaboratively develop an individualized behavioral and/or academic support plan to be incorporated into the student's PLP. In the unlikely event that there is any disagreement between the parent(s)/guardian(s) and the rest of the SPED Review Team about the student's eligibility, the parent(s)/guardian(s) will be advised of their rights to request additional testing, their right to due process, and their rights regarding an Independent Educational Evaluation (IEE). WYLEES staff members who are members of the SPED Review Team or RTI Team are required to participate in annual professional development pertaining to the RTI process, determining student eligibility, state requirements, IDEA, writing and implementing IEPs and 504s, and cooperative learning.

Avoiding Overidentification, Review of Previous Services, and Exiting Students: While any student may come to WYLEES misidentified as requiring special education services, it is especially likely for Emerging Bilingual (EB) students (also referred to as English Language Learners, or ELLs, in other state parlance) to be misidentified. According to the National Center for Learning



Disabilities, “Many schools struggle to effectively rule out [environmental, cultural, or economic disadvantage] or understand the interaction between English proficiency, environment, historical cultural disadvantage, or poverty and a student’s disability (or perceived disability)” when evaluating students for Specific Learning Disabilities.⁹⁵ In short, it can be challenging to discern whether an EB student’s academic struggles are due to second-language acquisition, a learning disability, other socio-economic factors, or some combination of the three. To ensure that WYLEES correctly identifies students and avoids overidentification, all staff receive annual professional development related to IDEA, Nevada special education laws, the RTI process, including identifying and servicing students with disabilities, and understanding and meeting the requirements of IEPs and 504 plans. WYLEES hires licensed professionals who have experience identifying and serving students with disabilities, and our RTI and SPED Review teams are comprised of professionals with a wide array of educational expertise, including specialization in EB students, to help us avoid misidentification of students with disabilities.

WYLEES complies with IDEA, Nevada Administrative Code (NAC), and Nevada Revised Statutes (NRS) throughout the intervention, evaluation, and service phases of special education services, and WYLEES’ SPED Review Team reviews each student’s IEP annually using internal created assessments that are aligned to each student’s IEP goals (IEPs are formally re-evaluated every 3 years in compliance with NAC and NRS). For students who are new to WYLEES, the RTI and/or SPED Review teams conduct an initial review of the student’s current IEP and work with families to clarify or obtain information as needed. If the student’s IEP appears to contain errors or if the student appears to be misidentified, the SPED Review Team immediately begins to collaborate with the family, previous school, any related service providers, and the RTI Team to ensure that student data is updated and a full re-evaluation takes place, if necessary. If a re-evaluation is deemed necessary, the SPED Team follows the process outlined above to update the student’s IEP and ensure that the student is receiving the appropriate supports, if appropriate. If the re-evaluation of any student, whether initially correctly identified or misidentified, reveals that the student no longer requires additional academic or behavioral supports (i.e., the student has demonstrated consistent growth in weekly progress monitoring, is consistently scoring 70% or higher on internally created assessments, and has met or exceeded their current IEP goals), the SPED Review Team considers the student for exit from special education services. When considering exiting a student, the SPED Review Team first re-tests the student for formal evaluation and may consider revising the student’s goals. If the SPED Review Team, including the parent(s)/guardian(s), agree that the student no longer requires special education services, the team obtains written consent from the parent(s)/guardian(s) to terminate services and exits the student accordingly. At the beginning of the second semester of a student’s 8th grade year, the SPED Review Team works with the parent(s)/guardian(s) to develop transition plans for 8th graders heading to high school. The team reviews all current data, including the current IEP & goals, interim assessments, student work samples, and any relevant observations of the student to discuss the students successes and continued needs for support. Together, WYLEES supports students and families to ensure success in high school and beyond.

b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

WYLEES ensures that all students can be successful by providing a continuum of services. Based on the population of students at our proposed feeder schools with IEPs, WYLEES expects that approximately 12% of students who enroll will require special education services; based on this data, we also expect that roughly 33% of our students will be Emerging Bilingual (EB) students and that some will be dually identified (i.e. EB students who have IEPs). To meet these needs, WYLEES employs a counselor, a special education teacher, a special education aide, and two emerging bilingual specialists in year one of operation. Our current staffing model projects adding another special education teacher in year two, adding another special education aide in year three, and reaching a total of three special education teachers by year four. These staffing levels keep special education teachers’ caseloads manageable and ensure that our students get the support that they need. However, WYLEES acknowledges that even the best laid plans may change, and so we will adjust our staffing plan accordingly if additional needs arise, if enrollment outpaces current expectations and assumptions, or if we find that additional staffing is required to provide the continuum of services required by our actual students; in any of these circumstances, WYLEES will hire additional personnel or contract with outside service providers as necessary.

In alignment with WYLEES’ implementation of UDL, MTSS, and our commitment to diverse and inclusive learning environments, the majority of our special education services are provided in the general education classroom through push-in support, small groups, and individualized support. In math and ELA Skill Workshops, special education teachers may provide co teaching support and/or provide services in homogeneous groups. Similarly, during WIN time, special education services are provided to homogeneous groups, though this may occur in a resource room setting as student needs dictate. If additional

⁹⁵ [Significant Disproportionality in Special Education:Current Trends and Actions for Impact](#)



resource room needs become apparent, WYLEES can meet these needs through our current structures. Our school counselor is available for push in or pull out support, as appropriate, and our Emerging Bilingual specialists can be leveraged to meet the needs of dually identified students in regards to language needs. Should students have more acute needs that cannot be met by WYLEES staff, we will contract with outside service providers (i.e. psychologists, occupational therapists, speech therapists, etc.). While these costs are anticipated in our current budget projections, WYLEES will further adjust staffing, payroll, and/or other expenditures as needed in order to ensure that we can hire additional certified special education teachers, aides, and/or paraprofessionals should circumstances dictate. We will proactively seek guidance and support from the NV DOE, the SPCSA, our special education support team, and WYLEES' legal advisor, as needed, to ensure that we provide the best possible support for our students and to ensure that we comply with all state and federal laws at all times.

Students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 (Section 504), which requires schools to provide students with disabilities appropriate educational services designed to meet their individual needs to the same extent as the needs of students without disabilities, and it prohibits discrimination based on disability. WYLEES' commitments to diverse and inclusive learning environments and complying with all state and federal laws ensure that our school meets or exceeds all obligations under the Individuals with Disabilities Education Act (IDEA) and Section 504. Through our RTI and SPED review processes outlined above, WYLEES quickly identifies and evaluates students who may qualify for protection under Section 504, including those who: “(1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.”⁹⁶ WYLEES' special education teacher serves as the Section 504 coordinator to ensure that students' needs are effectively served and that their legal rights are met. While WYLEES is committed to ensuring that the least restrictive environment for all students, we are committed to providing the services and included in a student's 504 or IEP. These may include accommodations, modifications, push in support provided in general education classrooms, pull out support provided in resource rooms, or, if specified in a student's IEP, placement in a self-contained classroom. As stated above, WYLEES has budgeted for a wide range of costs associated with providing expected services to students with disabilities, and we will make additional budgetary shifts, as needed, to fully and effectively meet the needs of each of WYLEES' students.

c) 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?

WYLEES' weekly schedule provides ample time and opportunities for special education and related service personnel to collaborate with general education teachers and ensure that all students are able to access a rigorous general academic curriculum. WYLEES' 41 Collaborative Planning and Professional Development (CPPD) days throughout the school year ensure that our special education and related service personnel are able to collaborate with general education teachers regularly to analyze data and plan instruction to maximize inclusive learning for all.

At the beginning of each year, all educational staff receive professional development on federal and state special education laws, the RTI, referral, and identification processes, and implementing appropriate accommodations and modifications for all students (especially those with disabilities). The special education teacher, in collaboration with the principal (or the assistant principal, in future years), ensures compliance with special education laws and the provisions of each student's IEP or 504 plan. The Special Education (SPED) Team, consisting of the special education teacher and special education aide in year one and any additional special educators in the years that follow, collaborates with general education teachers to ensure inclusive educational experiences for all students receiving special education services. The SPED team participates in Professional Learning Communities (PLCs), grade level team, collaborative planning, RTI, and PBIS Team meetings for students on their caseload, and the SPED team works with teachers on data-driven planning, thought partnership, co-teaching/collaboration, push-in, and small group teaching. The team collaborates with general education teachers to pull small homogenous groups during ELA and Math instruction using i-Ready and MAP data (updated each semester) and checks in to provide support daily or weekly, as needed (SPED and general education teachers may each pull small groups for re-teaching). To ensure that the SPED Team can prepare for the following week's instructional activities, lesson plans are submitted no later than Friday to the shared Drive so that all instructional staff and administrators can access them.

The SPED Team (and RTI Team) ensure that Tier 2 and Tier 3 interventions are implemented, tracked, and assessed in collaboration with general education teachers. The special education teacher is the primary push-in support for classroom teachers (with support from the SPED instructional aide) assisting students with disabilities. The special education teacher conferences with teachers, the leadership team, and other instructional personnel (including contractors) to aid in the development of robust, appropriate educational programming and support for at-risk students and students currently being

⁹⁶ [Protecting Students With Disabilities, U.S. Department of Education](#)



supported by an IEP or 504. The team monitors and implements the school's special education program and participates in the RTI process, empowering students with disabilities to learn in general education classrooms to the greatest extent possible. As outlined above, WYLEES will hire additional special education teachers, aides, or both to support students in small groups or individually as determined by our needs.

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

Though WYLEES' plan includes opening with grades 6-8, our slow growth approach is designed so to allow us to flexibly reallocate resources as needed. Based on the demographics of elementary schools in WYLEES' target area, we anticipate that approximately 12% of students will require special education services. Our model includes provisions to grow our special education team proportionately to match the expected number of students with disabilities that WYLEES will serve. Our current staffing model reflects a counselor, special education teacher, and a special education instructional aide in year one. We project adding another special education teacher in year two, adding another special education aide in year three, and reaching a total of three special education teachers by year four; we also plan to add another counselor in year three and a third counselor in year 4. All special educators, related service personnel, and psychologists must be appropriately licensed under Nevada law. WYLEES will reallocate staffing and resources as needed should the need arise, and we have budgeted for external support, such as a school psychologist and other specialists, to meet additional needs.

- e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?**

WYLEES closely monitors the progress of students receiving special education and related services to ensure that students get the support they need and are exited from services when they are objectively ready. Students receiving special education services are informally monitored daily, and they receive formal IEP progress monitoring by special education teachers via assignments and assessments on a weekly basis. Progress monitoring data is shared with families at the end of each quarter, during student-led conferences each semester, and more often, as needed. SPED, RTI, and SPED Review Teams (including the principal and/or assistant principal, in future years) all participate in the tracking and monitoring of curricular and instructional decisions and student results, with the principal (and assistant principal, in future years) ultimately responsible for making any school-wide decisions based on data and the teams' recommendations. Yearly IEP meetings are required for all students with IEPs in order to evaluate their data/progress and update their plans; this is the official record of all instructional and curriculum decisions related to the student's disability and IEP (the same process is used for 504 plans). If a student appears to be ready to exit special education services based on the student's present levels, the school will arrange for a comprehensive evaluation of the student, convene the SPED Review Team, and discuss the results and recommendations with the student's parent(s)/guardian(s); decisions to exit students will be made in collaboration with the student and their parent(s)/guardian(s). The principal holds ultimate responsibility for providing professional development to staff, monitoring students' records, and ensuring compliance with state and federal laws, and is ultimately responsible for ensuring that students who still require services continue to get them and that students who may no longer need services are evaluated and prepared to exit in a timely manner.

- f) What are your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?**

WYLEES' principal will meet with the SPED Team no less than quarterly (in addition to their participation in the RTI and SPED Review teams) to track current caseload data and developments, upcoming annual IEP meetings, upcoming 3 year reviews, and any other pertinent components of WYLEES' special education program which may require proactive attention. During at least one of these quarterly meetings in each semester, WYLEES' contracted school psychologist will also be present to maintain a clear line of communication regarding school needs and compliance targets which must be tracked. WYLEES will contract with qualified, FERPA-compliant external partners, as needed, to ensure that our policies, procedures, and practices meet or exceed the requirements of state and federal laws, including annual internal audits of our caseload for compliance purposes. WYLEES will leverage its legal counsel on an as-needed basis to ensure that our policies, procedures, and practices are compliant as well.

- g) *For proposed middle and high schools*, discuss how you will develop and implement transition plans for special education students.**



All eighth grade students who have IEPs and are on-track for promotion to high school will participate in an end-of-year transition meeting with their family. The Transition of Services meeting, led by the SPED Team, provides families with important information about the student's transition to high school, including a review of their rights, answering frequently asked questions (FAQs) about the transition process, how students and families can self-advocate for services / support, where to obtain additional advocacy information, etc. Prior to the meeting, the SPED Team will conduct a comprehensive needs assessment with input from the student, the family, and any related service professionals to capture a robust snapshot of the students current and continuing needs and goals. This information is used to create a personalized transition plan that is shared with the student and their family in the transition meeting with the goal of helping to facilitate specific discussions of the type and degree of ongoing support the student may need to be successful in their next school. The personalized transition plan contains specific academic goals, objectives, and needs, as well as a proposed timeline for achieving these goals and a clear plan for monitoring progress and making adjustments, as needed. The personalized transition plan is provided directly to the student and their family, and is additionally shared with the student's future school to ensure a coordination of services and expectations.

3) Explain how the school will meet the needs of English language learners (EL), including:

- a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?**

WYLEES refers to English language learners (ELLs) as Emerging Bilingual (EB) students, in an effort to use asset-based language when referencing this vibrant, key demographic of students. EB students are defined as those whose home language is something other than English. Families will be asked to complete a native language survey at the time of enrollment, which will help WYLEES with correct identification of students as EB. If a student is identified during enrollment as an EB student, but has not been previously assessed for proficiency, they are screened using the WIDA-ACCESS Placement Test (W-APT) during their first week of school to determine their competency in English. The results of the screener will be used to determine EB/ELL eligibility, for certain course placements, and to determine if initial language supports are necessary. Teacher observations and reporting will be used as a secondary trigger for W-APT screening in the event that a student is not identified by their family at enrollment and appears to possibly be an EB student; this will aid WYLEES in avoiding misidentification and ensure that all EBs are properly identified. For any student who is screened, if the assessment determines that the student does not qualify for EB/ELL services, communication will be sent home in the family's native language explaining the reason the student was tested, their results, the reason the student did not qualify for services, and their rights; a copy of this communication will be kept in the student's file in English and the family's home language. For students who are identified as EB/ELL through the screening process, the evaluation results will aid WYLEES instructors, especially our emerging bilingual specialists, in determining any small group or other supports that may be needed. WYLEES will employ data and progress monitoring and teacher observations to determine if students may be misidentified (i.e. need to be screened or are candidates for exiting EB/ELL services) throughout the year. Students may only exit EB/ELL services by demonstrating proficiency on the annual WIDA test of English proficiency.

- b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?**

WYLEES' Emerging Bilingual (EB) specialists will serve as the leads for Emerging Bilingual students, including administering the WIDA screener, MODEL assessments, leading the WIDA Access assessments, and making scaffolding and program recommendations to teachers and administrators. Once students are identified for WIDA screening or EB/ELL services, our EB specialists take the lead in communicating with key stakeholders with the principal's/administration's support. Some key communication tasks led by the EB specialists include:

- *Internal communications of assessment results, students needs, and methods of support:*
 - Administration: The EB specialists will administer the WIDA Screener, analyze the results, and share data and recommended program placements and curricular supports to the principal/school administration. Final decisions about program placements will be made collaboratively between the EB specialists and school administration.
 - Advisory Teachers: The EB specialists will share assessment data with Advisory teachers. They will ensure that teachers understand the data, student groupings, and strategies to be used in the classroom for each EB student.
 - Wylee Profiles and PLPs: Advisory teachers will help students incorporate screener data into their Wylee Profiles. Additionally, WIDA Access goals will be integrated into students' Personalized Learning Plans (PLPs) to ensure that students and teachers can continuously track students' progress towards English proficiency as measured by WIDA Access.



- Teacher Support: The EB specialists will help teachers understand the screener, interim (MODEL), and summative assessment results. Based on assessment data, the EB specialists will make informed recommendations for student grouping and targeted interventions during Collaborative Planning and Professional Development (CPPD) days and more frequently, as needed.
- Professional Development (PD): The EB specialists will provide or arrange for targeted PD on CPPD days for teachers to develop and enhance best practices for supporting EB students.
- Caseload Management: The EB specialists will work closely with newcomers and students with exceptionally high language needs, especially those who are dually identified (e.g., English learners with special education needs) to ensure that these students get the extra support that they need.
- Family Communication Facilitator: The EB specialists will facilitate communication between Advisory teachers and families as needed (see below).
- *Family communications of assessment results, students needs, and methods of support:*
 - Family Communications: While Advisory teachers will remain the primary point of contact between families and the school, the EB specialists will assist Advisory teachers in preparing communications for families of EB students to ensure clarity of EB program and support communications. These communications will be provided in families' home languages and will include:
 - Initial assessment results
 - Interim assessment results (MODEL)
 - WIDA Access results
 - Student-led family conferences
 - Other EB program-related information
 - Family Resource Meetings: Additionally, at least three times per year (in the fall, winter, and spring), the EB specialists will organize family resource meetings to support the families of EB students. These meetings will provide additional information and resources to families, including ways to support language development at home, promote home language literacy, and connect families with community resources for non-English speaking families.

By implementing these strategies and leveraging the expertise of our EB specialists, we aim to foster a collaborative and supportive environment where staff, parents, and students work together to ensure the success of our Emerging Bilingual learners at WYLEES.

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

WYLEES is committed to ensuring that our school meets the unique needs of Emerging Bilingual students (EBs) / English Learners (ELs) while meeting or exceeding Nevada's educational requirements for teachers. To ensure highly qualified staffing that empowers us to conduct assessments and progress monitoring for EB students, WYLEES leverages our highly qualified EB specialists as the primary teachers providing EB/EL services. Our EB specialists are required to hold TESL/TESOL/ELAD endorsements; in addition to serving students, they will serve as coaches, provide professional development, and collaborate on school plans for EBs. EB specialists closely monitor and evaluate students' progress and provide individualized interventions designed to meet each student's needs. WYLEES diligently monitors school compliance with the State Public Charter School Authority (SPCSA), the Nevada Department of Education, and other relevant agencies to ensure alignment with state guidelines and legal requirements; leadership and EB specialists will regularly review Nevada's state requirements and guidelines for EB/ELL services and TESL endorsement. We maintain detailed records of staff qualifications and use verification processes to ensure that EB services are conducted by licensed and TESL/TESOL/ELAD endorsed teachers. WYLEES implements a comprehensive plan for staffing, training, assessments, and progress monitoring, including meeting Nevada's legal requirement for TESL endorsements for teachers providing EB/ELL services. We only hire EB specialists/EL/TESOL teachers who meet state qualifications, including holding a TESL/TESOL/ELAD endorsement. Additionally, all teaching staff are expected to either hold TESL/TESOL/ELAD endorsements or to obtain them within two years of employment; WYLEES provides funding and support for teachers seeking the ELAD endorsement as needed. WYLEES employs regular training and PD throughout the year to keep our EB specialists/TESOL teachers and staff up-to-date with best practices.

d) 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?



WYLEES employs a constructivist approach and an emphasis on Equitable Whole Child Design to ensure that all students, including our Emerging Bilingual (EB) students, are academically successful and have equitable access to our core academic programs. To support our EB students in their classes, our curriculum and instructional materials are intentionally designed to accommodate the diverse needs of EBs. We consider language proficiency levels, cultural backgrounds, and prior educational experiences when selecting materials and developing lessons. Visual aids, graphic organizers, and simplified language are integrated into lessons to enhance comprehension. We recognize that language acquisition is essential for academic success. Our teachers receive ongoing professional development on effective language teaching techniques and strategies, including scaffolding, modeling, and explicit language instruction across all subjects. Our teaching methodologies align with constructivist principles. Students actively construct knowledge through hands-on experiences and collaborative projects. PBL engages students in real-world problem-solving, encourages academic vocabulary development, and fosters collaboration. EBs engage with challenging texts through guided reading, close reading, and literature circles. Teachers provide support, such as pre-teaching vocabulary and discussing context, to enhance comprehension. At WYLEES, collaborative learning is emphasized. EBs work in heterogeneous or homogeneous pairs or small groups to discuss content, share ideas, and practice language skills; EBs are regularly paired with bilingual mixed-ability peers for cooperative learning and to enhance language development. Structured discourse protocols ensure meaningful interactions and develop students' capacity for deeper academic discussions in English. Additionally, language skills are integrated across subjects. EBs practice academic language in science, social studies, and math contexts, and content-specific vocabulary is explicitly taught to aid in comprehension. As we know that practice accelerates language development, EBs participate in rich discussions in all of their classes to develop language proficiency, critical thinking, and content understanding. Teachers model academic language and encourage active participation during class discussions. Some additional general education classroom strategies to support EBs' acquisition of English language include:

- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Highly-skilled teachers who use a variety of effective teaching strategies and techniques
- Use of native language, when necessary, to clarify words or concepts
- Peer tutoring with students who demonstrate more advanced English skills
- Front loading of key vocabulary
- Word walls to reinforce academic vocabulary
- Extensive independent reading at each student's level
- Frequent use of "turn and talk" and other cooperative learning strategies

Outside the general education classroom, WYLEES has a number of structures to further support our EB students. To plan for general education instruction, our Collaborative Planning and Professional Development (CPPD) days provide teachers to analyze assessment results that guide lesson planning, grouping decisions, and differentiation to adjust instruction based on individual student needs. We leverage technology for personalized learning experiences and to empower EBs to access digital resources and receive home supports. What I Need (WIN) time and/or RTI are leveraged to provide instruction to homogeneous groups based on skill levels, which allows targeted instruction and explicit language skill development. Based on each student's data and the results of general education instruction, RTI and/or WIN time interventions, our EB specialists can also pull students individually or in small groups during our lengthy math and ELA blocks for targeted instruction and additional strategies and supports. Some additional strategies to support EBs' acquisition of English language outside of the general education classroom include:

- In-school tutoring to meet students' academic and developmental needs at each grade
- Labeling items in classrooms and school in different languages
- Phonics, decoding, fluency group pull outs during ELA blocks

Through consistent, schoolwide implementation of these strategies and support from our EB specialists and school structures, WYLEES' EBs are empowered to be academically successful through equitable access to our academic programs and appropriate supplemental support.

e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?

WYLEES' Emerging Bilingual (EB) specialists play a critical role in monitoring and evaluating student progress. EB specialists closely monitor students' progress through various channels, including regular classroom observations which allow us to assess language development, participation, and engagement, analyzing students' written work to gauge language proficiency and growth, assessing reading comprehension and fluency to track literacy growth, and using formative and summative



assessments to track academic progress. Additionally, interim assessments such as WIDA MODEL provide data which allows us to evaluate ongoing progress and the effectiveness of our EB programs, while also providing valuable insights into individual student needs and guiding instructional adjustments, as needed. EB specialists work closely with the school principal and administration to ensure a holistic approach to monitoring through regular meetings and data-sharing sessions to allow for informed and collaborative decision-making. Families are kept up-to-date about their children's progress via bi-weekly communication and semi-annual student-led family conferences in both English and the family's home language to ensure that families feel connected and informed. We transparently share WIDA assessment results with families, helping them understand their child's language development, and we provide information about learning opportunities, workshops, and resources available to support EB students. Students are considered for exit from EB services based on their performance on the WIDA Access assessment: the exit criterion is a Composite score of 4.5 or higher as per guidelines from the Nevada Department of Education and the SPCSA. Any students who are exited based on these assessment results will continue to have any supports they need through WYLEES' incorporation of Universal Design for Learning (UDL).

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.

Though WYLEES does not offer a specific program of Gifted and Talented Education (GATE), our Equitable Whole Child Design model, constructivist approach, and Personalized Learning Pathways (PLPs) ensure that all students, including intellectually gifted students, have the opportunity to grow and thrive. Gifted students are identified through prior years' SBAC test results, MAP and i-Ready diagnostics, internally created classroom assessments and/or collaboration with families. As with all WYLEES' students, this information is collected as a part of each student's Wylee Profile and is used to collaboratively develop a PLP that takes into account the student's academic starting points, goals, interests, strengths, and opportunities for growth.

WYLEES' emphasis on active learning, critical thinking, and problem-solving ensures that our classes are designed to be highly differentiated and provide opportunities for extensions and deeper learning:

- Explorations and WIN Time empower students to grow lifelong learning skills by allowing them to deep dive into topics of interest, allowing for self-directed learning and the pursuit of projects aligned with their passions and ensuring intrinsic motivation and a sense of ownership.
- In Skill Workshops, gifted students can engage in self-paced modules which ensure that their learning journey aligns with their unique abilities.
- In PBL Block, intellectually gifted students can take on more complex projects or more complex aspects of a project, delving into real-world applications that some of their peers may not experience.
- Across all educational experiences, gifted students will be challenged to develop the depth of their knowledge through leadership experiences and peer mentoring that allows them to share their gifts with their peers for the benefit of all.

Since WYLEES already has structures to support planning and differentiation for all students, the only additional resources needed to provide support for gifted students are time to plan and project-specific needs related to their individualized learning.

5) Explain how the school will meet the needs of homeless/migrant students:

- a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?**

Proper identification of homeless and migrant students is an important, sensitive, and sometimes challenging aspect of ensuring that WYLEES meets the needs of all students. To provide appropriate support for these students and their families, we take great care when identifying them. During the registration and enrollment process, we collect relevant information from families and we request enrollment records from prior schools to determine eligibility for services. In addition to building trust with families to ensure that we can obtain accurate information, WYLEES leverages required surveys from the SPCSA and community partners to help us accurately assess students' housing status and rapidly provide services as indicated. At semesterly student-led family conferences and through semi-annual home life surveys, WYLEES will make all families aware of resources available to homeless and migrant families and ensure that we are aware of any changes in families' housing status. The principal and counselor will collaboratively monitor the academic and social-emotional performance of identified students, and staff will be trained at the beginning of each semester on the procedures for confidentiality referring a student for follow up if they suspect financial or housing hardships at home. The principal and school counselor will collaboratively and sensitively investigate and make a determination if services are needed after conferring with identified families, and we will



collaborate with a variety of local and state agencies, private, and/or non-profit organizations to ensure that students and families get the respectful support that they need.

b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

As a part of the enrollment process (and whenever a student is later identified as being homeless and/or migrant), WYLEES conducts a comprehensive needs assessment to understand how we can best provide families with the resources they need for their child to be successful. The assessment will serve to help us identify students' needs regarding food, shelter, clothing, medical care, and/or educational resources and supplies. Students and families with identified needs will receive the required services through the counseling office. The school counselor will:

- Serve as the case manager and primary point of contact for identified students.
- Coordinate with community partners and state and local agencies to obtain resources for students and families and/or to connect students and families directly with support services, educational resources (including including free / reduced cost internet, books, school supplies, educational technology, and/ or special education and ELL services).
- Provide access to counseling and support services to help students and families cope with the mental and emotional toll of their circumstances.
- Provide transportation through Hop, Skip Drive, RTC, or school-owned transportation to ensure that students can attend and have continuity in their education.
- Provide meals through the National School Breakfast and Lunch Program and through partnerships with community organizations to send take home food on Thursdays.
- Update the principal/administration team no less than monthly about services being provided to identified students/families and any gaps, shortfalls, or other needs that must be addressed.
- Develop additional community partnerships with homeless shelters, food and clothing banks, medical providers, and social service agencies to ensure all student needs are met.

3.6 PROFESSIONAL DEVELOPMENT

1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

WYLEES' Professional Development (PD) topics and structures support our academic programs by ensuring that teachers have the common organizational and instructional knowledge needed to reach WYLEES' goals and fulfill its vision of empowering tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement. WYLEES' PD plan is based on dozens of conversations—from teachers both locally and across the nation in a variety of content areas—who regularly shared that they felt that PD was generally too “one-size-fits-all” and often not directly aligned to their professional needs. In alignment with our overall educational philosophy and whole-person, project based learning approach, WYLEES' PD ensures that our teachers' individual strengths, areas for growth, interests, and goals are included in each teacher's Professional Development Pathway (PDP), an individualized PD plan that guides teachers' development throughout the course of the school year. WYLEES additionally seeks to develop teacher leaders who are both empowered learners and pedagogical and content experts who are capable of delivering impactful PD for peers and even other professionals outside of our campus. As such, we leverage the expertise of our own teachers to the greatest degree possible when planning and developing PD, and we utilize outside experts as needed to build our staff's capacity to do so.

Individualized vs. Uniform PD

Though WYLEES empowers teachers to take ownership over their professional learning through the development of an evidence, interest, and goal based PDP, there are certain PD topics that WYLEES must ensure all teachers are proficient in (Uniform PD). Uniform PD is used to ensure that all staff know WYLEES' policies and procedures, state and federal education laws, and other common knowledge that needs to be level-set for all staff members. This includes, but is not limited to, the RTI process, special education services, programs and processes for Emerging Bilingual (EB) students, , UDL, Collaborative Planning and Professional Development (CPPD) days' structures, Project-Based Learning (PBL), Wylee Profiles, and Personalized Learning Pathways (PLPs). Though all teachers may need this information, some may come to the table with a stronger prior knowledge base than others. To honor the expertise of our staff, we will leverage expert practitioners and teachers with specialized knowledge (i.e special education teachers, EB specialists, math teachers, ELA teachers, etc.) to



develop and deliver PD on certain topics. This assists our teachers in their development as leaders and aides WYLEES in that it builds an on-site repository of talent who can help us reach our organizational goals.

Individualized PD can be teacher selected or collaboratively developed between administration and the teacher for the purpose of professional growth in alignment with the organization's goals. WYLEES' PDPs encourage teachers to think about their long-term professional goals and to challenge themselves in ways that align to those goals, feel meaningful to them, and can improve their student growth and achievement results. As with uniform PD, WYLEES leverages expert practitioners as mentors and teacher leaders to assist in the development of less experienced teachers and those who need support in specific pedagogical practices or content areas. When developing PDPs, teachers collaborate with an administrator (the principal in year 1); the administrator may recommend targeted, individualized PD to meet the needs of a specific teacher on an as-needed basis. Recommended individualized PD focuses on WYLEES' instructional model, instructional strategies, or the teacher's content area; such PD can include one-on-one coaching, mentoring, and/or small or whole-group professional development, as well as independent learning, book studies, attending external PD, visiting other school sites to observe model teachers and best practices, or other meaningful learning experiences aligned to their goals.

Internal and External Providers

WYLEES' internally developed and delivered PD leverages the expertise of teachers, administrators, staff, and even students, on occasion, to craft PD to meet our organizational goals and to meet teachers' personal objectives and professional goals as outlined in their PDPs. When internal resources are unavailable, inadequate, or impractical, we utilize external PD providers to help us all achieve our goals. This includes PD from assessment creators and curriculum providers such as NWEA MAP, i-Ready, and WIDA, as well as from other sources aligned to our model, such as the Buck Institute for PBL and other expert practitioners of PBL, whole-child design, and/or personalized learning. We have budgeted to pay for teachers' ELAD endorsements, if needed and obtained within the first two years of employment, and we also have a budget for additional on-site and off-site PD to meet additional needs identified within teachers' PDPs, by WYLEES' internal data on student growth and achievement, or in response to other organizational needs as they arise. As much as possible, we will also leverage opportunities to learn from local high-quality schools and practitioners aligned to our needs to keep these costs to a minimum.

Core PD Components and Key Topics

The core components of WYLEES' PD are research-based and selected to further specific organizational goals. Key core uniform PD includes:

- learning about applicable state and federal laws pertaining to education,
- understanding WYLEES' policies, procedures, and innovative features (e.g. Wylee Profiles, PLPs, CPPD days, etc.),
- learning best practices for inclusive communications with families, students, and staff,
- topics directly related to supporting our educational model (e.g. planning and evaluating high-quality PBL, personalized learning, standards/competency-based grading, restorative justice, SEL, etc.),
- best practices around collaboration, interpersonal communication, lesson planning, and lesson design, and
- differentiating instruction for all students (including RTI, special education, Universal Design for Learning (UDL), Quality Teaching for English Learners, etc.).

Additionally, to support the implementation of WYLEES' educational model, our uniform PD may focus on topics such as developing valid and reliable common assessments, data collection and analysis, developing ambitious and realistic Personalized Learning Pathways (PLPs) with every student, supporting language development for Emerging Bilingual (EB) students and low-literacy learners, and ensuring equitable whole-child design principles, diversity, equity, inclusion, and anti-bias and antiracism are at the heart of every teacher's instructional practices. Individualized PD may delve deeper into any of the topics above, explore leadership competencies, public speaking skills, or any other area that the teacher feels is meaningful and can demonstrate is relevant to improved outcomes for students.

PD Structures

Our PD structures include a variety of learning opportunities throughout the school year, such as:

- Summer Set Up for Success: All staff will attend a three-week, beginning of year summer institute dedicated to community building, level-setting, uniform PD, collaborative long-range planning, learning environment preparation, and the development of PDPs.
- PDPs and Individualized Administrative Support: The principal (and/or other administrators in later years), works with each teacher to develop a Professional Development Pathway (PDP) that prioritizes the teacher's goals and



collaboratively identified areas for growth. The administrators conduct non-evaluative observations and meet with teachers individually to provide targeted support aligned to the plan.

- Friday Collaborative Planning and Professional Development (CPPD) Days: Throughout the year, WYLEES' teachers receive ongoing uniform and individualized PD, PLC with their grade level or content area peers, work with and learn from the SPED Team and EB specialists to develop lessons, scaffolds, and other interventions, analyze student achievement data, and collaboratively discuss instructional shifts based on data and/or research.
- Self-Guided Professional Development, Small Group, and Individual PD: In alignment with their PDPs, teachers may choose to pursue action research, engaging in interest-driven data cycles to learn more about their own practice or student achievement, participate in book clubs or case studies, or attend PD opportunities curated from external sources at times that are convenient for them.
- Peer Mentoring, Coaching, and Leadership Development: To ensure the sharing of best practices and to maintain a focus on continuous improvement, all teachers will periodically engage in instructional walks/peer observations, data walks, and data cycles to better understand current practices and to collaboratively develop ideas for further growth. Less experienced teachers and those with specific identified areas for growth will be paired with a mentor teacher who can serve as an instructional coach and provide other resources as needed.

WYLEES' approach ensures that all PD is meaningful, responsive to staff's needs and professional goals, and supports our educational model for the benefit of all students.

2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. *Ensure alignment to incubation year plan.*

WYLEES' incubation year training focuses first on developing collaborative relationships, structures, and trust between educators, their peers, and administrators, and then introduces relevant training as it is needed for planning and start-up activities. Based on copious teacher feedback, every day of WYLEES' incubation year start-up PD includes time for classroom setup and/or What I Need (WIN) Time to be used in accordance with each teacher's needs.

WYLEES' Summer Set-Up For Success (July 14, 2025 - August 1, 2025)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1, 7/14-7/18	<ul style="list-style-type: none"> • Ice-breakers, community building, and culture level-sets • Mission, Vision, Core Values • Model FAQs • Classroom setup 	<ul style="list-style-type: none"> • Community building • Whole-Child Approach • PBL, Wylee Profiles, and PLPs • Developing a PDP • Self-paced state-required training • Classroom setup 	<ul style="list-style-type: none"> • Community building • Collaborative structures: Grade Level and Subject Area PLCs • Staff communication structures • Staff Handbook • Self-paced state-required training • Classroom setup 	<ul style="list-style-type: none"> • Community building • Circles, SEL, and Restorative Justice • Planning for Gold-Standard PBL (Buck Institute) • Self-paced state-required training (if needed) • Self-paced training, WYLEES' policies, procedures, and structures • Classroom setup / independent What I Need 	<ul style="list-style-type: none"> • The WYLEES' Way / Graduate Aims • Growth Mindset for all • Advisory structures & collaborating with students • Overview, RTI, SPED, and EB processes, programs, and services • Planning for personalized learning • PLC Initial Meetings • WIN Time • "Early Out" off-site community



				(WIN) Time	building
Week 2, 7/21-7/25	<ul style="list-style-type: none"> ● Teacher coaching & evaluation cycle ● Evaluation of PBL projects ● Design for Justice: UDL, anti-bias, and culturally relevant teaching ● Discipline policy and procedures ● Grade Level PLCs: Focus: Circles, restorative practices, grade-level wide routines & expectations, student roster deep-dive (prior achievement & current services) ● WIN Time 	<ul style="list-style-type: none"> ● Skill Workshops and personalized learning ● Supports for EBs: interpreting WIDA results, using QTEL, structured discourse, and multiple means of representation ● Design for Differentiation: PLPs and blended and flipped learning ● Subject Area PLCs: Focus: “Power Standards”, highly differentiated instruction, long-range planning outline (Q1) ● WIN Time 	<ul style="list-style-type: none"> ● Using high-quality assessments and data-driven instruction ● i-Ready training: Diagnostics, MyPath, and Teacher Toolbox ● The RTI process and identifying students for SPED ● High-quality interventions for different learners ● Subject Area PLCs: Focus: Assessment tools, data checkpoints, and planning for intervention ● WIN Time 	<ul style="list-style-type: none"> ● Schoolwide calendar of events & important dates ● Student culture, interest, and goal setting in lesson planning ● Subject Area PLCs: Focus: Backwards planning (from assessments to whole group, small group, and individualized learning) ● Grade Level PLCs: Focus: Backwards planning (from PBL presentations of learning to Essential Questions) ● WIN Time 	<ul style="list-style-type: none"> ● SBAC trends data dive ● NWEA MAP Training ● Amplify Science training OR ● Learning for Justice Training OR ● Subject Area PLCs: Planning Time ● Grade Level PLCs: Planning Time ● WIN Time ● “Early Out” off-site community building
Week 3, 7/28-8/1	<ul style="list-style-type: none"> ● WIN Time ● Individualized PDP development and/or PD ● Subject Area PLCs: Planning Time ● Grade Level PLCs: Planning Time ● Principal, SPED Team & EB Specialists cycle through PLCs ● Individualized coaching with select staff & principal 	<ul style="list-style-type: none"> ● WIN Time ● Individualized PDP development and/or PD ● Subject Area PLCs: Planning Time ● Grade Level PLCs: Planning Time ● Principal, SPED Team & EB Specialists cycle through PLCs ● Individualized coaching with select staff & principal 	<ul style="list-style-type: none"> ● WIN Time ● Individualized PDP development and/or PD ● Subject Area PLCs: Planning Time ● Grade Level PLCs: Planning Time ● Principal, SPED Team & EB Specialists cycle through PLCs ● Individualized coaching with select staff & principal 	<ul style="list-style-type: none"> ● WIN Time ● Individualized PDP development and/or PD ● Subject Area PLCs: Planning Time ● Grade Level PLCs: Planning Time ● Principal, SPED Team & EB Specialists cycle through PLCs ● Individualized coaching with select staff & principal ● Submit Week 1 Lesson Plans 	<ul style="list-style-type: none"> ● WIN Time ● Individualized PDP development and/or PD ● Begin Week 2 lesson plans ● Subject Area PLCs: Planning Time ● Grade Level PLCs: Planning Time ● Principal, SPED Team & EB Specialists cycle through PLCs ● Individualized coaching with select staff & principal ● “Early Out”



					off-site community building
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All topics explored in WYLEES' Summer Set-up For Success are either intended to level set understandings and expectations or as an initial starting point for each teacher's individual PDP journey. Coaching in week three prioritizes newer teachers and those who have expressed an interest in early support; all staff will receive individualized coaching throughout the year, and all topics above (in addition to other topics such as RTI and SPED Team processes and services, reading IEPs, implementing accommodations / modifications, communication with families, and more), will be explored more deeply on a uniform or individualized basis, as needed, on Friday CPPD days and at other times throughout the year. Any state or federally mandated trainings not indicated above will be required of pertinent staff during the course of the school year (most often on CPPD days, as possible), and SPED team members receive additional training to ensure IEP processes, caseload management, paperwork, and data collection are all aligned to WYLEES' policies and procedures and state and federal laws.

3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?

WYLEES is committed to fostering a culture of continuous growth and professional excellence among our staff. Our PD plan is designed to empower educators, enhance their skills, and provide just-in-time support to ensure maximal professional growth for teachers and maximal academic growth and achievement for all of WYLEES' students.

Throughout the school year, we allocate 28 Fridays for Collaborative Planning and Professional Development (CPPD) days; we also reserve 8 Fridays throughout the year for teacher wellness days in which teachers can achieve their personal and professional goals in the place and manner that they see fit. Each morning, we allocate 30 minutes for individual planning and preparation, collaboration, and/or common planning as needed. Additionally, teachers have 90-minute preps twice per week which can be used for individual planning and preparation, for observations, coaching, collaboration, and/or common planning, as needed. This structure allows our teachers to teach content from Monday through Thursday, make adjustments to instruction throughout the week, and discuss student learning data and classroom artifacts on Friday in collaboration with peers to make additional instructional adjustments as needed.

Our comprehensive and holistic approach to PD ensures that educators feel valued as professionals, empowered to make decisions that will benefit them and their students, and provide the support needed to be successful. We recognize that well-rounded educators positively impact student learning. As such, our approach includes not only subject knowledge and pedagogy but also social-emotional skills, cultural competence, and leadership abilities. Our multi-tiered support system includes:

- Professional Development: Regular workshops, seminars, and conferences covering topics such as differentiated instruction, equity, and assessment literacy.
- Collaborative Learning Opportunities: Teachers engage in professional learning communities (PLCs), where they share best practices, analyze student work, and explore innovative teaching methods.
- Observation and Coaching Cycles: Frequent classroom observations by instructional leaders and peer coaches provide targeted feedback and promote continuous improvement.
- For teachers who need or want additional support:
 - Intensive Coaching: We offer personalized coaching from peers, the principal, and external partners.
 - Observations of High-Performing Teachers: Learning from exemplary colleagues inspires growth.
 - Site Visits to High-Performing Schools: Exposure to successful practices at other sites informs our own strategies.
 - Specialized Professional Development and Growth Plans (PDPs): Tailored plans address specific needs and goals.

4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.

At WYLEES, we are committed to supporting our teachers' professional growth and development. We have a comprehensive coaching plan in place to ensure that our teachers receive the support they need to thrive in their roles and effectively serve our students. All teachers participate in at least one formal coaching cycle, as described below. Formal coaching involves both scheduled and unscheduled observations by the teacher's supervisor (the principal or assistant principal in later years);



individualized coaching follows the same essential procedures, but may involve grade level or subject area peers or other members of the educational staff to target specific self-identified or administratively-identified needs.

1. **Pre-Observation Meeting:** We discuss the teacher's PDP, including their goals, areas of PD focus, and a specific lesson or unit to be observed. This allows the teacher to share any areas in which they would like feedback and orients the principal or other supervisor to the teacher's needs.
2. **Classroom Observation:** The supervisor observes the teacher, taking notes on teaching practices, student engagement, and the learning environment using the Nevada Education Performance Framework (NEPF) Teacher Observation/Evidence Review Tool to capture notes and initial feedback related to priority areas identified in the pre-conference and observations about instructional practices, student engagement, and other pertinent details.
3. **Data Analysis:** The supervisor reviews data collected during the observation, as well as student work samples, interim growth and achievement data, and other indicators, as appropriate to identify strengths and areas for growth between the observation and the post-observation meeting.
4. **Post-Observation Meeting:** The teacher and supervisor discuss the observation notes, any relevant student data, and any clarifying or probing questions the supervisor has about the observation. The supervisor uses Socratic questioning to elicit reflection from the teacher about key areas for reflection and provides targeted, actionable feedback, focusing on the teacher's strengths and growth opportunities.
5. **Goal Setting:** At the end of the post-observation meeting, the supervisor and teacher revisit the teacher's PDP to ensure any identified opportunities for growth are included in the plan as collaboratively set SMART goals. Any identified strengths may also serve as the basis for SMART goals to develop the teacher's development as a leader.
6. **Action Planning:** Action plans outlining steps to achieve the teacher's goals, including specific, actionable strategies for PD, needed resources and support, and a timeline for completion are included in the teacher's PDP.
7. **Implementation and Monitoring:** The teacher works to achieve the PDP goals, while the supervisor ensures that the teacher has any needed support and periodically monitors progress through follow-up observations, one-on-one check-ins, and data collection, providing ongoing feedback and additional support as needed.
8. **Reflection and Evaluation:** The teacher and supervisor individually and collectively reflect on the coaching process and the progress the teacher has made towards their PDP goals. Candid, bi-directional feedback grounded in evidence is used to improve future goal setting, action planning, and coaching support.
9. **Celebration and Continuous Growth:** Embracing the tenets of continuous improvement, celebrations of growth are elevated above any areas of opportunity for continued growth that will be addressed in future coaching cycles. As with all members of our community, we acknowledge and embrace imperfection as the norm, and instead emphasize the importance of iterative improvement.

In addition to the coaching cycle, we also conduct data walks to support continuous improvement. This collaborative process involves teachers and administrators and focuses on developing teachers' capacity for collecting and analyzing data—including student work, assessment results, and classroom observations—to understand the impact of instructional practices and improve student outcomes. The process comprises several key steps:

1. **Establishing a Focus:** Educators and administrators identify a specific improvement area based on school-wide goals, curriculum needs, or student achievement gaps.
2. **Data Collection & Analysis:** The team collects relevant data such as student work samples, assessment results, or teacher lesson plans related to the focus area.
3. **Instructional Rounds:** Instructional rounds focus on observing classrooms to further explore specific "look fors" related to the focus area. Participants observe independently using a collaboratively developed tool and then reconvene to debrief and compare observations.
4. **Data Analysis:** The team analyzes and discusses the collected data, including observation notes, to identify patterns, trends, and evidence of potentially effective instructional practices.
5. **Identifying Strengths and Areas for Improvement:** The team identifies strengths and areas for improvement based on the data analysis.
6. **Action Planning:** The team develops an action plan to address identified areas for improvement.
7. **Implementation and Monitoring:** The team monitors the progress of the action plan through ongoing data collection and analysis.
8. **Reflection and Evaluation:** The team evaluates the impact of the changes on student learning and informs future data rounds and school improvement initiatives.



Through these processes, teachers and administrators collaboratively examine our practices and outcomes and further develop our ethos of iteration and continuous improvement for all.

5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?

Every year, our teachers and staff participate in comprehensive training sessions focused on understanding and addressing the unique requirements of students with disabilities. This includes strategies for differentiation, creating accessible materials, and fostering an inclusive classroom environment. We emphasize the importance of supporting our EB students. Our PD covers effective language acquisition techniques, cultural responsiveness, and scaffolding instruction to meet the linguistic needs of our diverse learners. Our Summer Set-Up for Success and Friday CPPD days ensure that all staff can support all learners through PD on RTI, special education services, reading and implementing IEPs, progress monitoring, UDL, language supports for EB students, and services for migrant and homeless students. Teachers receive ongoing support regarding RTI and early intervention strategies, progress monitoring, collecting and analyzing data, caseload management, maintaining complete and accurate records, understanding student-specific goals, implementing accommodations and modifications effectively, and adhering with both WYLEES' internal standards and state and federal regulations. WYLEES' PLC structures allow teachers to support each other and provide time and opportunities for the SPED team and EB specialists to provide additional resources and support, and individualized and formal coaching ensure that we have redundant structures to ensure that all educators are supported in exactly the way they need to ensure that students who need extra support get what they need, too.

6) Identify the individuals (or positions) and/or vendors responsible for professional development.

To the greatest degree possible, WYLEES intends to develop our teachers as leaders both inside the classroom and out. This entails providing opportunities for teachers to develop their expertise as professionals and to share that expertise with their peers through leading selected PD. Our special education teacher, for example, will provide selected PD related to the RTI process, reading and implementing IEPs, and so on, while our Emerging Bilingual specialists will provide PD related to topics like instructional supports for EB students and Quality Teaching for English Learners (QTEL) strategies. The principal will provide PD on model specific topics, such as Wylee Profiles and Personalized Learning Pathways (PLPs), and other staff will provide PD on topics within their areas of expertise.

In certain cases, WYLEES will contract with external professional development providers to meet needs related to specific curricula or to prepare key staff to provide PD to others. The decision to seek and obtain PD support from outside vendors will be based on input from teachers, feedback about site-created PD, observation data, and student performance data to determine both the timing and content of any such support. Since WYLEES' approach to contracting for outside support is responsive to these factors, it is foreseeable that the list of outside vendors provided below will be added to as additional needs are identified:

Vendors For WYLEES' External Professional Development	
Vendor	Service and Rationale for Selection
Curriculum Associates (CA)	<p>CA is the publisher of i-Ready (including the i-Ready Diagnostics, Ready Reading, and Ready Math)</p> <ul style="list-style-type: none"> Provides training on i-Ready diagnostic, understanding and utilizing diagnostic data for instruction, and curricular tools to support student growth and achievement PD cost is included in budget as a part of curriculum costs for i-Ready
Learning for Justice: Critical Practices for Social Justice Education ⁹⁷	The Southern Poverty Law Center's Learning for Justice PD is a free resources that can be used to support the implementation of anti-bias, antiracist practices. This resource aligns with WYLEES' Equitable Whole Child Design model and our commitment to a respectful, diverse, equitable, and inclusive school community.
Nevada State College (NSC) ⁹⁸	NSC is recognized by Nevadans Teaching English to Speakers of Other Languages

⁹⁷ [Critical Practices for Anti-bias Education | Learning for Justice](#)

⁹⁸ [Bilingual and ELAD endorsement | nvtesol](#)



	(NVTESOL) as a local provider for the TESL/ELAD endorsement required of all WYLEES' educators. WYLEES has budgeted to support teachers who do not have this credential and to cover its cost for any teacher who obtains it within their first two years at WYLEES.
PBL Works / Buck Institute ⁹⁹	<p>PBL Works and its parent organization, the Buck Institute for Education are internationally recognized for their leadership in the field of Project-Based Learning (PBL). PBL Works is a valuable source for external PD for a number of reasons:</p> <ul style="list-style-type: none"> ● PBL Works website offers many free resources and online guides that can be included at no cost in teachers PDPs ● Additional self-directed learning opportunities are available through books published by PBL Works which can be used for book studies or independent PD ● Low-cost, online PD is available for individual teachers and teacher leaders who are interested in coaching others in the implementation of PBL
Restorative Justice Education (RJEd)	Restorative Justice Education (RJEd) is a 501(c)3 non-profit organization which uses restorative principles to nurture culturally appropriate relationships. Their training teaches restorative justice principles to educators, school staff, boards, superintendents, social workers, parents, and/or students, and participants are then qualified to train others. Training is flexible, online, and can build on-site capacity to better implement restorative justice principles.

3.7 SCHOOL 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.

At WYLEES, we are cultivating a culture that is rooted in our vision and mission. In order to achieve our vision of empowering tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement, we must engender a culture that is empowering, creative, collaborative, and engaged. In order to fulfill our mission of energizing diverse youth leaders who are socially, emotionally, and academically prepared to shape the future, engaging students in academics through community service and real-world, hands-on learning, and empowering students to solve problems through innovation, advocacy, and action to create a better world for all, we must develop an ethos that students and staff can connect to and live by. Our ethos is embodied in the graduate dispositions we aim to develop in our students, known as the WYLEES' Way:

- **World Changer:** Our students commit to improving the world around them, including by working with or mentoring others and investing their time in activities that uplift their community.
- **Yearning for Learning:** Our students are tenacious, critical and analytical thinkers with a passion for lifelong learning and personal growth.
- **Limber Thinker:** Our students generate new ideas and new ways of thinking using their powerful imagination and their ability to adapt to new situations.
- **Empathetic Citizen:** Our students demonstrate kindness, understanding, and respect when interacting with others.
- **Empowered Leader:** Our students understand their own needs, values, and priorities, and possess the mental and emotional autonomy to pursue what is important to them.
- **Stubbornly Successful:** Our students possess the skills, habits, and attitudes needed to succeed in any learning, work, or social environment they encounter.

We embrace and celebrate diversity, champion equity, and commit to inclusion through our intentional commitments to DEI and our core belief that every student, staff member, and family should feel valued, respected, and heard as their authentic selves. We foster a growth mindset for students and staff through PLPs and PDPs that allow us all to build on our strengths, make plans to achieve goals that we can't quite reach yet, and to create new goals so that we can reach new heights once we have achieved what we once might have thought was impossible. We don't give up, and we commit to doing our best and learning from our mistakes. We support each other, rely on one another, and believe in one another. We are kind, respectful,

⁹⁹ [2024 Online Workshop & Course Calendar | PBLWorks](#)



and empathetic. Our school is physically and emotionally safe, and we engage in friendly competition, celebrating each other's successes no matter the outcome.

We achieve this culture by living it, leading it, and reminding each other that this is the way. Our staff takes pride in modeling positive behaviors for students, and The WYLEES' Way provides staff with a touchstone to reflect on their own actions, as well as a guidepost to reference with students when they start to go off course. Our collective expectation is that we live up to these dispositions as much as possible, and—in alignment with our growth mindset—that we are kind to ourselves when we fall short and that we re-commit to working harder to achieve them.

WYLEES culture promotes a positive academic environment and reinforces student intellectual and social development by acknowledging that no one in the world is perfect, that we all have room to grow, that success is not permanent, that failure is not fatal, and that the one thing that matters more than anything else is always trying to do one's best. This takes much of the baked-in pressure of school (and for that matter, adolescence) out of the equation when trying to focus on growth and achievement, and it serves as a constant reminder to everyone in the building that we should collaboratively strive for empathy, kindness, and respect. In an environment like ours, mistakes are expected as an important part of learning and iterative growth; persistence is valuable and it leads to long-term success.

This is the ethos of WYLEES. This is how we are preparing our students to be the leaders of tomorrow. This is how we are making a difference today. This is the WYLEES' Way.

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 assisting students who enter the school mid-year to adapt to the school culture.

Our plan to establish a culture of high expectations with students, families, teachers, and staff and to promote a positive school culture begins well before the first day of school. The first step in building a culture of high-expectations that values a growth mindset, champions diversity, equity and inclusion, and aligns to our mission and vision is to use intentional, equitable, and reflective hiring practices to recruit and hire a diverse staff that is representative of the demographics of our student population and committed both to a growth mindset and our mission and vision. Once we have hired a staff that meet these requirements, we spend the first part of our Summer Set-Up for Success building community, engaged in PD around the school's mission, vision, model, and The WYLEES' Way, and we begin to develop a collaborative approach to teaching, learning, and professional growth that will lay the foundation of the modeling that we collectively do for students to teach The WYLEES' Way by example.

By the time students join us for optional orientation on the Thursday and Friday before school begins, grade level and subject area PLCs have had time to think about and plan for explicitly teaching The WYLEES' Way as a part of their initial week of instruction. The school leader and select staff will also share The WYLEES' Way, our commitment to the whole-child, and the importance of a growth mindset at the optional orientation and in our initial student recruitment efforts as well. By the time students attend their first day of classes, both they and their families will have some exposure to the culture that we intend to establish. Once school begins, we take a number of steps to cement and reinforce that culture as a part of everything we do, including:

- **Establish a Shared Vision:** Through recruitment, CAT meetings, student-led conferences, and daily instruction, we engage all stakeholders in a vision emphasizing the importance of Diversity, Equity, and Inclusion (DEI), a growth mindset, and a whole-child approach as the bedrocks of our school.
- **Explicitly Teach the WYLEES' Way:** Since it is fundamentally connected to our mission and vision, The WYLEES' Way is important for every member of our community to know. These are the explicit outcomes that we are trying to achieve for students, and everyone should know them well so that we can achieve them.
- **Lead by Example:** All staff model and encourage effort, persistence, and resilience. We acknowledge our mistakes and imperfections and commit to learn from them and get better. We believe that every student, regardless of their background or language proficiency, has the potential to succeed.
- **PBL Block, Explorations, and Skill Workshops:** These classes, by design, show the value of diversity, equity, inclusion, iteration, growth mindset, collaboration, and perseverance as key components of life-long learning. These classes foster collaboration, sharing ideas, and valuing mistakes as learning opportunities and help us build a positive and supportive learning environment. Students learn and internalize The WYLEES' Way through direct engagement in the learning process.



- **Promote Self-Assessment/Reflection:** Students set PLP goals, reflect on their learning frequently, and track their progress towards their goals. This practice encourages students to take ownership of their learning and think about solutions rather than shortcomings.
- **Create a Frank and Supportive Environment:** We celebrate diversity, address biases, explore difficult topics, and encourage open dialogue. We give and expect thoughtful, critical feedback that is designed to help us improve. We believe that every student, staff member, and family should feel valued, respected, and heard as their authentic selves.
- **Develop Policies and Practices:** We use or create inclusive curricula, differentiated instruction, and equitable assessment methods. These policies and practices ensure that all students have an equal opportunity to succeed.

Students Entering Mid-Year:

For students who enter the school mid-year, we have a comprehensive plan to help them adapt to our school culture. In addition to all of the above, we:

- **Assign a Student Ambassador:** We assign a student ambassador to assist new students in navigating the school. This peer support helps new students feel welcomed and included and embodies our vision of empowering youth leaders.
- **Mid-Year Orientation:** We provide a comprehensive orientation including a school tour, staff introduction, and curriculum overview, and explicit teaching of The WYLEES' Way. This orientation helps new students understand our school culture and expectations.
- **Communicating with Families:** We ensure families are aware of the support provided and encourage their involvement in their child's learning. Family involvement is crucial for student success.
- **Celebrating Identity and Diversity:** We celebrate student identities and diversity throughout the year through events, performances, projects, curriculum, and field trips. These celebrations help students feel valued and included.

3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan?

WYLEES' school culture goals are:

- **Celebrate diversity, champion equity, and commit to inclusion:** Create an inclusive ecosystem where every student, staff member, and family feels valued, respected, and heard as their authentic selves, where every member of our community gets the attention and support they need, and where everyone is welcomed and no one is left out. 95% of stakeholders report positive feelings of inclusion on internal school climate surveys.
- **Embrace mistakes and adopt a growth mindset:** Adopt the perspective that our imperfections are a part of who we are, that mistakes and failures are powerful tools for learning, and that as long as we are alive we have room to grow. 90% of stakeholders express their commitment to a growth mindset in climate surveys.
- **Collaborate, innovate, and ideate:** Normalize working together, sharing ideas, dreaming wildly for the sake of improvement, and recognizing that the best solution of today is possibly wrong and definitely incomplete. 100% of students and staff collaborate with peers and with each other weekly as measured by observation.
- **Commit to lifelong learning:** Foster curiosity and creativity and empower our stakeholders to use learning tools for perpetual personal growth. 100% of students have a PLP and plans to learn at least one non-academic subject or skill. 100% of staff have a personal learning goal unrelated to work as measured through empathy interviews.

To evaluate the school culture and the implementation of our culture plan, WYLEES:

- Conducts surveys, focus groups, and empathy interviews to solicit frank, thoughtful, and actionable feedback on students', families', and staff's experiences and their perceptions of school culture.
- Leverages data walks, PD, and formal and individualized coaching as opportunities to observe and collect data on student, staff, and structural indicators of success in meeting our culture goals.
- Measures academic progress and indicators of success in collaboration, innovation, ideation, and growth mindset through internally developed success skills rubrics aligned to PBL project outcomes and other internally created classroom assessments.
- Analyzes student work and outcomes in Explorations to ensure that students are able to use learning tools for personal growth.

4) Describe the school's approach to help support all students' social and emotional needs.

WYLEES' Equitable Whole Child design model and our focus on developing lifelong learners with growth mindsets ensure that students' social and emotional needs are as integral to instruction and learning activities as academics; one of our mission-specific academic goals aligned to our model is ensuring that students develop age-appropriate skills in the CASEL 5



framework¹⁰⁰ as measured by internally created rubrics. To ensure that we meet this goal and support all students' social and emotional needs, WYLEES takes a three pronged approach:

- **Advisory Classes and Explicit SEL:** WYLEES' Advisory classes provide us with the opportunity to generally support students' social and emotional needs through developing a relationship with a trusted Advisory teacher and providing students with a space where they can reflect on their inner world and plan to improve their own learning experiences. Advisory is also a place where we can leverage the free Harmony SEL curriculum to provide explicit S.A.F.E. SEL instruction (i.e., Sequenced: Provide connected and coordinated activities to foster skills development; Active: Use active forms of learning to help students master new skills; Focused: Emphasize developing personal and social skills; Explicit: Target specific social and emotional skills).¹⁰¹
- **PBL Block, Explorations, and Embedded SEL:** WYLEES' inquiry based classes such as PBL Block and Explorations, help students to build relationships, explore their identity, and develop skills for productive collaboration and navigating conflict. PBL requires students to manage time, teams, and tasks, while also encouraging collaboration and shared decision-making. As they navigate solutions to project dilemmas, healthy conflicts may arise among team members. This is an excellent opportunity to teach students to manage deadlines, disagreements, and expectations from community partners; with scaffolding and guidance from the teacher, students learn to balance responsibilities and collaborate effectively. Additionally, over time, as students engage in public presentations and receive feedback, they develop confidence, viewing themselves as productive contributors to the community.
- **Restorative Justice & Community Building:** Restorative practices encourage self-reflection and understanding, teach students to manage emotions and conflicts, and encourage thoughtful choices based on empathy and consequences. When coupled with intentional community building through inclusive environments, shared experiences, and circle structures that allow staff, students, and small groups to engage in open conversations, make decisions, and address conflicts, students are able to develop important skills that allow them to build (or rebuild) relationships and develop empathy and understanding.

Circles help meet students' social and emotional needs by elevating the importance of connection, interconnectedness, and listening to one another, while also routinizing communicating one's thoughts, emotions, and interacting thoughtfully and respectfully with one another.¹⁰² WYLEES' staff also participate in circles on CPPD days, with the goals of building capacity for teachers' circle facilitation and creating an egalitarian space for staff communication that can be used for building community, learning new information, and building and restoring relationships.

Each circle opens with an emotional check-in question, allowing students to express their current emotional state and fostering an environment of empathy and understanding. The focus of each circle varies, it could be a learning topic or conflict resolution, depending on the needs of the students at that time.

Discussions in these circles focus on both the material at hand and personal reactions, encouraging students to share their thoughts and feelings openly. This open communication helps in building positive relationships and reinforcing positive behavior. Restorative language is used in these circles to facilitate this process. Students take turns speaking on issues they want to bring to the class, promoting a sense of ownership and responsibility among them. The behaviors normalized in these Restorative Justice (RJ) Circles include thanking each other, expressing feelings, practicing apologizing, showing support, and showing gratitude. These behaviors are integral to creating a supportive and empathetic community within the school. Examples of discussions that take place in these circles include addressing upsets, discussing disruptive behavior, discussing choices, and asking for later discussions. These discussions help students understand the impact of their actions and make thoughtful choices in the future. Finally, circles close with a connection, asking for gratitude for learned items. This practice helps students reflect on their learning and appreciate the knowledge and understanding gained. Through these circle processes, we are not only addressing the immediate social and emotional needs of our students but also equipping them with the skills and understanding to manage their emotions and conflicts effectively in the future. This approach is central to our commitment to providing a holistic and inclusive education for all our students at WYLEES.

The table below illustrates how WYLEES uses circles to meet the social and emotional needs of students in different tiers.

WYLEES' Tiers of Support for Social Emotional Learning and Circle Structures

¹⁰⁰ [What Is the CASEL Framework? - CASEL](#)

¹⁰¹ [Explicit SEL Instruction - Casel Schoolguide](#)

¹⁰² [Circle Process: Restorative Circles and Community Building - Mediators Beyond Borders International](#)



Tier 1: Universal Support for All Students	<ul style="list-style-type: none"> ● Morning and Closing Circles: Our Advisory teachers use these circles daily to build relationships, communicate, and solve problems together. Students are encouraged to use restorative language, which focuses on positive feedback and encourages students to take responsibility for their own actions. ● Learning Circles: Teachers may use these circles in any class, but they are strongly recommended in PBL Block, Science, and Explorations. These allow classes to hold discussions about learning, focusing on both material and personal reactions. Types of learning circles include sequential, non-sequential, and fishbowl circles. ● Restore Circles: These circles are used to resolve and restore problems within the group in any class. They can be formal or informal, and may be run by an outside facilitator, if the situation necessitates it.
Tier 2: Targeted Interventions for Students Who Need Additional Help	<ul style="list-style-type: none"> ● Restore Circles: These circles can also be used as a part of Tier 2 interventions for victim-offender dialogues to resolve conflict; these are facilitated outside the classroom for Tier 2 applications.
Tier 3: Intensive, Individualized Support for Students with Significant Challenges	<p>WYLEES' Village Circle: This circle addresses extreme misbehavior in-class and in larger school disruptions. It is conducted by a neutral facilitator, the principal (or assistant principal, in future years), and is used for high-stakes conferences involving the victim's and the offender's families and community members. It aims to resolve and restore serious incidents and may involve law enforcement, family members, or outside agencies.</p>

5) Discuss any required dress code or uniform policy.

WYLEES does not require school uniforms; instead, dress code expectations are designed to nurture self-expression while maintaining a safe and respectful learning environment which is free from unnecessary distractions. **For more on WYLEES' Dress Code, please see our attached Discipline Policy (Attachment 4).**

3.8 STUDENT DISCIPLINE

- 1) **Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.**

At WYLEES, we believe in an approach to discipline that aligns with whole-child design and emphasizes the importance of building positive relationships, creating environments filled with safety and belonging, providing relevant learning opportunities, developing lifelong skills, habits, and mindsets, and providing comprehensive supports to meet the needs of every student. Our discipline policy is rooted in Restorative Justice (RJ) practices, which focus on repairing and maintaining positive relationships, ensuring safety and belonging, using authentic situations to provide relevant learning opportunities, helping students to develop lifelong self-management skills, and providing extra support for students who need it.

We take a proactive approach to discipline and encourage students to meet behavior expectations through Positive Behavioral Interventions and Supports (PBIS), community building, and RJ practices. We set clear and consistent expectations and recognize and incentivize positive behavior. Our aim is to create a positive and supportive school environment where students are less likely to engage in negative behaviors in the first place.

Before classes start (or at the time of enrollment for students who join WYLEES mid-year), we clearly communicate school-wide expectations. We ensure that grade levels have clear, common classroom expectations by allocating PD time during the Summer Set Up for Success for grade-level Professional Learning Communities (PLCs) to collaboratively develop them. These expectations are clearly communicated to students and families and are revisited and reinforced throughout the school year. In Advisory classes especially—but also throughout the school day—we focus on teaching positive behavior strategies, similar to how we teach other subjects. These strategies include social skills, conflict resolution, and self-regulation.

Students are recognized in their classes and at school-wide events for behaviors that align with The WYLEES' Way, especially when those behaviors include being empathetic, kind, respectful, and inclusive of others. This recognition is intended to “catch



students doing the right thing” and to uplift their actions as exemplars. Recognition can be as simple as a thank you or some other acknowledgement of positive behaviors, while other times, we may have special recognition ceremonies, lunches, awards, or privileges that accompany positive behaviors as a way of both reinforcing some students’ intrinsic motivation and adding extrinsic motivators for students who need them.

In alignment with our whole-child approach, our use of PBIS and RJ practices, and our use of Multi-Tiered Systems of Support (MTSS) for students, WYLEES uses three tiers of support and intervention to meet the needs of students who engage in undesirable behaviors:

1. **Tier 1: Universal support for all students.** Teachers use consistent rules, routines, and positive reinforcement. They address minor behavioral issues promptly. School wide, we host assemblies, display posters, and engage in other campaigns to reinforce positive behaviors. RJ practices include the use of restorative language and Community Circles to build the habit of egalitarian discussion and community conversations about important subjects (see Section 3.7, Question 4 for more on circles).
2. **Tier 2: Targeted interventions for students who need additional help.** This includes Check-In/Check-Out (CICO) where students meet with a mentor daily to review goals and receive feedback, Social Skills Groups for targeted instruction for specific skills (e.g., anger management, friendship-building), and Behavior Contracts, which are agreements between students and teachers outlining expectations and rewards for positive behaviors. RJ practices include the use of Restorative Circles, individual or small-group guided reflection, and the opportunity for any victims to share the impact of the offender’s actions on them and the opportunity for the offending student to show remorse and make amends.
3. **Tier 3: Intensive, individualized support for students with significant challenges.** This includes Individualized Plans for students with significant behavioral challenges, Functional Behavior Assessment (FBA)¹⁰³ to identify the function of problem behavior, Behavior Intervention Plan (BIP) to customize strategies to address specific behaviors, and Wraparound Services which involve collaborative support involving families, counselors, and specialists. RJ practices include the use of a Village Circle, individual reflection, and logical consequences which flow from the severity of the behavior that is being addressed.

Our discipline policy follows restorative practices to repair harm rather than punish. Students may be considered for suspension or expulsion if the severity of the incident qualifies. WYLEES has a zero-tolerance policy for behavior that threatens the safety or well-being of others, including acts of violence, vandalism, bullying, harassment, and substance abuse. Examples of tiered behaviors and their consequences in WYLEES’ discipline policy are as follows:

1. **Tier 1:** Minor infractions such as tardiness or disruptive behavior are addressed by the teacher or staff member in charge of the classroom (Tier 1). Some Tier 1 interventions not discussed above may include a 1 on 1 redirect or restorative conversation or a call to the student’s parent/guardian.
2. **Tier 2:** Habitual or worsening Tier 1 behaviors and more serious behaviors (including, but not limited to bullying, use of insults or vulgarity, ditching, theft, etc.) are escalated to Tier 2 interventions. These include an immediate referral to the principal/administration and/or counselor.
3. **Tier 3:** Habitual or worsening Tier 2 behaviors and more serious behaviors (including, but not limited to aggressive threats or harassment, fighting, hate speech, insults or profanity directed towards staff, etc.) are escalated to Tier 3 minor interventions. These include an immediate referral to the principal/administration and/or counselor and *may* result in suspension or expulsion.

Certain behaviors that fall under Tier 3 require major interventions. These include assault, vandalism/graffiti, threats to staff, possession or use of a weapon, and arson and *will* result in suspension or expulsion. PBIS and RJ practices will still be used to the greatest extent possible.

In the event of a student suspension or expulsion, WYLEES will notify the student and family of the consequence (suspension or expulsion) in writing and of the appeals process (and the family’s right to an appeal). **Please see our discipline policy Attachment 4 for more specific details.**

Our educational model emphasizes the importance of relationships, community, collaboration, and self-discipline, with high expectations for all students. Our discipline policy involves instructing and assisting students to make good decisions, assuring

¹⁰³ [Functional Behavior Assessment \(FBA\) EBT Brief Packet](#)



students that they are not bad people and teaching them to learn from their errors. We believe this approach will help us create a positive and nurturing environment for all our students at WYLEES.

2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.

WYLEES is fully committed to creating a fair and just disciplinary system by proactively embracing and celebrating diversity, championing equity, and committing to inclusion and protecting the rights of all students, especially students with disabilities. Our approach to managing student behavior is rooted in equity: it begins with our equitable, whole-child approach, Positive Behavioral Interventions and Supports (PBIS), Restorative Justice practices (RJ), social emotional learning (SEL), and a system of tiered supports. Our goal is to first teach and encourage socially adaptive, relationship-building behaviors, and then to explicitly teach students proper behaviors and the skills of relationship building and self-management if they need additional support. In addition to all of the proactive steps that we take to build a positive climate for students and avoid the need for major behavioral interventions (see School Culture Section, Question 4 and Student Discipline Section, Question 1), we take a number of steps to ensure that our discipline practices do not disproportionately impact any student populations and to protect the rights of students with disabilities in disciplinary actions and proceedings. In the spirit of inclusion, we exhaust all options in order to promote the continuation of educational services in the school for students with disabilities.

- **Anti-bias and culturally relevant teaching:** Before school starts, WYLEES' staff receives its first training on anti-bias and culturally relevant teaching; this PD is ongoing throughout the year to ensure that we are able to recognize and address implicit biases that may lead to unfair disciplinary actions, create inclusive classrooms environment where students feel seen, valued, and understood, and incorporate culturally relevant content and teaching methods to engage students more effectively and reduce the likelihood of disruptive or damaging behaviors.
- **Behavioral data analysis:** As a part of our cycle of continuous improvement, data-driven decision making, and Multi-Tiered System of Supports (MTSS), WYLEES' principal and counselor review discipline data critically on a quarterly basis to identify any trends among subgroups of students, including students with disabilities. If it appears that any subgroup of students is disproportionately impacted, we will investigate the root causes of the discipline issues to determine where we can make systemic change to address and correct the disparity.
- **Policies to protect students with disabilities:** WYLEES is committed to ensuring that every student gets what they need. This is especially important for students receiving special education services; as such, we have a number of policies aimed at ensuring that behavioral issues do not disrupt their learning and to ensure that their rights are protected. For students suspended for more than 10 days in a school year, we provide necessary services to allow them to continue to participate in the general education curriculum and make progress towards their IEP or 504 goals. When necessary, students will be referred for a behavioral assessment and behavioral intervention services if their behaviors are determined to be an extension or manifestation of their identified disabilities. If a student with a disability is recommended for a suspension or an expulsion, a manifestation hearing will be held within 10 school days of the recommendation. A Manifestation Team consisting of the student's family, the counselor, the special education teacher, a general education teacher, and, if necessary, the principal, will meet to determine the underlying cause of the student's behavior and whether it was a) directly or substantially related to the student's disability or b) caused by the school's failure to implement the IEP/504 plan. If either of the above is determined to be the cause of the behavior, the team will:
 1. Conduct a behavioral assessment and implement behavior intervention for the student,
 2. Re-evaluate and/or modify the student's Behavior Intervention Plan (BIP) to address the behavior (if there is a BIP already in place), and
 3. Return the student to the placement from which they were removed (unless the family and IEP team determine that a change of placement is a necessary part of the student's educational program).

If the Manifestation Team determines that the student's behavior was not a manifestation of the student's disability or a failure to implement the IEP/504 plan, WYLEES may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as it would to students without disabilities.

As with all student issues at WYLEES, students and families will be viewed as partners in addressing the students needs and goals for improving their behavior. By involving these key stakeholders as partners and implementing the strategies above, we feel confident that our discipline practices will be proactive, equitable, and minimally disruptive to students' in-school educational services.



3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.

At WYLEES, suspension and expulsion are the interventions of last resort to correct or otherwise address unacceptable student behavior. By the time either of these two outcomes are considered, students have generally moved through our tiers of Restorative Justice (RJ) and Positive Behavioral Interventions and Supports (PBIS). In the event that a student is recommended for suspension or expulsion, it is important that we continue to engage with the student in a restorative manner, though at this point a circle is no longer the appropriate venue to do so.

Prior to beginning proceedings for any suspension or expulsion, WYLEES will:

- Empower the principal to investigate the facts, obtain witness statements, and ensure adherence to the due process procedures under Nevada Revised Statutes (NRS) and/or Nevada Administrative Code (NAC),
- Use a Restorative Conference (description below) as an opportunity to present the charges against the student, present evidence, and provide the student the opportunity to be heard,
- Make a recommendation for suspension or expulsion (see below), and
- In the case of expulsion, ensure that the student is at least 11 years old.

Additionally, the principal will:

- Report to the Las Vegas Metropolitan Police Department and all appropriate agencies, including the State Public Charter School Authority any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons as outlined in NRS and/or NAC,
- Notify families of WYLEES' due process (see below), and
- Place expelled students on suspension pending any appeals of the expulsion.

In the case of suspensions or expulsions, WYLEES uses a Restorative Conference to serve as the structure in which we will discuss the student's action, provide space to acknowledge any harm or damage that was caused, and discuss logical consequences for restoring our school community. Though we will make every effort to convene a Restorative Conference on the same date that a proposed suspension or expulsion is to take effect, in some cases this will not be possible due to the severity of the incident or other reasons out of WYLEES' control; in cases of a suspension, the principal or their designee will hold a hearing in which the student is notified of the charges and evidence against them, and they will be given the opportunity to be heard. Restorative Conferences will take place within three school days of a proposed suspension or expulsion, and will include the offending student, one or more parents or guardians, and a staff advocate, such as their Advisory teacher or school counselor. The conference facilitator, generally the principal or their designee, will recommend the logical consequence that best matches the severity of the behavior being addressed, up to and including suspension or expulsion. At this point, the student and their family are advised both of their right to due process and the school's procedure for providing it.

WYLEES' due process for suspensions and expulsions includes:

- **Written Notice:** WYLEES shall provide written notification of the proposed suspension or expulsion, including the length of the suspension (if applicable), the reason(s) for the consequence, any requirements to be fulfilled by the student and/or family upon the student's return (in the case of a suspension), and the student and family's right to an appeal, along with the appeal process. If a proposed suspension or expulsion must be effectuated in advance of a Restorative Conference, written notice will be provided on the start date of the suspension or expulsion.
- **School Hearing:** The student and their family must be provided with an opportunity to be heard before the school board or an impartial designee/designees appointed by the school board. To initiate an appeal, the family must submit a written request within 5 school days. The school hearing will take place within 10 school days of the written appeal.
 - Suspension appeals are heard by the principal as the designee of the school board.
 - Expulsion appeals are heard by either the school board or a fair and impartial panel of representatives assigned by the board; the board will, at its sole discretion, make a final determination regarding who will preside over the hearing.
 - At the school hearing, the student may present evidence, testimony, and/or witnesses in support of their case.
 - The student's disciplinary history may be considered as a part of the appeal process.
- **Decision:** The board or its designee must make an impartial decision based on the evidence presented at the hearing. The decision must be in writing and must include the reasons for the decision.
 - Suspension appeal decisions are final.



- **Appeal:** If a panel of school board designees upholds a student's expulsion at the school hearing, the student and family may request an appeal of the decision to the school board itself within 10 days of receiving the school's written decision. The appeal must be in writing and include the reasons for the appeal.
- **Review:** The school board will review the evidence presented at the hearing and make a decision based on the evidence presented. The decision of the board is final.

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

WYLEES' discipline policy is implemented through the efforts of all staff, with the principal (and assistant principal, in later years) maintaining primary responsibility for its success. The table below outlines specific roles and responsibilities, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA:

Classroom Teachers and School Staff: As a part of our PBIS and Restorative Justice approach, all classroom teachers and staff members are responsible for maintaining a positive atmosphere, using restorative language and approaches to conflicts, and directly and supportively addressing misbehaviors as soon as they are witnessed. When misbehaviors require escalation to the principal or counselor, the teacher or staff member who escalates the issue is responsible for documenting the issue and the reason for escalation in writing.
SPED Team: In the event that a student with a disability is involved, the SPED Team will also be notified in writing and involved as appropriate in accordance with the student's IEP/504 plan.
Principal and Counselor: The principal or counselor is responsible for documenting the student's file in regards to the reason for any referrals, corrective steps taken, and the outcome of any interventions. Additionally, WYLEES' principal and counselor review discipline data critically on a quarterly basis to identify any trends among subgroups of students, including students with disabilities, and report their findings to the school's board. The board is responsible for the annual review of the discipline policy and approving any recommended revisions to better meet WYLEES' student behavior goals.
Office Manager: At times, the office manager or registrar may assist in ensuring that student files and records are accurately maintained, but at all times, the ultimate responsibility for ensuring that student records and data are accurate and that accurate disciplinary records are reported to the SPCSA belongs to the principal
Principal: The principal is ultimately responsible for ensuring that student records and data are accurate, that accurate disciplinary records are reported to the SPCSA, and that all staff are able to appropriately support the discipline policy through uniform and individualized PD that is targeted at ensuring staff members understand the discipline policy and procedures and are proficient with restorative practices and PBIS.

5) Describe the school's goals for student behavior. How will the school track discipline data and how will this data be used?

WYLEES' Behavior Goals	
Goal	Plan to Achieve
Less than 10% of behavior Interventions require Tier 3 interventions.	<p>Plan & Monitoring: The principal and counselor will closely track behavior incidents starting in the first month of school, with the goal of preventing or minimizing any increases through our use of PBIS and restorative practices. If students engage in repeated or escalating Tier 1 or 2 behaviors, these students will be prioritized for preventative and durable Tier 2 interventions, especially CICO (see above) with the school counselor and/or principal to proactively prevent further escalation. The counselor will review behavior incident, intervention, and outcome data no less than monthly to ensure plans are on track and/or timely adjustments can be made.</p> <p>Responsible Personnel: Counselor and Principal</p>



There is no disproportionality of behavior consequences among subgroups at WYLEES.	<p>Plan & Monitoring: The principal and counselor will review discipline data critically on a quarterly basis to identify any trends among subgroups of students, including students with disabilities. If it appears that any subgroup of students is disproportionately impacted, we will investigate the root causes of the discipline issues to determine where we can make systemic change to address and correct the disparity; our rolling goal will be to ensure that no subgroup is disproportionately impacted by our discipline policy and to take immediate corrective action if so.</p> <p>Responsible Personnel: Counselor and Principal</p>
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3.9 SCHOOL CALENDAR AND SCHEDULE

1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.

WYLEES' annual academic calendar meets the requirements set forth in NRS 388.090 through an extended daily schedule that provides "equal to or greater than the number of minutes of instruction that would be provided in a program of instruction consisting of 180 school days."¹⁰⁴ WYLEES' calendar includes 143 days of instruction and with 435 instructional and passing minutes per day, which results in a total of 62,205 minutes of instruction per year for our 6-8 grade students; this exceeds the 59,400 instructional minutes required for students in grades 7-12 and the 54,000 instructional minutes required for students in grade 6. WYLEES calendar is broken up into four quarters that are included in two annual semesters. The number of holidays and vacation times reflect the needs of our community and our schedule is generally aligned to the academic calendar of the Clark County School District in response to community feedback about the potential challenges of balancing the schedules of multiple children. Students attend school from Monday through Thursday, while Friday is reserved for WYLEES' staff Collaborative Planning and Professional Development (CDDP) days and independent personalized enrichment and community engagement time for students. Based on demand from families, WYLEES will seek a partner to provide low- or no-cost enrichment activities at WYLEES on Fridays for families who need childcare support. This schedule enables WYLEES to have longer block periods for deeper learning activities and provides vital (and ample) time for collaborative planning and professional development to support our model. Attachment 5 contains the annual academic calendar, which will be included in the Student and Family Handbook each year.¹⁰⁵

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 including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.

WYLEES' instructional day for students begins at 8:15 am, ends at 4:00 pm, and provides students with a 30 minute lunch. This works out to 435 instructional and passing minutes per day (7.25 hours). Students attend school from Monday through Thursday, while Friday is reserved for WYLEES' Collaborative Planning and Professional Development (CDDP) days for staff and independent personalized enrichment and community engagement time for students. WYLEES will seek a partner to provide low- or no-cost enrichment activities at WYLEES' campus on Fridays for families who need childcare support.

The length of our school day provides WYLEES with the ability to leverage longer block periods for deeper learning activities and provides vital (and ample) time for collaborative planning and professional development to support our model. Students may get breakfast starting at 7:45, and by 8:15 they will head to class. Students start and end their day with Advisory class to both "check in" and "check out" of their educational experiences. Morning Advisory gives students the chance to build community, plan for the day, and meet with their Advisory teacher to discuss any individual needs they might have. Afternoon Advisory provides students the opportunity to reflect on the rich learning experiences of the day and to bring closure to it all.

Teacher contracts are Monday through Friday from 7:30am to 4pm. Teachers have personal planning time from 7:30-8, a 30-minute duty-free lunch, a 90-minute prep every other day, and Fridays for collaborative planning and professional development. WYLEES also reserves eight Wellness Fridays throughout the year to allow teachers time for self-care and managing their priorities as they see fit. This schedule was developed both in consultation with other local charter school leaders who use a modified schedule to allot time for collaborative planning and professional development, with teachers, and with students and parents. Teachers and charter leaders both felt that the time was important for planning and bringing a work-life balance to teachers, while students and families were overwhelmingly excited about three day weekends that would

¹⁰⁴ [NRS: CHAPTER 388 - SYSTEM OF PUBLIC INSTRUCTION \(state.nv.us\)](#)

¹⁰⁵ See Attachment 5



allow for more rest, family togetherness time, and for students to have independent personalized enrichment and/or community engagement time.

The table below outlines WYLEES' instructional minutes for core subjects; draft teacher and student schedules for grades 6-8 are provided as Attachment 6.

6-8th Grade Weekly Schedule			
Daily Averaged* Instructional Minutes (Mon-Thurs)		Weekly Instructional Minutes	
PBL (ELA Focus)	90	PBL (ELA Focus)	360
ELA**	45	ELA*	180
Math	90	Math	360
Science*	45	Science*	180
Social Studies**	45	Social Studies*	180
Explorations*	45	Explorations*	180
WIN Time	30	WIN Time	120
Advisory	45	Advisory	180
Total With Breaks & Transitions	435	Total With Breaks & Transitions	1,740
Total Without Breaks & Transitions	417	Total Without Breaks & Transitions	1,668

*Since WYLEES features a block schedule, not all classes meet every day; Science and Explorations meet every other day.

**Social Studies and ELA meet every other day; ELA standards are embedded in Social Studies classes.

3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.

WYLEES anticipates a student population that is approximately 95% FRL eligible, 33% Emerging Bilingual students, and 12% students with disabilities. We believe that our daily and weekly schedule is uniquely suited to meet our student needs for the following reasons:

- Deep learning: Block scheduling enables students to spend more time on a given lesson, subject, and/or activity, promoting deeper engagement with skills and content
- Extra time for Math and ELA: Between the PBL Project Block's focus on reading, writing, speaking, and listening standards, our connection of social studies to reading informational text and other related standards, speaking and listening practice in Advisory, Explorations, and potentially even WIN Time, in addition to explicit ELA instruction in Skills Workshops, our Emerging Bilingual students are getting ample time and practice with academic English. This supports accelerated language development for a key at-risk demographic at WYLEES. Additionally, the daily math block and potential support from WIN Time ensure that our students get plenty of time to develop their math skills, too.
- School-Life Balance: WYLEES' four day schedule for students ensures that students have time to recharge and enjoy life outside of school after an engaging and demanding week of remarkable growth and achievement.
- PBL: Project Based Learning takes time, and our schedule allows for the development of student success skills, as well as project plans and presentations of learning to show what they've achieved.
- Advisory: If we want students to be lifelong learners, we have to take the time to teach them how to learn. Morning Advisory helps students set a tone for learning through community circles, allows them time to plan, and provides opportunities for students to collaborate with their Advisory teacher as a learning mentor. Afternoon Advisory



provides important time for reflection and closure to help students process their day, retain their knowledge, and ready for their next day of learning.

- CPPD Days: Rigorous, engaging learning requires rigorous planning; CPPD days give teachers time to prepare high-quality instruction and to prepare themselves for the demanding week ahead. By providing this time, we acknowledge the challenges of preparing for great instruction and we honor our teachers' rights to rest on their weekends.

4) 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?

WYLEES' goal for student attendance is to reduce chronic absenteeism by 10% each year until we meet a maximum of 10% chronic absenteeism overall. To track our goal, the principal uses the rate of chronic absenteeism at John S. Park elementary as a proxy for our "previous year" data and as a benchmark for our first year (the school's chronic absenteeism rate in the 2022-2023 school year was 45.5%¹⁰⁶); in subsequent years, we will use our own chronic absenteeism rates for measurement purposes. The principal, with assistance from the school counselor, takes the following steps to ensure high rates of attendance:

- **Track Attendance Data:** We regularly monitor and analyze attendance data to identify trends and target interventions. We celebrate improvements in attendance to motivate students do improve
- **Identify the Causes:** To understand the reasons behind chronic absenteeism in our school, WYLEES collaborates with families and students to understand if absences are due to health issues, transportation problems, family issues, or lack of engagement with school.
- **Communicate with Families:** In addition to trying to understand the causes of absences, WYLEES communicates the importance of daily attendance and its impact on student learning. Families are notified whenever their child misses a day of school, and notifications get more formal with each additional absence.
- **Create a Positive School Climate:** WYLEES fosters a welcoming and inclusive environment where students feel safe and supported. This helps to increase student motivation to attend school and feelings of comfort once here.
- **Tiered System of Supports:** We use a tiered system that provides universal, targeted, and intensive supports based on student needs. Universal supports are for all students, targeted supports are for students at risk of becoming chronically absent, and intensive supports are for chronically absent students. WYLEES' counselor, with support from the principal, implements interventions for students who are at risk of chronic absenteeism, including mentoring programs, individualized attendance goals, or additional academic support. (WYLEES' draft attendance and truancy policy are included as a part of Attachment 4, Draft Discipline Policy.)¹⁰⁷
- **Collaborate with Community Partners:** Work with community organizations to address barriers to attendance, such as health care providers for physical and mental health issues, or social services for housing or economic challenges. If students are on campus more often, they will feel connected to our community, be able to learn school behavior expectations, and they will be less likely to engage in undesirable behaviors.

3.10 DUAL CREDIT PARTNERSHIPS

This section is required for all applicants proposing to offer high school.

In accordance with NRS 389.310, Charter schools sponsored by the SPCS-A which offer instructions in grades 9 through 12 are required to offer a dual credit program, whereby students in grades 9 through 12 at the charter school may enroll in a dual credit course at a community college, state college or university that has been approved by the Nevada Department of Education to offer dual credit courses. In the event that a dual credit course is not offered by a community college, state college or university located in Nevada, charter schools may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer such dual credit courses to students attending the charter school.

WYLEES is a middle school model only, so the questions in this section are not applicable.

3.11 PROGRAMS OF DISTANCE EDUCATION

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCS-A13.

WYLEES does not plan to offer a program of distance education, so the questions in this section are not applicable.

¹⁰⁶ [John S. Park Elementary School - Nevada Accountability Portal \(nv.gov\)](https://johnspark.nv.gov/)

¹⁰⁷ Please see Attachment 4 for more details on WYLEES draft attendance and truancy policy.



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



SECTION 4: OPERATIONS PLAN

4.1 BOARD GOVERNANCE

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

- 1) **Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.**

WYLEES is governed by a board of directors composed of high-capacity professionals with diverse backgrounds that satisfy the requirements for a successful board. WYLEES's board consists of at least (5) and no more than (11) members. The authorized number of board members is determined by the board, from time to time, by resolution. The board may choose to add additional board members based on an analysis of the board's current requirements and existing expertise and skills. The board holds the charter of the school and ensures WYLEES meets or exceeds the terms therein, including compliance with state and federal laws and achieving the academic and operational goals of the school. The board conducts its meetings in accordance with its bylaws¹⁰⁸ and all SPCSA, state, and federal regulations. Per state law, all board meetings are open to the public.

The key responsibilities of the board are as follows:

- Holding leadership accountable: The board hires, supports, manages, and evaluates the principal;
- Strategic planning: The principal will create a multi year strategic plan. The principal creates an annual plan that will be implemented and monitored by the board.
- Ensuring that WYLEES' model is implemented with fidelity.
- Enhancing the organization's community standing: Members of the board are ambassadors of the school and work individually and collectively to increase WYLEES' standing in the community by, for example, fundraising, marketing the school, and serving on board committees to advise on key areas of operation;
- Ensuring legal and ethical integrity: The board ensures that WYLEES adheres to all federal, local, state, and SPCSA laws, regulations, and rules, and conforms to the highest standards of ethical conduct;
- Appeals from parents: The board hears appeals from parents regarding student expulsions;
- Budget and financial resources: The board is responsible for financial oversight of the school, including approving the school budget, monitoring and ensuring fiscal soundness, establishing fiscal controls, and ensuring that audits of the schools' finances are conducted as required by law;
- Board assessment and development: The board will participate in ongoing self-evaluation and development.

The relationship of the board to the school is through the principal. The board directs the principal with one voice, voting on any resolutions, with quorum. No individual board member holds or exercises authority over the principal or any school employee outside of board meetings where a quorum is present. The board establishes organizational-wide goals related to WYLEES's mission and vision, accountability measures established by the authorizer, and state laws; the principal has authority over how those goals are achieved. The principal is responsible for the day-to-day operations of the school. The board operates according to its bylaws. The board Chair, Vice-Chair, Secretary, and Treasurer are elected annually to serve as board officers and the committee structure appears in the bylaws and below:

- Academic Committee: WYLEES' Academic Committee will evaluate and update the curriculum to ensure it aligns with current educational standards, best practices, and the needs of the students. This includes selecting textbooks, instructional materials, and assessment tools. The committee establishes and monitors teaching and learning standards to ensure that students receive a high-quality education. They collaborate with teachers, administrators, and other stakeholders to set benchmarks and performance expectations. The committee oversees the implementation of assessment systems to measure student performance and evaluate the effectiveness of the curriculum and teaching practices. They also help develop and monitor progress towards academic goals and objectives;
- Executive Committee: WYLEES' Executive Committee consists of no less than two board officers, one of whom is the Chair of the board. This committee has the capacity to exercise the full authority of the board as long as it acts in a manner consistent with the charter and bylaws of the organization. This committee will address urgent issues that

¹⁰⁸ WYLEES' Bylaws are included as Attachment 6



arise between scheduled board meetings and hears proposed changes to policies and programs; it takes no action that would otherwise require a vote of the full board;

- Finance Committee: WYLEES' finance committee will be run by the treasurer of the organization. The finance committee manages the annual audit and reports findings of the auditor to the full board for approval, oversees the development of budgets by the school's leadership staff and making recommendations to the board with respect to the adoption of budgets, and assessing the financial condition of the school for purposes of reporting thereon to the board;
- Facilities Committee: WYLEES' Facilities Committee will create a development strategy for the identification, acquisition, and renovation of WYLEES' current and future facility.

2) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?

WYLEES will use or create a comprehensive data dashboard (such as the one provided by Board On Track¹⁰⁹) to empower the board to track performance and progress towards goals simply and effectively. Additionally, WYLEES' principal is required to submit an annual plan with goals and benchmarks for finance, operations, and curriculum at the beginning of each school year. To ensure compliance and alignment with WYLEES' mission, vision, and school goals, the board evaluates and approves the annual plan.

Timeline and process for board review of WYLEES:

- 1) Every 3 years: The board supports the development of and approves WYLEES' strategic plan
- 2) Annually: The board approves the principal's annual plan, including financial, operations, and academic goals; the board evaluates the principal based progress toward the goals of the annual plan
- 3) Each trimester:
 - a. The principal shares academic reports including information on student performance, student retention rates, attendance rates, and other student-centered metrics (RTI progress monitoring, NWEA MAPS, SBAC, i-Ready, and online learning reports)
 - b. The principal shares information on family satisfaction scores and a teacher, student, and parent/guardian will have the opportunity to present testimony to the board.
- 4) Monthly:
 - a. Charter Impact, WYLEES' back office support provider, provides monthly financial reports to the principal and finance committee. The report contains information on WYLEES' budget, revenue, and expenses, as well as any other pertinent financial metrics for school operations including cash flow, projections, and, statement of expenses
 - b. The Director of Operations provides operational reports detailing the school's facilities, equipment, attendance, attrition, discipline data, and other operational information.

3) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9.

WYLEES is governed by a board with the requisite skills and experiences to hold the school's charter and in alignment with its mission and vision. It prioritizes recruiting a board that is representative of the community it serves and uniquely qualified to serve the target community. The proposed board represents key stakeholders for WYLEES, including parents, and meets nearly all statutory requirements of NRS 338A.240 (see question 4 below for more information). Please see Attachment 9¹¹⁰ and the table below for more details:

WYLEES' Proposed Board Members			
Full Name	Position	NRS 338A.240	Qualifications

¹⁰⁹ [BoardOnTrack: Charter board governance for exceptional results](#)

¹¹⁰ See Attachment 9



		Compliance	
Frank Endellicate	Board Member	Parent, Business Owner, Real Estate, Human Resources	Parent, Owner / Area Director of Apex Leadership Co. Las Vegas., founder of Endellicate Group Real Estate; extensive experience fundraising for schools and working with schools and students; extensive experience with property acquisitions, contracts, and negotiations.
Felicia Gonzales	Board Member	Parent, Retired Licensed Administrator	Parent, education consultant, Vice President of Community and Government Relations at the Leadership Institute of Nevada, and retired principal and School Associate Superintendent for CCSD; retired Deputy Superintendent at the Nevada Department of Education; extensive educational leadership experience, including experience opening a project based learning (PBL) focused public school.
Kimberly Izumo	Board Member	Parent, Retired Licensed Teacher	Parent, licensed secondary ELA teacher, former librarian, learning strategist, instructional coach, mentor teacher, Title I specialist; extensive experience working with EB students and students with special needs.
Tara Meierkord	Board Member	Parent, Accounting, Human Resources	Parent, CPA, Chief Financial Officer, former Executive Director and founding board member of GEMS; extensive experience with accounting, budgeting, charter school finances, and grant and fundraising opportunities.
Elizabet Perez-Najera	Board Member	Community Member	Recent high school graduate, enrolled in college, resident of target neighborhood, special education instructional aide; extensive familiarity with the target neighborhood & its residents, experience working with students with special needs.

4) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.

WYLEES' objective is to maintain at least 5 (and no more than 11) active board members, representing key stakeholders of the school and reflective of the community it serves. WYLEES' principal and current founding board members collaborate to fill open board positions and will add at least two new members by August 30, 2024, as follows:

Planned Additional Proposed Board Members	
Role	Onboarding Date
Lawyer	August 2024
Financial Services	August 2024
Parent of a student enrolled at WYLEES	August 2025
A student enrolled at WYLEES	September 2025

Additionally, WYLEES is committed to adding the parent/guardian of a prospective student as soon as possible. While we have had interest from many parents that we've spoken with, so far none have had the capacity to commit to the CTF and/or board to date. We believe this key stakeholder representation is critical to WYLEES' success, and it is a top priority for board recruitment; if not filled by the time WYLEES begins recruiting students to apply, we will encourage parents/guardians of applicants to join our board as a part of the student recruitment effort.



The expansion and development of WYLEES' board over time depends on the school's needs and goals and will adhere to the following process:

- Identify WYLEES' needs: The first step in expanding and developing the board is to identify the needs, gaps in expertise/experience, and need for more diverse perspectives
- Develop a plan: Based on WYLEES' needs, board recruitment is integrated into the school's annual plan and includes clear timelines, specific goals, and strategies for adding board members and increasing the capacity of the governing board.
- Recruit new members: WYLEES recruits new board members by reaching out to its network, posting job descriptions on LinkedIn, Puentes Las Vegas Newsletter, Teach for America Las Vegas monthly newsletter, and on our social media and by using. The recruitment process is transparent, inclusive, and includes vetting and selecting new board members.
- Orient and train new members: Once new board members are identified and selected, WYLEES provides an orientation and required SPCSA training to help new members understand their roles and responsibilities, as well as WYLEES' mission, goals, and values.

5) Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?

WYLEES' goal is to have 75% of the board represent the racial and ethnic demographics of the student population we serve. As the board grows, it will continue to reach out to the school community and the wider community through CAT meetings, public forums, and other methods to make sure that community voice is heard and represented. To date, 40% of board members identify as persons of color, 80% identify as women, 40% are fluent in Spanish, and 40% identify as a first-generation college graduate; one board member resides in WYLEES' target neighborhood.

6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

WYLEES' Board will vote and adopt the proposed Bylaws, Code of Ethics, and Conflict of Interest Policy within 30 days of authorization. To reduce any issues related to conflict of interest, there is a recusal process and all board members receive annual training on the due diligence required to publicly recuse themselves from taking up issues that have the potential to be perceived or substantially generate a conflict of interest, as outlined in Attachment 10 of the proposed policy.

7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*

WYLEES' current board members present no conflicts of interest and there are no prohibited familial relationships between charter holder board members or charter holder board members and staff, nor any supervisory or business relationships. To ensure that any actual or perceived conflicts are avoided, ongoing board member identification and recruitment will abide by our proposed conflict of interest policy and state law. According to state law, no member of the board of directors may accept a position with WYLEES or receive compensation while working for the institution as an employee or contractor.

8) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?

At WYLEES, new board members receive information about the board's role and responsibilities, interview with existing board members, submit their resume and complete the board member information sheet, and are approved by the board before they proceed to orientation. Orientation is completed within 30 days of the member joining the board, is led by the principal, and includes the following topics:

- Introductions to the board and key staff members,
- An overview of the school's mission, vision, principles, and goals,
- A thorough review of the board's roles and responsibilities, including legal and fiduciary duties,
- An introduction to the school's budget, financial statements, and other financial information, in partnership with Charter Impact and the board treasurer,



- An overview of board policies and procedures, including bylaws, code of ethics, meeting protocols, and conflict of interest policies,
- A review of the school's academic programs, curriculum, and student achievement data,
- An introduction to key stakeholders, including parents, (WYLEES CAT Team), teachers, and community members, and
- A review of the board's strategic plan and goals for the upcoming year.

All board members receive ongoing development on the following topics:

- Legal and regulatory compliance, including updates on changes to state or federal laws that impact the school
- Board governance and leadership, including best practices for effective board meetings, decision-making, and communication
- Financial management, including budgeting, forecasting, and interpreting financial statements
- Strategic planning and implementation, including goal-setting, monitoring progress, and evaluating outcomes
- Board member self-assessment and evaluation, including opportunities for feedback and reflection on performance

Ongoing board development takes place during regular training sessions, workshops, and retreats throughout the year. Training is led by the SPCSA, our proposed attorney, Mark Gardberg, WYLEES' Leadership team, and outside hired training programs or consultants, as included in the school budget:

Annual Board Development		
Training	Time Commitment	Topics Covered
Annual board retreat	5-7 hours total, held annually in July	Comprehensive training on WYLEES: mission/vision, accountability, academic design, culture operations, enrollment, facilities, budget, legal overview, best hiring practices, and legal role and responsibilities
Self-guided development	30-60 minutes weekly	Readings of books, resources, articles, and other information to advance board member learning and development
New member orientation	5-7 hours, as needed, within 30 days of onboarding	See new member orientation topics above
Shadowing high-performing boards	1-3 hours monthly	WYLEES' board is required to attend one or more board meetings for a 4 or 5 star middle school each month
Attend all trainings provided by the SPCSA	Weekly or monthly; dependent on SPCSA requirements	Trainings vary based on SPCSA requirements and requirements specific to WYLEES

9) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

WYLEES values our community connections as a vital path to our ongoing development and improvement. As such, we are committed to providing parents and the community with an efficient channel for voicing concerns and complaints. We expect our stakeholders to lodge any grievance as quickly as possible, but no later than 30 days after the disclosure or discovery of the relevant facts meriting a grievance. During office hours, scheduled appointments, monthly community events, and fall, winter, and spring surveys, the principal receives all complaints regarding school operations. If a grievance pertains to the implementation of board policies or administrative decisions, a parent/guardian or student may contact the board chair anonymously through a Google Form accessible on the school's website. Moreover, families and students may directly address the board during the public comment portion of board meetings. In the event of an appeal of disciplinary action, the board may be requested to review the principal's determination and either uphold or alter it. This appeal will necessitate a special board meeting and will be subject to all special meeting open meeting laws.

If a parent/family or student has an objection to a governing board policy or decision, administrative procedure, or practice at the school, the process that WYLEES follows is:



- Informal discussion: The first step is for the parent/guardian/family or student to discuss the issue with the principal and discuss a resolution.
- Formal complaint: If the issue is not satisfactorily resolved, the parent or student may file a formal complaint with the school. A student/family who has a grievance must provide the following information in writing to the principal:
 - The name of the staff or other individual whose decision or action is at issue;
 - The specific decision(s) or actions at issue;
 - Any board policy or law that the parent or student believes has been misapplied, misinterpreted, or violated; and
 - The specific resolution desired.
 - Upon receiving the written grievance, the principal will then:
 - Schedule and hold a meeting with the student within seven school days of receiving the grievance request,
 - Conduct any investigation of the facts necessary before rendering a decision, and
 - Provide a written response to the written grievance within ten days of the meeting.
- Review of complaint: The principal reviews all formal complaints and investigates the claims, may request additional information or documentation to support the complaint.
- Decision-making process: WYLEES' principal makes a decision regarding the complaint and communicates the decision to the parent or student in writing, along with the reasoning behind the decision.
- Appeals process: If the parent/family or student is not satisfied with the decision, they can appeal the decision to the school board. The appeal should be in writing through the written appeal document (available in the school's office or on the school's website) and should clearly state the grounds for the appeal.
- Review of appeal: The board will review the appeal and investigate the claims made by the parent/guardian/family or student. The board may request additional information or documentation to support the appeal.
- Decision-making process: The board committee will vote on a decision regarding the appeal. The board chair will inform the family and/or student in writing the decision the board voted on, along with the reasoning behind the decision. This decision is final and binding.

4.2 LEADERSHIP TEAM

1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.

Please see Attachment 11 for WYLEES' organizational charts.¹¹¹

2) Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

WYLEES' Committee to Form demonstrates the collective qualifications outlined below for implementing the school design, including capacity in areas such as:

a) School leadership, operations, and governance:

- Retired deputy superintendent for the Nevada Department of Education(NDE)
- Education consultant to the NDE
- Former Associate superintendent at CCSD
- Founding principal of Southwest Career and Technical Academy
- Former Nevada charter school Executive Director
- Founding board member and treasurer for a Nevada charter school
- Assistant principal for a Nevada charter school
- Multiple members have leadership team experience for local public schools
- Multiple members have experience working with annual budgets in excess of \$1,000,000
- Two members have served on CCSD School Organizational Teams
- Two members have been department chairs
- One member has been a school recruiter for students

b) Curriculum, instruction, and assessment:

- The CTF has collective experience teaching and leading 6-12 grade

¹¹¹ See Attachment 11.



- The CTF has collectively created grade-level diagnostic assessments that scaffold and differentiate based on abilities
- Multiple members have experience with long-range planning curriculum, unpacking standards, analyzing data to drive instruction, and creating assessments
- Multiple members have coached teachers and assisted them with setting goals and using interim assessment data to track their progress
- Multiple members have experience facilitating peer observations with teachers to observe and analyze best practices and to promote collaboration
- Multiple members have experience researching curriculum and developing curriculum based on data and student needs

c) At-risk students and special populations:

- 100% of the CTF has experience working with Title 1 and/or Title 3 schools with high FRL, SPED, and ELL populations
- The CTF has extensive collective experience in differentiating and scaffolding lessons for all students, including Emerging Bilingual students and students with IEPs
- 50% of CTF members have been responsible at the school leadership level with ensuring inclusive environments for students with disabilities and for ensuring the growth and achievement of EB students, students with disabilities, and other at-risk groups
- 50% of the CTF have been involved in extracurricular enrichment and family engagement activities aimed at improving literacy in WYLEES' target area

d) Performance management:

- Almost all members of the CTF has experience in recruiting, hiring, onboarding, managing, and evaluating employees, and conducting teacher and administrator interviews
- Multiple members have experience starting or running a business, and one member owns two businesses currently
- Almost all CTF members have experience developing and measuring progress towards school or organizational goals
- Almost all members are parents
- Several CTF members have experience coaching, managing teams, and analyzing team data
- Several CTF members have expertise in managing payroll and schedules

e) Parent and community engagement:

- The entire CTF has experience working with children and families to find solutions to their needs, including, but not limited to planning and hosting family literacy and math nights and weekend events, planning and hosting family meetings to inform families about school initiatives and to solicit feedback, planning and leading community engagement events, and planning and leading school fundraisers
- Many members of the CTF have classroom-level engagement experiences such as weekly parent communication via newsletters, emails, and phone calls, with behavior and academic updates, school-wide systems of communication, conferences, and participating in family nights
- Three CTF members took part in a community organizing initiative in WYLEES' proposed neighborhood in which we aided over 300 families and their student and family representatives by collaboratively advocating for family issues and needs in a neighborhood community school
- One CTF member served as a school recruiter for a magnet middle school in WYLEES' proposed neighborhood. The member built collaborative relationships with the local elementary schools, engaged with a variety of community partners to raise awareness of the school program, and successfully filled all available seats at the school
- One CTF member owns a school fundraising company that is the leading fundraiser for middle and elementary schools in the Las Vegas Valley. The member has trained staff on positive and supportive community engagement, and has been able to successfully host school-based community events at a large number of schools over a long period of time.

3) If a school leader has been selected, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels.



Mike Taack, WYLEES' founder and proposed principal, is a seasoned, bilingual educator and instructional leader with deep connections to the proposed neighborhood. His qualifications and range of experience, including holding leadership roles at a high-growth school, establishing a high-performing culture with students and staff, and achieving significant student achievement gains with students from demographics similar to those to be served by WYLEES can be found in Attachment 12.¹¹²

- 4) Describe the makeup of the school's leadership team, including the positions that will make up that team. *Other than the school leader discussed in question 3, if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. Other than the school leader discussed in question 3, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.*

WYLEES' leadership team consists of the executive director, principal, assistant principal, and director of school operations. Please see Attachment 13¹¹³ for job descriptions for all members of the leadership team.

- 5) Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide as Attachment 14, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

WYLEES employs a comprehensive plan for coaching, supporting, and evaluating school leadership. To ensure a clear, ambitious, data driven set of standards & criteria that the leader must satisfy to keep the school on track and achieve its vision, the school leader is evaluated in alignment with the NEPF Administrator Framework (please see Attachment 14 for the leadership evaluation tools, including the Framework, Self-Assessment Tool, Self-Monitoring Tool, and Instructional Leadership Standards)¹¹⁴, with the target performance expected from the school leader to be a Level 3 or above for all standards and indicators. The school leader's evaluation is triggered in June of each year by the Board Chair. During the incubation year, the school leader will be exempted from evaluation areas pertaining to student attendance, growth, or achievement results and any other goals set forth in this application which would not be applicable. In year one of operations (and subsequent years), the school leader's evaluation shall include consideration of whether or not WYLEES' organizational goals were met and the model was implemented with fidelity, in addition to other factors, including student enrollment and growth, school climate, staff development, recruitment, and retention, and other pertinent measures of the leader's performance.

The principal's coaching and support plan is determined collaboratively with WYLEES' board based on the leader's Self-Assessment, Self-Monitoring, and end of year results. The principal is further supported by Opportunity 180's Charter Leader Consortium, The Leadership Institute of Nevada, Diverse Charter Schools Coalition, Dr. Shaoan Zhang and the following school leaders who have agreed to mentor, coach, and support the principal:

- Brian Brill, Current CCSD Principal
- Dr. Joyce Brooks, retired CCSD Principal, current Assistant Principal at Founders Classical Academy
- Nicole Moreno, Assistant Principal at a Nevada public charter school.
- Ann Schiller, Retired CCSD Principal

4.3 STAFFING PLAN

- 1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. *This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Executive Director						1
Principal	1	1	1	1	1	1
Assistant Principals			1	1	1	1
Director of School Operations	1	1	1	1	1	1
Student Support Counselor	1	1	2	3	3	3

¹¹² See Attachment 12

¹¹³ See Attachment 13

¹¹⁴ See Attachment 14



Add'l School Leadership Position 3 [specify]						
Classroom Teachers - Core Subjects	9	10	13	15	16	16
Classroom Teachers - Specials	1	2	2	3	3	3
Special Education Teachers	1	2	3	4	4	4
EL/TESOL Teachers (EB Specialists)	2	2	2	2	2	2
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 (Custodian)	1	1	2	2	2	2
Specialized School Staff 2 (Driver)	0	1	1	1	1	1
Teacher Aides and Assistants	1	1	2	3	3	3
School Operations Support Staff		1	1	2	2	2
Office Manager	1	1	1	2	2	2
Registrar / Attendance	1	1	1	2	2	2
<i>Student Enrollment (For Reference)</i>	272	329	399	461	496	501
Total FTEs at School	20	25	33	42	43	44

2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

The student-teacher and staff-student ratios at WYLEES stay relatively consistent over time, with a student-teacher ratio of 21:1 in our first year and 20:1 at capacity and a student-staff ratio of 13:1 at opening and 12:1 at capacity.

3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

WYLEES' staffing plan is well-suited to our model, the community we intend to serve, and our goal of earning a 4- or 5-star rating. Our student capacity and planned staffing are intentionally low in comparison to other Las Vegas valley schools to allow us to build a tight-knit community filled with caring, developmentally appropriate relationships for students. Keeping our teaching staff on the small side empowers us to be more selective as an organization when it comes to selecting high-quality teachers who are representative of our community and student body. Though our small scale does require an "all-hands on deck" approach, based on the input and feedback that we've received from teachers and administrators about our staffing plan, the tradeoffs of having ample time for planning, collaboration, and professional development, as well as a strong sense of organizational purpose, are attractive to high quality educators who are committed to making a difference in the lives of students. Our tight-knit community eases cross-curricular collaboration, allows staff to build relationships, and lends itself well to an environment where students' voices are uplifted alongside staff voices when it comes to decisions about how to meet students' learning goals. With WYLEES' focus on English Language Acquisition and Development (ELAD) and support for Emerging Bilingual (EB) students, this staffing plan provides us with ample support for EB students through our 2 EB specialists. Our SPED team is robust throughout our plan, starting with one teacher and one aide and building to four teachers and three aides at capacity, to ensure that students who need RTI and/or students with disabilities get the support that they need and deserve. Likewise, our planned growth in the counseling department enables us to leverage the expertise of these professionals to proactively help us develop a caring and responsive environment that focuses on restorative practices rather than punishments. All together, our staffing plan meets the short and long term needs of the students and community that we intend to serve and helps us to create a positive, well-connected learning environment for all students.

4.4 HUMAN RESOURCES

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

Please see Question 2 for our combined response to Question 1 and 2.

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

WYLEES Committee to Form recognizes the critical role of high-quality, dedicated, and credentialed teachers to our plans for success. That is why, as a part of our recruitment and hiring strategy, we have taken special care to conduct empathy interviews and have one-on-one and small group discussions about our model with high-performing teachers and school leaders both locally and across the nation to gain insights into how we could develop our model to both meet the needs of students and provide an exceptional Employee Value Proposition (EVP) for prospective WYLEES' educators. We heard



consistently, form teachers across a wide array of experience levels, ages, races, and genders, that they felt like they were not treated as professionals who could be trusted to make data-driven instructional decisions, that professional development was often unaligned to their needs and growth priorities, that they didn't have enough time for planning and reflecting on data, and that they did not have a good work-life balance. Many teachers expressed that they would take a reduction in pay if it meant that they could feel valued and if they felt mission-aligned to the school that they worked at; nearly every teacher we spoke to said that they felt that our mission and approach sounded re-energizing to them (and we were often asked when and how they could apply).

WYLEES' recruitment and hiring strategy going forward includes all of the following steps to ensure that we are well-positioned to recruit, hire, develop, and retain a diverse and talented staff, including leaders and educators who are committed to empowering diverse youth leaders through engaging, culturally-relevant, real-world, hands-on learning activities:

- Create an EVP which highlights that: we embrace and celebrate diversity, champion equity, and commit to inclusion through our intentional commitments to DEI; our vision is empowering tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement; we feature personalized, mastery-based learning and civic-engagement focused PBL; we feature personalized PD for staff, too; we pay for ELAD endorsements for teachers who need them; we are champions of a work/school-life balance; we have a four day school week for students and a fifth day for collaboration, planning, and occasional wellness days, and; we support and encourage professional growth and provide teachers with opportunities develop their capacity as leaders.
- Build and sustain relationships with organizations that can serve as pipelines for diverse, high-quality talent, such as UNLV's College of Education (through our planned partnership to prepare practicum students and student teachers; see our letters of community support for more details), Leadership Institute of Nevada (see our letters of community support for more details), the Nevada Association of Latino Administrators and Superintendents (NVALAS), Teach for America, the National Fellowship for Black and Latino Male Educators, The New Teacher Project, and other organizations and educational institutions.
- Leverage social media to connect broadly to potential staff through LinkedIn, Instagram, Facebook and TikTok, and use targeted advertising to reach diverse demographics of candidates on Indeed, Monster, and Facebook to share our EVP, open positions, and relevant job descriptions. Our EVP and job descriptions will remain perpetually posted on our website to ensure that interested individuals can explore our mission, vision, and model, job descriptions and qualifications, and contact us for more information whether we are currently hiring or not.

Some general qualifications WYLEES seeks in highly-qualified candidates include the following (if candidates possess required qualifications, WYLEES is willing to coach, develop, and/or otherwise support select candidates' growth in other areas):

- Required:
 - A commitment to celebrating diversity, championing equity, and a commitment to inclusion
 - A commitment to WYLEES' mission and vision
 - Highly motivated and possessing a growth mindset
 - Strong written and verbal communication skills and strong collaboration skills
 - Candidates must be appropriately educated (bachelor's degree or higher for teaching positions), licensed, and/or endorsed for the position for which they apply
- Strongly Preferred:
 - Candidates who embody The WYLEES' Way
 - Bilingual in English and Spanish is strongly
 - Reflective and receptive to coaching, professional/leadership development, and constructive feedback
- Preferred:
 - ELAD/TESOL/TESOL endorsements
 - Some experience with Project Based Learning
 - Proficient in culturally competent teaching
 - Three or more years of experience working with EB (ELL) students and students with disabilities in a middle school setting

To ensure equitable, unbiased hiring practices, WYLEES:

- Uses data: Prior to any hiring cycle, WYLEES reviews the demographics of enrolled or committed students and compares this data to staff demographics to identify gaps in representation. WYLEES will ensure staff diversity based



on multiple factors including but not limited to race, ethnicity, gender, socioeconomic origin, language, and ability by analyzing gaps in representation and leveraging intentional recruiting to develop a diverse pool of qualified applicants.

- Posts job openings in diverse networks: To reach a diverse pool of candidates, job openings are posted in a variety of networks that cater to underrepresented groups, including minority-focused job boards, social media groups, and local community organizations.
- Uses blind resume screening: To eliminate unconscious bias during the hiring process, WYLEES uses blind resume screening. This means removing personal information such as name, gender, and race from resumes before they are reviewed.
- Utilizes a diverse hiring panel: This approach ensures that a variety of perspectives and stakeholders are involved in interviews and hiring decisions to help avoid blindspots, be champions of equity, and identify top-performing candidates who are mission, vision, and values aligned with our organization.
- Uses a collaboratively, panel-developed rubric: This ensures panelists have objective, common language and indicators by which to evaluate candidates before the hiring process begins.
- Employs performance tasks and scenario-based questions: Performance tasks and scenario-based questions allow panelists to “see” an applicant’s thinking and how they would approach various situations, empowering panelists to get an understanding of applicants’ skills as related to the position they are applying for.

WYLEES annual hiring cycle opens in the fall of each year (starting with the incubation year), and continues into May of the following year (May 2025 for Year 1 hires). Key phases of the hiring cycle include:

- October-November: Job postings will be advertised via various channels described above.
- December-February: Resumes and applications will be screened.
- December-May: Interviews will be conducted, references will be checked, background checks will be given, and final candidates will be selected.

WYLEES will prioritize the hiring of a director of school operations (DSO) as the first hire after the principal. WYLEES’ principal, Mike Taack, will have primary responsibility for hiring the DSO, with support from the board (as panelists). Once the DSO is onboarded, the principal will retain primary responsibility for hiring and recruiting with the DSO’s support. The DSO and principal will collaboratively convene a hiring panel consisting of board members and/or their designees for the initial rounds of hiring; the principal will retain the final hiring decision for each candidate, based on recommendations from the panel and DSO.

3) Describe the school’s employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.

As reflected in the budget and budget narrative (Attachments 24 and 22, respectively), the starting salary range for teachers is \$55,000 (slightly more than the starting salary at the local school district). Teachers with more experience and/or related Master’s degrees are offered a higher starting salary, up to \$65,000, depending on their experience (and contingent upon WYLEES’ receipt of CSP funds). Bonuses and additional compensation are offered for additional certifications, additional duties, and/or to provide incentives for high-performing teachers (also contingent upon WYLEES’ receipt of CSP funds and other grant funding for which we have already applied). Additionally, WYLEES has budgeted for any teacher who needs to obtain an ELAD endorsement to have this cost covered, provided that the endorsement is obtained within the first two years of employment at WYLEES. Additionally, WYLEES adds a 2-4% retention / cost of living increase to the salary of all employees each year. Starting in year two, PLC leaders receive additional pay for their work leading grade level or subject area teams; additional money in year two and beyond is allocated for staff bonuses (contingent upon the receipt of the aforementioned grant funds). Other benefits for employees include an employer-covered contribution to the Public Employee Retirement System (PERS), a health care option with two levels of coverage that is comparable to the local district plan, and employee time off benefits, including sick days and competitive family leave. To retain high-performing teachers, we employ an exceptional Employee Value Proposition (please see response to Question 2 above for more details) that creates a positive school culture, reduces teacher burnout, and improves school wide results. WYLEES provides numerous professional development and leadership opportunities, professional autonomy, 8 annual wellness days that are built into our schedule, and a school calendar that includes a number of days off not provided by the local school district (in addition to matching the district’s winter and spring breaks and nearly matching its summer break). Staff professional development is essential for assisting instructors in the developing rigorous, high-quality instruction and content, and for promoting lifelong learning of all staff members. As such, WYLEES’ schedule includes 27 CPPD Fridays, each of which includes 7.5 hours work time for planning, collaboration, and/or professional development and a one hour lunch. Teachers have an additional 5 hours per week from Monday through Thursday for personal planning, collaboration, and/or professional development, enabling grade levels



and subject area teachers more time to collaborate with one another, and empowering high-performing teachers to complete their professional duties at work, rather than taking home lesson plans and assignments to grade. Our combined model of competitive compensation and non-monetary benefits all but ensure that WYLEES attracts and retains top-performing teachers.

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

WYLEES' hiring process is as follows:

1. Resume review
2. Telephone interview
3. Applicant activity including a PBL design activity, current teaching data and reflection, and teaching video
4. Reference checks
5. Final Interview: On the day of an applicant's final interview, applicants come to WYLEES for: a) a teaching demonstration, b) feedback sessions, c) a student panel, d) a teacher panel, and e) a personal interview.

Each phase of the interview process is managed by WYLEES' leadership team. (The candidate activities and interview day for non-instructional positions are modified to reflect the skills required for the position.) Throughout the recruitment process, the interviewer(s) evaluates candidates' alignment with the school's mission, vision, and values, as well as their previous accomplishments and role-specific skills (using a collaboratively developed rubric). All offers are contingent on a successful background check. The principal or director of school operations (DSO) will monitor compliance and ensure that all applicants who reach this level receive information on our external fingerprinting and background check provider. The DSO also onboards the employee, including selecting any optional health or other benefits, setting up the employee in the payroll system, and providing general employee relations communications.

The principal or assistant principal manages the dismissal of school employees and provides all accompanying documentation and communication. Before terminating an employee, the principal or assistant principal documents any unsatisfactory performance and collaboratively develops a corrective action plan (including target dates for corrective actions) with the employee involved and/or investigates any other underlying causes of deficiency to determine other appropriate actions. If the corrective action plan or other action does not resolve the concern, the principal ensures compliance with legal requirements and school procedures and may terminate an employee for poor performance on school-wide or individual objectives, inability to perform job obligations, or other egregious or unethical behavior. In cases where a reduction in force is necessary due to budgetary or other organizational needs (and not due to any deficiency or insufficiency on the part of the employee), the employee will remain eligible for rehire.

5) Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 15, as well as any supporting protocols or documentation.

WYLEES utilizes the Nevada Educator Performance Framework (NEPF) Teacher Evaluation Tools and Protocols¹¹⁵ to ensure alignment with state wide evaluation tools for educators. This approach ensures that teachers from the local area can easily understand and adapt to the performance management system and process for teacher evaluation, as most local teachers are already accustomed to the protocol. As a part of our iterative development, WYLEES will collaborate and ideate with teachers during year one to understand how the tool may be modified, if at all, to achieve our organizational goals or to identify an alternate evaluation tool (with board approval).

WYLEES' performance management system and process for teacher evaluation is summarized as follows (please see Attachment 15 for full protocols and tools)¹¹⁶:

- **Self-Assessment:** Teachers use the Teacher Self-Assessment Tool to evaluate their own performance. This involves reflecting on their teaching practices and identifying areas of strength and areas for improvement. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal (SLG) and one professional practice goal (PPG).
- **Analysis, Goal Setting, and Plan Development:** Based on the self-assessment, teachers use the Goal Setting and Planning Tool to set proposed goals, including—but not limited to—one student learning goal, one professional practice

¹¹⁵ [NEPF School Administrator and Teacher Protocols \(webapp-strap-paas-prod-nde-001.azurewebsites.net\)](https://webapp-strap-paas-prod-nde-001.azurewebsites.net/)

¹¹⁶ See Attachment 15



goal, and one professional development goal (PDG). They also develop a plan to achieve these goals, which includes action steps to achieve each goal and the evidence to be used in measuring progress towards the goals; the plan may also include strategies, resources, and timelines.

- **Pre-Evaluation Conference:** A meeting is held before the evaluation process begins. This is an opportunity for the teacher and evaluator to discuss the self-assessment, goals, and plan. They collaboratively clarify expectations and address any questions or concerns to ensure both parties are clear on the goal, action steps, evidence, criteria for success, and expectations going forward.
- **Plan Implementation:** The teacher puts the plan into action. This involves implementing the strategies identified in the plan and gathering evidence of their impact on student learning.
- **Observations, Collection of Evidence, and Conferences:** The evaluator conducts observations and collects evidence of the teacher's practice. Each formal observation requires a pre-observation conference and all observations require a post-observation conference. New teachers are required to have three formal observation cycles. Teachers with three or more years of experience are required to complete two formal observation cycles. (informal, non-evaluative observations occur daily and do not require pre- or post-conferences; feedback will be given for reflection purposes only). Additional evidence may include lesson plans, student work, and other artifacts. The Teacher Pre/Post Observation Tool and the Teacher Observation Evidence Review Tool are used during this process. Collaborative conferences are held to provide feedback and discuss the evidence.
- **Mid Cycle Review:** A review is conducted in the middle of the cycle, usually in late winter or early spring. This is an opportunity to assess progress towards the goals, make adjustments to the plan if necessary, and set goals for the remainder of the cycle.
- **Summative Evaluation and Post-Evaluation Conference:** The evaluator conducts the final evaluation using the Teacher Summative Evaluation Tool. This involves rating the teacher's performance based on the evidence collected. A post-evaluation conference is held to discuss the results, celebrate successes, and identify next steps for continuous improvement.

In addition to this formal cycle of performance management and educator evaluation, informal performance management takes place regularly. This may include (but is not limited to):

- Informal, non-evaluative observations (see above)
- Regularly scheduled check-ins: The principal and assistant principal schedule bi-weekly check-ins with their assigned teachers. This allows for observation, debriefing, reflection, and coaching. The principal and assistant principal work with individual teachers who they think would benefit from targeted instructional coaching or who have expressed an interest in such support
- Professional development: The principal monitors the effectiveness of and plans ongoing professional development (see Professional Development section)
- Lesson plan review: Teachers submit weekly lesson plans electronically in Google Drive. The weekly schedule of lessons are shared with colleagues in addition to the principal. This system facilitates the potential for mixed groups, consistency across classrooms, and co-planning, as well as connections between classroom and specialty instruction. The principal reviews lessons regularly, the focus and frequency of the review will be informed by recent student performance data and classroom observations. Narrow feedback is provided via email and, when warranted, more substantive feedback is provided in one-on-one coaching sessions. In some cases, lesson plan concerns that span several teachers inform future professional development topics. Teachers share planning depending on their subject areas and expertise, and all plans are shared across the department and grade-level teams.
- Data analysis: The principal monitors student outcomes through both state standardized assessments and the formative assessments detailed in assessments and intervention. Through the analysis of student performance data, the principal determines the effectiveness of the instruction provided. These results guide the monitoring and support that the principal provides to each teacher. The trends inform the lessons the principal selects to observe, the reflection questions asked, the focus of feedback provided, and the type of professional development support offered.
- Grade level Evaluations: Grade level evaluations occur three times per year in grade level PLCs. A member of the school administration joins these meetings at each grade level. The meetings include discussions of each child in the grade level. This meeting is a key source of information not only about the progress of each student but also about the team's development, the success of the instruction provided, and the team's reflections on their collective efficacy in addressing students' needs.

6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

WYLEES identifies and addresses unsatisfactory teacher performance in the following ways, (note the school leader is evaluated by the board, as described above):



- **Regular evaluations:** WYLEES will conduct semesterly formal and informal evaluations of their teachers and teacher leaders to identify areas of strengths and weaknesses. Additionally, teachers will engage in reflective self-assessments and peer observations to identify peers' strengths and opportunities for improvement; peer mentoring may be employed in a similar fashion to the mentoring and coaching described below.
- **Feedback from students and families:** WYLEES collects feedback from students and families through beginning, mid, and end of year surveys to identify any concerns or issues they have with the performance of their teachers.
- **Professional development:** WYLEES provides professional development opportunities throughout the year to help teachers develop and improve their skills and knowledge. WYLEES provides ample support to ensure all staff operate at or above performance expectations.
- **Mentoring and coaching:** WYLEES provides internal mentoring and coaching to support teachers and teacher leaders in their professional growth. We partner with other school teams and leaders for mentoring and collaboration to develop teachers' skills and knowledge.
- **Performance improvement plans:** WYLEES develops performance improvement plans for teachers and teacher leaders who are not meeting expectations. These intensive plans include specific goals, timelines, and support to help drive improvement. Specific goals and timelines will be identified for every metric of needed improvement.
- **Disciplinary action:** In extreme cases, WYLEES may need to take disciplinary action for teachers and teacher leaders who are consistently not meeting expectations. This can include reprimands, probation, or termination of employment. At the end of the school year, the principal considers initiating the termination process or chooses not to renew the employee's contract.

7) 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, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

WYLEES will contract Charter Impact for support with payroll, human resources compliance, and accounting services. The relationship with Charter Impact is managed by the principal and supported by the director of school operations.

4.5 STUDENT RECRUITMENT AND ENROLLMENT

- 1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.**
- a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?**

Please see the combined response for parts a and b below.

- b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the SPCSA's [Needs Assessment](#)?**

Combined response for parts a and b: At WYLEES, we are committed to creating an inclusive and equitable learning environment and to intentionally creating a diverse school community that reflects the diversity of our larger community. Our recruitment, marketing, and enrollment strategies are designed to ensure equal access for all interested students and families, and we take special care to include families who are living in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, Emerging Bilingual (EB) students, and other at-risk students as defined in the SPCSA's Needs Assessment.

WYLEES projects and budgets for an opening-year enrollment of a maximum of 272 students, in accordance with the need and demand for WYLEES' civic-engagement model. WYLEES is focused on retaining its students year over year as they progress to the next grade, and we backfill if seats become available. WYLEES has incorporated the following factors into its projections:

- By starting with a slow growth model, WYLEES has the best opportunity to foster its own unique community and scale responsibly.
- Upon approval of its application, WYLEES hires a director of school operations (DSO), and staff to support family engagement and facility planning to ensure that we stay on projected timelines.

Although the majority of WYLEES' students are projected to come from the 89104, 89101, 89102, 89106, and 89169 zip codes, any Nevada resident who meets the school's age requirements is welcome to apply. All marketing efforts aimed at local



residents and students attending local schools (including K-8 schools and Pre-K Centers) shall be in full compliance with applicable local, state, and federal rules and regulations. WYLEES has no admissions standards that are discriminatory in nature or that have the effect of discrimination based on a person's race, color, national origin, gender, sexual orientation, disability, age, marital status, religion, political affiliation, or any other legally protected characteristic. In line with SB208, WYLEES notifies parents and guardians in the community via website, local press, and notices at local locations in accessible languages when applications open to ensure that all residents within a two mile radius of the school are notified of its opening. The following methods of recruitment are examples of some of our main strategies during the incubation year:

WYLEES' Recruitment, Marketing, and Enrollment Strategies:

Our strategy to ensure access for families who are living in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, Emerging Bilingual (EB) students, and other at-risk students is to meet them where they are to provide them with the support they need to learn about WYLEES, apply for the school, and enroll once selected. WYLEES provides on-site support wherever possible to help families with applications and enrollment in their native language in settings that are comfortable to them, including at their child's current school, at community-based information sessions and listening forums, at tabling events, and/or at their homes during canvassing. Our comprehensive strategy includes:

- **Understanding the Community:**
 - **Demographic Analysis:** In addition to having CTF members with one to three decades of experience serving the target neighborhood as educators, we have conducted a thorough demographic needs assessment. This includes understanding cultural diversity, socioeconomic backgrounds, and community aspirations, and performance of local schools.
 - **Community Partnerships:** WYLEES also already has established relationships with neighborhood schools, churches, neighborhood leaders, and small businesses who can help us share information organically. Collaborating with local organizations, businesses, and community leaders strengthens our ties to the community and enhances our outreach efforts.
- **Grassroots Engagement:**
 - **Visits to Nearby Schools:** We will proactively engage with nearby 1- and 2-star elementary schools. Our team will visit these schools, meet with teachers, administrators, and families to introduce WYLEES and highlight our unique offerings and benefits of our model for at-risk students, especially Emerging Bilingual (EB) students and students with disabilities.
 - **Door-to-Door Outreach / Canvassing:** Our staff will leverage our team of bilingual community volunteers (see below for more information on our Community Activation Team, or CAT) to conduct door-to-door visits within the community. These personalized interactions will allow us to address questions, share our vision, and build trust, while also ensuring that we communicate with families in their home language.
 - **Monthly Community-Based Information Sessions and Listening Forums:** Regular community-based information sessions and listening forums provide a platform for dialogue, where families can learn more, ask questions, and express their needs and expectations. WYLEES leverages our CAT (see below) to help promote and staff these events; our long term goal is for families and volunteers to lead these sessions so that we can empower them as leaders.
 - **Tabling events:** As an active and engaged member of southern Nevada's educational community, WYLEES attends and sets up tables at various community event locations, attending relevant events to raise awareness, spread information about the school, and provide on-site access for families who may need support.
 - **Community Activation Team (CAT):** As we build enthusiasm, support, and visibility, WYLEES' team of multilingual community volunteers focus on inviting families and local business partners to join our recruitment, marketing, and enrollment efforts as a part of our CAT. This approach enables our early adopters to advocate to their circle of influence in language and terms that are familiar, and encourages from our founding a deeper connection between families and the school.
- **Digital Presence, Social Media, and Conventional Media:**
 - **Community Conversations Online:** We recognize the power of the internet. Through social media platforms, webinars, and virtual town halls, we will engage with families, emphasizing our commitment to quality education and sharing news, achievements, and information about the application and enrollment process.
 - **Website and Blog:** Our website will feature detailed information about WYLEES, including curriculum, faculty, and extracurricular opportunities. A blog section will address common queries and showcase student achievements and school news. We will host information about the application and enrollment process on our website, as well as links to the application itself.



- **Press Releases and Media Engagement:** WYLEES creates press releases with information about the school, events, achievements, and details regarding the student application and enrollment processes to be published in newspapers and on websites of local businesses. Press releases are available in English and Spanish (and other languages, as needed).

Timelines and Responsibilities:

Fall 2024 (Incubation Year): Prior to approval, WYLEES continues its community engagement and outreach efforts (described above). Following approval, WYLEES prioritizes hiring a director of school operations (DSO), who leads our recruiting, marketing, and enrollment strategies described above with support from the principal. In the incubation year, we leverage CAT volunteers and community partners to support family engagement, raise awareness of the application and enrollment process, and to begin soliciting applications for the school lottery. Opening our application in the fall allows applicants more opportunities to apply and provides WYLEES more time to assist families who need help with the application process; this timeline also aligns with the local district's recruitment cycle for magnet schools.

Winter 2024: WYLEES' DSO & principal review submitted applications for the lottery and set/revises application goals and strategies for the spring. We use conversion data to analyze the top sources of applicants and lean into recruiting from those sources in the spring to leverage our successes. We use demographic data to ensure that our recruiting efforts are yielding a diverse pool of applicants who are reflective of our community, and we adjust our recruitment efforts if needed.

Spring 2025: The DSO, with support from the CAT, principal, and our community partners, enacts the recruiting, marketing, and enrollment plan. Applications are tracked weekly leading up to the application closing date to ensure we are on pace and to make adjustments as needed. Following the lottery in early March, the DSO contacts selected students and families and begins collecting enrollment and registration materials with assistance from the principal and the CAT. If for any reason the recruitment and enrollment process enters a late application phase, WYLEES continues our active recruiting and enrollment efforts leading up to our internal June 10th deadline. In the event that there are more applicants than available seats, applicants are placed on a waiting list in the order of their receipt and will receive regular updates about any openings. These applicants will be included in subsequent lotteries to draw additional students if any seats become open and need to be backfilled after our initial recruitment and enrollment drive.

c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?

WYLEES' recruiting, marketing, and enrollment plan outlined above is robust, thoroughly developed, and has been used successfully by our proposed principal, Mike Taack, when he was a magnet school recruiter in the proposed neighborhood to completely reach the enrollment goal for a new magnet school in its first year of operation. In addition to the plan's alignment to the local school district's magnet recruiting calendar (and ensuring that WYLEES' process is highly visible at the same time most Clark County families who are considering a school of choice are actively learning about their options), This plan provides ample time to collect applications and track the school's progress towards goals. By spring, when many charter schools open their application, WYLEES already has a strong indication of progress towards our ambitious application goal. WYLEES' operational recruiting goal is to obtain applications for 150% of our available seats (i.e. 408 applications in the incubation year) by February to ensure that even if there is a substantial number of applicants who change their mind or are unable to attend that we will, nonetheless, hit our enrollment target. Our secondary, "late" application phase provides us the opportunity to backfill any openings that remain after our initial lottery and registration drive. We are confident that this strategy will ensure that WYLEES consistently hits enrollment targets and grows at or exceeding the rate projected in our application.

d) What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets? *Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.*

As described above, WYLEES director of school operations (DSO) will be primarily responsible for implementing the marketing, recruitment, and enrollment plan, tracking results, and reporting the results to the principal. The DSO reports progress towards targets weekly to the principal. The DSO & principal collaboratively monitor progress towards goals and determine any adjustments to strategy, if needed. WYLEES' marketing, recruitment, and enrollment targets and timelines are captured in the table below:



Timeframe	WYLEES' Incubation Year Marketing, Recruitment, and Enrollment Targets
Fall 2024	<p>Marketing and Recruitment: Sustained daily canvassing at local elementary schools (focus on 1 per week over multiple days), grocery stores, community centers, churches, community events, etc.; 2 neighborhood walks (door-to-door campaigns) per month; 2-3 social media posts per week; 1-2 blog posts per week; 2-3 community-based information sessions/listening forums per month (at least one online and one in person); 1-2 press releases by December 15th. Ensure all families within a 2-mile radius are notified of the school through all of the above methods.</p> <p>Enrollment: 50% of total target reached (i.e. 204 applications are submitted).</p>
Winter 2024	<p>Marketing and Recruitment: Adjust plans from fall based on data; otherwise, continue sustained daily canvassing at local elementary schools (focus on 1 per week over multiple days), grocery stores, community centers, churches, community events, etc.; 2 neighborhood walks (door-to-door campaigns) per month; 2-3 social media posts per week; 1-2 blog posts per week; 2-3 community-based information sessions/listening forums per month (at least one online and one in person); 1-2 press releases by February 15th.</p> <p>Enrollment: 100% of target reached (i.e. 408 or more applications are submitted).</p>
Spring 2025	<p>Marketing and Recruitment: Continue low-intensity community engagement (unless enrollment target is not met; in that case, targeted recruitment takes place from key applicant streams as identified by DSO and principal); 2-3 social media posts per week; 1-2 blog posts per week; 2-3 community-based information sessions/listening forums per month (at least one online and one in person); 1-2 press releases by May 15th.</p> <p>Enrollment: 100% of seats are filled and 100% of selected applicants complete all required registration and enrollment materials no later than June 10th</p>

2) Describe the application and enrollment process.

- a) What is the application and enrollment calendar for both the first year of operation and subsequent years of operation? Specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

WYLEES is open to all and will neither charge tuition nor discriminate against any prospective student. WYLEES' enrollment process entails:

1. Complete the application form: WYLEES adheres to all statutes establishing the minimum and maximum ages for enrollment in public charter schools. Enrollment will not be contingent on the student's (or their parent's or legal guardian's) state of residence.
2. Submit enrollment packet: WYLEES enrollment packet contains the following documents: student enrollment form, proof of immunization, home language survey, emergency medical information form, proof of minimum age requirements (such as a birth certificate), and release of records form.

WYLEES is a charter school with ongoing admissions. Applications received after the lottery deadline will be processed based on availability on a first-come, first-served basis. If WYLEES is full, applicants are placed on a waiting list in the order of their receipt and will receive regular updates about any openings that occur. Should students withdraw, causing WYLEES to have open seats, the wait list is used to backfill seats via a new lottery for any open seat(s). To comply with NRS 388A.453 and the minimum application period of 45 days, the annual application period will begin on the first business day of October and end on the first Friday of March. The lottery will occur the following Thursday. The open enrollment period commences after the application window closes:

WYLEES' Application and Enrollment Windows						
Application Phase	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Application Opens	10/1/24	10/1/25	10/1/26	10/1/27	10/2/28	10/1/29



Application Closes	3/7/25	3/6/26	3/5/27	3/3/28	3/2/29	3/1/30
Lottery Date	3/13/25	3/12/26	3/11/27	3/9/28	3/8/29	3/7/30

b) Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.

Every year, during the open enrollment period in the spring (following the lottery and before the next academic year begins), applications for admission are accepted. Once the open enrollment period ends, applications are tallied to determine if there are more applicants than spots available in any grades. If not, all applicants are accepted and placed in available seats. However, if there are more late applicants than available seats, WYLEES holds a public random lottery to determine admission for the affected grade level(s). (Existing students moving onto the next grade level are assured seats.) The following applicants are granted priority admission in the event of a public lottery:

1. Siblings of current students
2. Residents of WYLEES' targeted ZIP codes
3. Staff children and dependents
4. Those who do are not members of the above groups

All employees and board members undergo training on diversity and inclusion practices, including the rights and obligations that come with operating as a publicly funded, tuition-free public school. For teachers, this means providing suitable support for those pupils who require special assistance. Any staff or board member who takes part in recruitment activities receives targeted instruction on the legal requirements pertaining to recruiting, enrollment, non-discrimination, DEI, and all of WYLEES' recruitment and enrollment processes and procedures. The school's principal is responsible for this aspect of training.

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 specific populations of students?

Ensuring compliance with legal enrollment requirements for special populations is essential to providing equitable education, and as such, it is imperative to establish effective systems for staff members to acquire in-depth knowledge and expertise in this area. WYLEES uses the following to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students:

- Regular training sessions: WYLEES schedules regular training sessions for all staff members, including teachers, administrators, and support staff, to review the legal enrollment requirements and the servicing of WYLEES' specific populations. These training sessions take place during allotted professional development times. WYLEES will attend SPCSA training sessions, collaborate with community organizations that serve special populations of students, such as local advocacy groups, immigrant rights organizations, disability rights organizations, and, if needed, contract with third parties to provide training.
- Resource guide: WYLEES shares a staff handbook that includes all the legal enrollment requirements and guidelines for servicing special populations of students. This guide is given to all staff members and updated annually.
- Dedicated staff members: WYLEES' leadership team, EB specialists, and SPED team are responsible for ensuring that all legal enrollment requirements are met for special populations of students, such as EBs/English Language Learners/ELLs or students with disabilities.
- Family involvement: WYLEES involves parents/guardians of students with special needs and EB students in the enrollment process and in the development of individualized education plans (IEPs) or other support plans. (See Special populations section.)

3) 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? What strategies will be used to retain existing students?

Through the strategies and learning environment described throughout our application, WYLEES' goal is to present such a positive, supportive, and high-growth environment for students and families that we have a waiting list of families who are eager for their children to join our program. Through a combined strategy of ensuring high levels of returning students and a



slow-growth model to ensure that recruitment needs are much lower in years two and beyond, WYLEES will develop a tight-knit, enthusiastic community of student and family ambassadors who will assist us in spreading the word about our innovative, high-achieving school and ensuring that our available seats remain consistently filled.

WYLEES will continue to market, recruit, and enroll students with the same strategies and intensity that we did in year one, but our work in years two and beyond will be informed and shaped by our historical results and will feature improved community advocacy and engagement through the assistance of our enrolled families, CAT team, and student ambassadors. At the end of our incubation year recruiting cycle, the DSO and principal will prepare a report for the board that details the marketing, recruitment, and enrollment plan, fill rate of available seats, and our conversion rates by source. The board provides feedback on the results and ideas for the next recruiting cycle, which will again see the DSO taking the lead with support from the principal, CAT, and potentially other office staff, including the office manager and/or registrar, as needed. In the event of any unexpected vacancies at the beginning of the school year (or at any point thereafter due to student withdrawals), the DSO will immediately prioritize active recruitment efforts to backfill seats before actuating the recruitment plan for the upcoming cycle. The DSO will maintain a list of and contact with students who are waitlisted in order to be able to readily notify families if spaces open up; if seats must be backfilled, WYLEES will run a second-chance lottery for students on the waitlist to select new students to fill the seat(s). Regardless of results, the next recruitment cycle will begin in September of 2025; this process will repeat in perpetuity.

4) Complete the following tables for the proposed school. *Remove rows as needed.*

a) Minimum Enrollment. *Must Correspond to Break Even Budget Scenario Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	112	127	152	167	167	167
7	90	112	132	157	167	167
8	70	90	115	137	162	167
Total	272	329	399	461	496	501

b) Planned Enrollment. *Must Correspond to Budget Worksheet Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	112	127	152	167	167	167
7	90	112	132	157	167	167
8	70	90	115	137	162	167
Total	272	329	399	461	496	501

c) Maximum Enrollment. *Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	123	140	167	184	184	184
7	99	123	145	173	184	184
8	77	99	127	150	178	183
Total	299	362	439	507	546	551

5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

WYLEES' plan to open with grades 6-8 was informed by feedback and input from families, conversations with local charter school founders, and the direct experience of our principal when we was recruiting for a magnet school in the target area when it was in its first year as a school of choice. Families that we've spoken to about their interest in enrolling have repeatedly and consistently voiced the importance of being able to send two or more middle-school aged siblings to the same school; were we to open with limited grade bands, some families would be disinclined to apply if they had, for example, children in 6th and 8th grades and could only submit an application for their 6th grade child. This input was echoed by some other charter founders and our proposed principal's first-hand experience.



WYLEES relies on a slow-growth model, with a starting year target enrollment of 272 students that grows to a total of 501 students in year six. In year one, recruitment efforts primarily target 5th grade students and their older siblings; as such, in year one our sixth grade class reflects our largest projected enrollment, with 7th and 8th grade enrollment reflecting approximately 20% fewer students than each grade below. We feel that this is a reasonable assumption, based on the likelihood of especially 8th grade students who would be willing to change middle schools in the final year of their experience. Our model assumes high retention of enrolled students (based on the community and student excitement for our proposed model), and reflects a realistic and achievable 21% growth year over year in years 2-3. Year 4 growth is expected to be 16%, and as we near capacity in years five and six, growth is projected to be 8% and 1%, respectively.

6) As Attachment 16, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.

WYLEES has demonstrated interest from parents of students in the appropriate grade levels to enroll in year one and originating in the identified zip codes to be served in excess of 82 students (30% of our year one enrollment of 272). Please see evidence of student demand in Attachment 16.¹¹⁷ Initial progress has been made to gather community input, speak directly with families about their hopes for their students' education and their feedback on the proposed design, and to gather evidence of intent to enroll from families. At the time of application, there are 124 students who would be age eligible at the time of WYLEES' proposed 2025 opening and who intend to enroll; 105 of those students reside in WYLEES' targeted zip codes.

7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.

WYLEES' strategies for community engagement are discussed in detail in Question 1 of this section. WYLEES maintains engagement through the strategies enumerated in our response to question 1, as well as through targeted communications and updates about our progress; please see our response to Question 1 in this section (above) for more details.

4.6 INCUBATION YEAR DEVELOPMENT

1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the [SPCSA's Pre-Opening Requirements](#) and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 ("Incubation Year Planning Table").

Please see Attachment 17.¹¹⁸ In addition to the developed plan, WYLEES aligns start-up work with the SPCSA's pre-opening checklist and plan to ensure alignment.

2) Describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization to provide training and development, briefly describe the main components of the training program and why that organization was chosen.

WYLEES comprehensive leadership development plans include training that is aligned to our incubation year goals as outlined in the Incubation Year Planning Table (Attachment 17) and our stated academic goals. Proposed principal Mike Taack will engage in training and development centered on key leader competencies and strategic planning, including training and development in instructional leadership (with an emphasis on Project Based Learning, special education and Emerging Bilingual education), human resources, data and information management, school health and safety planning, educational technology, financial management and grant tracking, and student culture building. Training and development will be provided through identified partners, including the Leadership Institute of Nevada (LIoN), Opportunity 180, Diverse Charter School Coalition, and other organizations and individuals as yet to be determined. The identified organizations were selected for inclusion in WYLEES' leadership development plans due to their stellar local or national reputations, proven ability to provide high-quality support, and alignment with the school model and/or goals. During the Incubation Year, Mr. Taack will spend time in Las Vegas's high-performing charter schools and select high-achieving district schools to further develop his skills, observe best practices, and apply these insights to the successful launch of WYLEES. Mr. Taack will also participate in the scheduled professional development, which will enable him to cultivate and instruct new employees. Lastly, Mr. Taack is currently engaged in Opportunity 180's Propel Incubator Fellow program and Diverse Charter School Coalition's Unified

¹¹⁷ See Attachment 16

¹¹⁸ See Attachment 17



New Starter fellowship. These fellowships have built upon Mr. Taack's experience as an assistant principal in a charter school, and has required him to engage in ongoing professional development aligned to the design and launch of a new charter school. The fellowships consist of continuous support for school leaders, including program research and development, mentoring, a leadership institute, and site visits. As part of his annual evaluation, Mr. Taack will present a Professional Development Plan (PDP) to the board; Mr. Taack's first PDP will be presented to the board following WYLEES' authorization and his hiring.

- 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.**

Following authorization and the securing of additional funds through the Opportunity 180 Year Zero Grant (which WYLEES intends on applying for as of the time of this proposal) and/or other sources (WYLEES has applied and is in the final round of consideration for both the Charter Schools Growth Fund Seed Grant and the New Schools Venture Fund's Innovative Public Schools Grant), proposed principal Mike Taack will work full-time to execute the incubation year plan (Attachment 14). A Director of Operations will be hired and will start on a part-time basis by January 30, 2025 (or by October 1, 2024 if additional grant or philanthropic funding is secured), moving to full-time work on March 31, 2025. In the event that grant funding is not available or secured by WYLEES, proposed principal Mike Taack is prepared to work on a nearly full-time basis without compensation, with the caveat that he will also maintain a full time position of employment elsewhere. All other employees would begin no earlier than July 1, 2025. Funding for employees prior to July 1, 2025 will be provided by Opportunity 180 grant funding and/or CSP funds, dependent on securing such funding as described above.

4.7 SERVICES

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.**

For general purchasing, WYLEES employs the following purchasing processes: 1.) All purchases must be authorized to the principal; the principal may empower the director of school operations (DSO) to approve purchases for regular, reasonable, and customary expenses below \$100, though the principal maintains ultimate responsibility for any such purchases. 2.) All purchases over \$300 require a Purchase Order (PO). The principal may approve the PO only if a) the expenditure is budgeted and b) there are funds available for the purchase. 3.) For any purchases over \$5,000, a bid /estimate from three separate vendors must be obtained (whenever possible). 4.) For services and contracted work, WYLEES follows the Request for Proposal / RFP and vendor evaluation processes below.

WYLEES' principal and DSO are responsible for identifying vendors with help from recommendations by existing charter schools. Vendors are selected through an open and competitive Request for Proposal (RFP) process, including 1.) publishing the scope and requirements of the project, 2.) the principal and/or DSO evaluating the proposals received, and 3.) the principal and/or DSO selecting the final vendors. WYLEES only selects and enters into agreements with vendors who have an outstanding track record, positive references, and who meet the needs of both the project and our target demographics. At the beginning of each semester, the principal and DSO reevaluate each vendor's performance against the scope of work and actual results to ensure that they are honoring their contracts and continuing to meet our school's and our students' needs at no less than 85% of mutually documented expectations. All performance metrics will be quantitatively and qualitatively aligned with the primary responsibilities of each role, inclusive of all school and role-specific business services. If the principal determines that a vendor has not met expectations upon review, the principal will immediately notify the board and recommend a renewed RFP cycle to obtain a new vendor. Below are specifics about supporting operational requirements; all vendors for services outlined below are subject to our RFP process above.

- a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

WYLEES plans to locate our facility in an area that will provide walkability for our target students and which is easily accessible to families from all of our zip codes in order to fulfill the requirements of the academic and demographic needs assessment and to eliminate enrollment or attendance barriers. We anticipate reaching full enrollment and providing equitable access without providing transportation (though WYLEES will work with community partners and provide transportation as needed through services like Hop, Skip, Drive, the RTC, and/or others for students facing housing insecurity or other documented needs). To expand our reach, WYLEES intends to separately apply for transportation funding from the SPCSA



to support additional access for students whose families face transportation issues and/or those who live further than 2.5 miles from the school. If WYLEES obtains funding for transportation, we will provide our own bus services, and we will employ a bus driver. As this type of transportation is contingent on a separate application for funding, we have not included these costs in our application budget.

- 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, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

For breakfast and lunch service, WYLEES plans to contract with Revolution Food Services, a company experienced in preparing breakfasts and lunches that adhere to all federal nutritional guidelines and all other requirements (i.e. temperature, serving, and storage). A formal RFP process will be conducted to comprehensively evaluate all options and select the optimal program in terms of effectiveness, financial commitment, and services offered. In addition, we will work with families in their native language to ensure that all required documents proving eligibility for free and reduced lunches are accurately completed, and the Director of Operations will work with our chosen food service authority to establish documentation requirements and fulfill the requirements of the National School Lunch Program (NSLP).

- c) Facilities maintenance (including janitorial and landscape maintenance)**

WYLEES will complete an RFP process to contract with a custodial and basic maintenance provider to ensure a safe and clean learning environment for students and to complete basic regular-use maintenance of the facility. As tenants of the facility, the long-term maintenance of the overall facility will not be the responsibility of WYLEES. WYLEES will contract with a local company for lawn care, and outdoor maintenance, as needed.

- d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.**

WYLEES will establish relationships with local health care providers for emergency situations and federally mandated health examinations. The director of school operations (DSO) maintains all medical records, including required immunizations, in accordance with FERPA and all other applicable regulations. Only the principal and DSO will have access to all records and medications, which are stored in a secure location with clear record-keeping procedures. The DSO will establish a system for tracking required immunizations and monitoring to ensure such records are obtained from all students. Throughout the year, we will contract with service providers (using the RFP process described above), such as a nurse provider, for IEPs and other health-related needs. All employees receive ongoing training in administering first aid and procedures for responding to emergency situations. Select personnel will be required to obtain or maintain cardiopulmonary resuscitation (CPR) certification. Additionally, select personnel will be trained by the Crisis Prevention Institute (CPI). A FASA (First Aid and Safety Assistant) is accountable for organizing and administering required health examinations. A licensed school nurse will be employed or contracted to train the FASA in accordance with NRS.392.420. The FASA will administer the following state-mandated exams: (a) auditory and visual in sixth grade; (b) scoliosis screenings in seventh grade; and (c) height and weight assessments in seventh grade. The school is responsible for notifying parents/guardians in advance of any physical examination, describing the examination and providing them with the option to exempt their child from all or part of the evaluation. The FASA will be responsible for communicating screening results to parents and guardians. In accordance with NRS 392.420(9), the FASA will also provide these results in the format specified to the State Health Officer. WYLEES will seek to form partnerships with UNLV and/or other organizations to provide nursing-related services.

- e) Safety and security (include any plans for onsite security personnel).**

WYLEES will not hire specific security personnel for the school. WYLEES intends to develop relationships with local law enforcement, including Las Vegas Metro PD's Office of Community Engagement, to ensure that officers are familiar with our campus in the unlikely event of an emergency and to form and nurture positive relationships between community policing officers and our community. We use an emergency operations plan, as required by state law, which includes details for emergency procedures such as fires, lockdowns (hard and soft), and earthquakes. Students and staff will participate in an emergency training drill at least once per month, per NRS 392. School personnel check visitor's driver licenses or other photo identification before a visitor is allowed to enter the school. Visitors are required to wear a visitor's badge for the entirety of their campus stay.

- f) Other services that will be critical to the academics, operations, or financial management of the school.**



WYLEES intends to apply for CSP funds to allow for more project-based learning resources and funds for Friday and after school enrichment and summer extension opportunities for students. This will allow us to issue RFPs and to contract with outside vendors to further support our students in the development of their interests, to support their ongoing academic growth and achievement, and to provide a resource for families who want additional learning extension opportunities for their children.

2) Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

WYLEES intends to use other local charter schools as resources to learn about potential tech service providers that we might contract with as we prepare our RFP. Each staff member will receive a laptop, and every student will use Chromebooks (though we will not have 1:1 deployment initially). Our goal by Year 4 is to operate a 1:1 technology device program for students. WYLEES' budget allocates for line items related to technology, including the above as well as a secure wireless network, a phone system for the main office, and internet costs. The director of school operations DSO inventories and distributes technology to all staff. The DSO is in charge of ordering all technology related items and is also in charge of contacting the technology support vendor for all internet and technology needs, including setup and maintenance of staff devices, printers, copiers, and student Chromebooks and other troubleshooting, as needed.

3) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

WYLEES uses Infinite Campus for student information, in accordance with statewide recordkeeping requirements. Infinite Campus provides training for the principal, the director of school operations, and the assistant principal. These individuals have administrative user permissions and oversee data submission, including the enrollment and disenrollment of students (with the support of the registrar). Teachers utilize Infinite Campus to manage daily attendance, grades and academic data, and referrals for discipline. The leadership team monitors daily attendance and academic data on a regular basis. In addition, they process all disciplinary records and maintain records in Infinite Campus. The principal and DSO liaise with the Nevada Department of Education and the SPSCA to assure compliance with all reporting and regulatory requirements. Individual permissions and passwords depending on role and functionality are required to access all school records. All electronic personal records will have restricted and secure access, and all paper records will be stored in a locked and secure location. During the planning year, WYLEES will establish an operations manual, which will be reviewed by Charter Impact and by an attorney familiar with regulations governing protected information. Annually, all operational processes will be reviewed, vetted, and revised as needed.

4.8 FACILITIES

1) Describe the facility needs of the proposed school for year one and at capacity, 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 EL services, labs, specialty classes and intervention or enrichment programs.
- d) Space requirements for administrative functions, food services and physical education.

Combined response for parts a-d above: WYLEES has not yet identified a facility, but has developed a working relationship with commercial real estate broker Michael Hiltz (of the Hiltz Commercial Group) and Charter School Development Corporation CSDC to secure a facility. Both entities came well-recommended from Opportunity 180, Futuro Academy, and many other references. WYLEES has collaborated with Charter Impact's Richard McNeel to determine lease amounts that are compatible with the budget and to determine space requirements needed to execute WYLEES school model. WYLEES' plans for a facility in the 89104 zip code that provides a minimum of 80 square feet per pupil (SF/P), a lease rate of approximately \$1.20 per square foot per month in year one (with abatement assumed in years 1-3), then increasing to \$1.40 in year two, \$1.64 in year three, and \$1.67 in year four, with an annual increase of 2% per square foot thereafter, and an initial security deposit of \$1.20 per square foot or less. The projected annual requirements are as follows:

Year 1	25,000 SF: 13-16 classrooms averaging 800 SF, 3000 SF multipurpose space, 1000 SF SpEd/EB class space, 2,000+ SF office and storage space, 800 SF restrooms, 15% corridor and entryway space.
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Year 2	30,000 SF: 16 classrooms averaging 800 SF, 3000 SF multipurpose space, 1000 SF SpEd/EB class space, 2,000+ SF office and storage space, 800 SF restrooms, 15% corridor and entryway space.
Year 3	36,000SF: 20 classrooms averaging 800 SF, 3000 SF multipurpose space, 2000 SF SpEd/EB class space, 2,000+ SF office and storage space, 1200 SF restrooms, 15% corridor and entryway space.
Year 4	40,000SF: 24 classrooms averaging 800 SF, 3000 SF multipurpose space, 2000 SF SpEd/EB class space, 2,000+ SF office and storage space, 1200 SF restrooms, 15% corridor and entryway space.
Year 5-6	40,000SF (Full Capacity): 25 classrooms averaging 800 SF, 5000 SF multipurpose space, 2000 SF SpEd/EB class space, 2,000+ SF office and storage space, 1200 SF restrooms, 15% corridor and entryway space.

2) *If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. 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.

-AND/OR-

If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 18. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 19.

Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school.

Combined response: WYLEES intends to lease its facility initially. Any decision to move toward purchasing a property is at the direction of the board and will require extensive strategic planning to ensure debt service, maintenance, and other fees are accounted for. WYLEES is currently working with Michael Hiltz's team of brokers at Hiltz Commercial Group, along with Charter School Development Corporation (CSDC). Hiltz Commercial Group services as an all-inclusive broker, which provides access to an attorney, architect, furniture retailer, and more, provides additional capacity to our founding team, as they have worked with numerous charter organizations in the community and have led a charter through this process, including GEMS, Battle Born Academy, and Coral Academy. CSDC has a track record of working with charter schools nationally and locally such as Futuro Academy and GEMS. WYLEES is planning for landlord/lease holders to cover tenant improvements to a minimum of \$15.60/SF, per current market value. This will cover initial updates to the facilities to become a turn-key site for a school, as well as the fees and expenses incurred to obtain a Special Use Permit. As it stands, WYLEES has accounted for annual leasing fees in the following amounts:

- Year 1 - \$360,000 plus \$30,000 security deposit; \$20,000 CAM; \$17,500 Custodial; \$37,500 Utilities, \$20,000 Maintenance
- Year 2 - \$754,920; \$36,000 CAM; \$31,500 Custodial; \$67,500 Utilities; \$36,000 Maintenance
- Year 3 - \$883,256; \$36,000 CAM; \$31,500 Custodial; \$67,500 Utilities, \$36,000 Maintenance
- Year 4 - \$953,917; \$36,000 CAM; \$31,500 Custodial; \$67,500 Utilities, \$36,000 Maintenance
- Year 5-6 (Capacity) - \$972,995; \$36,000 CAM; \$31,500 Custodial; \$67,500 Utilities, \$36,000 Maintenance

WYLEES does not currently hold a facility or MOU for a facility.

3) **Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

WYLEES, a single-site startup school, will collaborate with the board's facilities committee to lease/buy and manage its facilities. CTF member Tara Meierkord has experience managing charter school facilities, while member Frank Endellicate has experience in Las Vegas real estate. WYLEES, Hiltz Commercial Group, and Charter School Development Corporation (CSDC) are working together to form a team of facility experts for the purposes of acquiring a facility for WYLEES and managing the build-out and/or any needed renovations.



4) Explain the organization's plan to maintain the facility.

WYLEES will employ a janitorial and maintenance company to routinely clean and maintain our facility. As usual for such agreements, the landlord will be responsible for the overall maintenance of the facility.

5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.

WYLEES has briefly discussed our school model and facility search plans with City Councilwoman Olivia Diaz. In addition to coordinating with local government, WYLEES will work with the Las Vegas Metropolitan Police Department to finalize and approve an arrival and departure plan, as well as safety procedures, once a facility has been secured. WYLEES will develop a crisis management plan in collaboration, coordination, and compliance with local authorities and state law. Through research and numerous conversations with our facility partners and other charter school leaders, WYLEES understands that ensuring that our future facility is properly permitted and physically ready to operate as a school will be a multi-step process that will take several months to complete. Below is our projected detailed timeline and plan for this process:

- **Site identification and evaluation (April 2024-July 2024):** The first step is to identify a suitable site for the school facility. WYLEES' facility partners are in search of suitable available properties in our target zip codes. We are evaluating existing buildings that may be repurposed for use as a school. Factors that we are prioritizing are location, accessibility, zoning, and building conditions.
- **Pre-application meeting (August 2024-September 2024):** Once a site has been identified, WYLEES' team will schedule a pre-application meeting with the local jurisdiction's planning department. We will discuss the proposed use of the site and any applicable zoning regulations, as well as to identify any potential issues or concerns that may need to be addressed.
- **Site development plan (August 2024-October 2024):** Based on the feedback received during the pre-application meeting, WYLEES' facilities partners will develop a site development plan that includes a detailed site map, building plans, and any required engineering reports. This plan will address any concerns such as parking, traffic flow, and pedestrian safety.
- **Permit application and review (November 2024-January 2025):** With the site development plan in hand, WYLEES will submit a permit application to the local jurisdiction's planning department, specifically the applicable planning department/division and traffic department/division. This application will be reviewed to ensure that it meets all applicable zoning regulations, building codes, and other requirements. WYLEES will work closely with the planning department to address any questions or concerns that arise.
- **Permit approval and construction (November 2024-June 2025):** Once the permit application has been approved, the applicant team can begin updates of the school facility. This process will involve obtaining additional permits, such as building permits and electrical permits, and ensuring that all work is completed in accordance with applicable codes and standards.
- **Final inspections and occupancy (June 2025-July 2025):** Once construction is complete, WYLEES will schedule final inspections with the local jurisdiction's building department to ensure that the facility is safe and meets all applicable regulations. Once all inspections have been passed, the school facility can be occupied and begin operations.

6) Provide, as Attachment 21, 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 attached insurance coverages in Attachment 21.¹¹⁹

¹¹⁹ See Attachment 21



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



SECTION 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 these contractors.**

The Western Youth Leadership, Engagement, and Empowerment Middle School has identified Charter Impact as our leading candidate to meet our needs in the areas of accounting, bookkeeping, payroll, budgeting, purchase tracking, financial reporting, budget forecasting, financial compliance, and data management. WYLEES will employ an independent, unbiased school audit company.

WYLEES will select our back-office supplier via a competitive "Request for Proposal" (RFP) and at least three proposals. We will employ three criteria to aid us in selecting from the top institutions in the RFP process:

- (a) **Proven Track Record:** The vendor must operate well. The principal will review, accredit, designate, and award a provider in a detailed track record report. The finance committee and board will vote.
- (b) **Mission Alignment:** The vendor will cooperate with charter schools to help at-risk students and demonstrate industry expertise. The finance committee will review the principal's documents, and the board will vote on a vendor's purpose alignment.
- (c) **Competitive pricing:** The vendor will rapidly and professionally submit a competitive and transparent price plan that meets RFP scope and restrictions.

The principal will research and submit pricing plan documents to the finance committee for review and board vote. The finance committee will pick all contractors via RFP, and the board will vote to approve. The narrative and line items in the current budget reflect supplier and comparable-sized charter school relationships. WYLEES will construct financial and administrative processes with an outsourced back-office supplier to maintain effective financial controls, notably by clearly distinguishing roles between the principal, director of school operations (DSO), and board treasurer. The back-office supplier's contractual services will help WYLEES' board to establish a financial policy document. The principal and provider shall establish and implement a financial and administrative cycle plan to satisfy Nevada public school reporting standards and furnish the board with timely and accurate information.

- 2) **Public charter schools in Nevada are required to conduct an annual financial audit¹²⁰. 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.**

As noted in the Nevada Department of Education's Nevada Charter School Audit Guide (Feb. 2023 Revision)¹²¹, WYLEES will be "a special purpose governmental unit" when authorized, which means that we "will follow the requirements of the Governmental Accounting Standards Board (GASB). GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles." The CEO and/or principal, with assistance from the DSO and WYLEES' back office provider (currently expected to be Charter Impact) and under the oversight of the board treasurer and chair, will be responsible for the yearly audit which will occur following the end of the fiscal year. The annual audit of a public charter school's financial and administrative operations in Nevada is conducted by an independent certified public accountant (CPA) who is licensed to practice in the state. WYLEES will contract with Charter Impact to help us ensure that we are in compliance with all laws, regulations, and reporting criteria for Nevada's public schools. This will aid WYLEES in adhering to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in the state of Nevada. This includes compliance with the State of Nevada's Department of Education (NDE) guidance and regulations, which require maintenance of accurate financial records, submission of financial reports to the NDE on a timely basis, and adherence to Generally Accepted Accounting Principles (GAAP). The yearly audit will be conducted within all applicable timeframes, and a copy of the auditor's findings will be sent to the authorizer and any other required recipients. WYLEES' independent fiscal audit is a matter of public record, and a copy of each year's audit will be kept in the school's office and made available to the public upon request.

WYLEES' audit process will involve the following steps:

¹²⁰ [NAC 387.775](#)

¹²¹ [NV Audit Guide, February 2023 \(webapp-strap-paas-prod-nde-001.azurewebsites.net\)](#)



- Engage an independent audit firm: WYLEES hires a qualified and independent audit firm, preferably one with experience in public school audits, to conduct the annual audit.
- Review financial statements: The audit firm reviews our financial statements, balance sheets, income statements, and cash flow statements from Charter Impact to assess the accuracy and completeness of the financial information presented.
- Evaluate internal controls: The audit evaluates WYLEES' internal financial controls, which are designed to prevent and detect errors, fraud, and mismanagement. This includes reviewing policies and procedures related to budgeting, cash management, procurement, payroll, and financial reporting.
- Test transactions and compliance: The audit firm selects a sample of transactions to test for accuracy and compliance with applicable laws and regulations. This may include verifying supporting documentation, checking mathematical accuracy, and ensuring that funds are spent in accordance with the school's approved budget and Nevada state requirements.
- Report findings: Upon completion of the audit, the audit firm issues a report detailing the findings, including any identified deficiencies in internal controls or instances of noncompliance. The report also includes recommendations for improvement.

To ensure adherence to accounting, auditing, and reporting procedures and requirements. The audit is typically conducted in accordance with Generally Accepted Auditing Standards (GAAS) and the Government Auditing Standards issued by the Comptroller General of the United States.¹²² The audit will be led by the principal and/or CEO, DSO, board treasurer, and back office provider Charter Impact. Proactively, WYLEES:

- Adopts written policies and procedures: We will develop and maintain a comprehensive set of written financial policies and procedures that outline the school's accounting practices, internal controls, and reporting requirements.
- Implements segregation of duties: We establish clear separation of duties among the audit team for financial tasks to minimize the risk of errors and fraud. This may include separate individuals handling authorization, record-keeping, and custody of assets.
- Conducts regular financial monitoring: WYLEES assigns responsibility for monitoring financial performance to a designated staff member or committee, who will regularly review financial reports and compare actual results to budgeted projections.
- Maintains accurate and up-to-date records: We ensure the school's financial records are complete, accurate, and maintained in a timely manner, in accordance with Nevada state requirements and generally accepted accounting principles (GAAP, as referenced in the NVDoe's Nevada Charter School Audit Guide).
- Provides staff training: WYLEES provides training programs for staff responsible for financial management in order to ensure that they are knowledgeable about applicable laws, regulations, and best practices for public school accounting.
- Establishes a strong governance structure: We have created an effective governance structure, with a board of proposed directors who have financial expertise and are responsible for overseeing the school's financial management and approving budgets and financial policies.

By implementing these financial controls and plans, WYLEES demonstrates its commitment to adhering to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in the state.

3) Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.

Proactively, WYLEES takes the following steps to ensure that contingency plans are unlikely to be needed:

- WYLEES principal and/or CEO will work with the board to plan and develop financial controls for the school. This includes policies and procedures for budgeting, purchasing, payroll, cash management, and financial reporting. These controls are designed to prevent fraud, waste, and abuse of school funds. The implementation of these controls involves training staff on proper procedures, establishing internal controls, and regularly reviewing and monitoring financial transactions. This critical step ensures that WYLEES uses its funds responsibly and maintains awareness of our current financial situation.
- Establish a Reserve Fund: Upon authorization, WYLEES will begin taking steps to establish a reserve fund to prepare for unforeseen financial obstacles. This fund will be used to cover any unforeseen costs or gaps in revenue in conjunction with the contingency described below.

¹²² [AU Section 150: Generally Accepted Auditing Standards](#)



- Create a Financial Advisory Committee: The board will form a financial advisory group of finance and accounting specialists to help us proactively build reserves and avoid shortfalls. At times of financial turmoil, this committee can give expert direction and support.
- Create a Communication Plan: WYLEES plans to stay in constant contact with our school community, community partners, and other stakeholders about developments at the school. Part of our plan includes keeping our community apprised of any potential financial issues before they become urgent so that we can leverage a community of support to avoid serious problems. In the event we need to implement our contingency plan, we will inform our stakeholders of all developments and ask for their help with solutions.

WYLEES will implement the contingency plan below to ensure the school's financial success in the event that revenues are lower than expected:

- Perform a Thorough Financial Analysis: WYLEES will conduct a thorough financial analysis of the school. This analysis will include a review of the school's revenue streams, expenses, and cash flow. This analysis will provide insights into our school's financial health and identify areas where cost savings can be made.
- Reduce Non-Essential Expenses: Upon the completion of the financial analysis, we will identify non-essential costs that may be lowered or eliminated. This may involve reducing extracurricular activities, supplies and equipment spending, staff hours, and, in extreme circumstances, certain staff positions.
- Increase Income Sources: WYLEES will seek to increase its revenue streams through a variety of methods. Our focus will involve growing enrollment, seeking grant and philanthropic funding, and hosting community fundraisers. Additionally, we may consider renting portions of our space during non-school times to other community organizations, as applicable.

4) As Attachment 22, 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 by the SPCSA within the Financial Plan workbook.
- 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 revenues are included at \$5,000 or more in any year, include as Attachment 23 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). Include, for example, anticipated salary ranges for each role identified.
- d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
 - The projected number of students in each applicable subgroup and how this number was determined,
 - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and
 - 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.

State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.

Please see Attachment 22.¹²³

5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).

Please see Attachment 24.¹²⁴

¹²³ See Attachment 22

¹²⁴ See Attachment 24



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 1: APPLICANT INFORMATION

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, 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;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members are required to receive training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School
2. Full name Frank Endellicate
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name Apex Leadership Co.
7. Employer Address 7260 W. Azure Dr. Suite 140-1201 Las Vegas, NV 89130
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes

☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program**1. What is your understanding of the proposed charter school's mission and vision?****Vision**

WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

Mission

The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to:

1. Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future.
2. Engage students in academics through community service and real-world, hands-on learning.
3. Empower students to solve problems through innovation, advocacy, and action to create a better world for all.

2. What is your understanding of the proposed charter school's educational program?

WYLEES' instructional model combines Personalized Learning Pathways (PLPs) and service-oriented Project Based Learning (PBL) to engage our students as partners in their learning and to energize them to take on challenges in school and in their community. Our PLPs put students' interests and goals at the heart of our work by encouraging students to think about who they are, who they want to become, and what academic and social goals will get them there. This approach is particularly important for our most at-risk students, as it honors their experiences and values and makes learning feel more relevant.

WYLEES designs PBL experiences to align to students' interests and prepare them to take leadership roles in their community. Our service projects are real-world learning opportunities that challenge students academically and help them build the soft skills needed to be successful in the college or career of their choice. By designing projects that allow students to understand and meet community needs, we empower them to become creative, critical thinkers who habitually devise solutions to community issues with a focus on equity.

Governance – For Proposed Board Members ONLY**1. For proposed board members, why do you wish to serve on the board of the proposed charter school?**

To continue to help build our future leaders! I truly love what WYLEES is about and embrace our mission and values within my company as well. The opportunity to support our local community, and help shape the direction of the school to ensure students receive a quality education where they, as well as parents have a say so is truly an incredible opportunity.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

As a parent of 2 elementary aged kiddos in the charter school system, I would love to have the opportunity to be involved in what they are learning and have them have a say so as well. So much is focused on what they HAVE to do to meet certain guidelines versus what will truly motivate them to WANT to learn through real life experiences.

My company, Apex Leadership Co., serves many of the charter schools in the Las Vegas valley. We bring character and leadership habits into the classroom, as well as fitness and fun! I am on many campuses regularly speaking with kids, teachers and administration to make sure our program is meeting their needs and that my staff are living up to expectations. Because we serve so many of the local charters, I get the opportunity to see what works and what may not. They are all different just like each student is.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The Board's Role, is to ensure that the Board complies with all state and federal laws, to provide oversight to ensure that the school complies with all policies set forth by the SPCSA and the Nevada Department of Education, as well as all state and federal laws, and to ensure the governance of the school provided by the Board results in academic success for students, financial stability and sustainability for the organization, and effective operations, including strong site leadership.

To do this, WYLEES' Board will be responsible for good governance aligned to the SPCSA's Governance Standards in the following areas:

1. Focus on Student Growth, Achievement, and Social and Emotional Wellbeing
2. Ensure an Effective and Well-Run Organization
3. Manage Financial Resources Responsibly
4. Commit to Long-Term Success
5. Ensure Strong Leadership and Effective Partnerships
6. Operate in Service of our School Community

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To ensure the success of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), the Board will take the following steps:

- Develop a Comprehensive Strategic Plan (already in development):
 - Create a strategic plan that aligns with WYLEES' vision and mission, outlining short-term and long-term goals.
 - Define measurable objectives for academic achievement, student engagement, community partnerships, and leadership development.
- Curriculum Design and Implementation:
 - Collaborate with educators and instructional designers to develop Personalized Learning Pathways (PLPs) that cater to individual student interests and goals.
 - Implement a rigorous and engaging Project-Based Learning (PBL) curriculum that aligns with students' interests, community needs, and college or career readiness.
 - Ensure that the curriculum integrates academic learning with real-world applications, emphasizing critical thinking, problem-solving, and leadership skills.
- Professional Development for Staff:

- Provide ongoing professional development opportunities for teachers and staff to effectively implement PLPs and PBL pedagogies.
- Equip educators with the tools, support, and training necessary to support diverse learning styles, foster student agency, and facilitate community-engaged learning experiences.
- **Student and Family Support Services:**
 - Establish comprehensive student and family support services, including counseling, mentoring, and academic advising, to address the social, emotional, and academic needs of all students.
 - Implement systems for monitoring student progress, identifying areas of growth, and providing timely interventions to ensure student success.
- **Community Partnerships and Engagement:**
 - Forge strong partnerships with the City of Las Vegas, local organizations, businesses, families, and community leaders to create authentic PBL experiences that address real community needs.
 - Involve students in community service projects and leadership opportunities, fostering a sense of civic responsibility and social impact.
- **Diversity, Equity, and Inclusion Initiatives:**
 - Develop strategies to promote equity and inclusivity within the school environment, ensuring that all students have equal access to opportunities and resources.
 - Implement culturally responsive teaching practices that honor the diverse backgrounds, experiences, and perspectives of WYLEES students.
- **Financial and Operational Sustainability:**
 - Establish sound financial management practices to ensure the efficient use of resources and long-term sustainability of the school.
 - Develop transparent communication channels with stakeholders, including families, to build trust and support for WYLEES' mission and programs.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Apex Leadership Co. Las Vegas

Describe any affiliation with any charter schools.

N/A

2. Are you a current or proposed employee of the proposed charter school?

- ☒ No, I am not a current or proposed employee of the proposed charter school.
☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- ☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- ☒ No, I am not affiliated with any nonprofit organizations.
☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- ☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
- ☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- ☒ No, I am not aware of any other conflict of interest.
- ☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Frank Endellicate, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School
("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Frank Endellicate

WYLEES, The Western Youth Leadership,
Engagement, and Empowerment Middle
School

FRANK ENDELLICATE

Name

Proposed Charter School Name

4/15/24

Date

Signature

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Experience

Owner/Area Director

2017-Current **Apex Leadership Co.** - Las Vegas, NV

- Owner/operator of the Las Vegas territory for the nation's largest franchise fundraising company
- Consistently top 5 franchise within the entire company as well as Franchise of the Year (2019, 2022).
- Elementary & Middle school fundraising which integrates fitness and leadership into several comprehensive programs such as Fun Run, Obstacle Course, Remix and Color Games.
- Work with principals, teachers, PTO/As, parents and students at public, charter, private and parochial schools throughout the Las Vegas valley to raise record funds to help shape the future leaders of the world

Sales & Design Professional

2008-2011 **Tot Turf & Miracle Playground Sales** - Las Vegas, NV

- Controlled sales in several territories including Nevada, Arizona & California & Utah
- Handle Sales and design for a wide variety of the top national park and recreational equipment companies including Miracle Recreation, Vortex Aquatic & Poligon Shelters
- Design play systems in AutoCAD
- Work with top architects, engineers and government entities designing park and recreation areas, schools, resorts and public areas.

Realtor

2005-Current **Home Realty Center** - Las Vegas, NV

- Owner of Endellicate Group
- Provide professional Real Estate services to help people buy and sell homes
- Marketing of Real Estate Team

Sales Professional

2002-2005 **Pulte Homes** - Las Vegas, NV

- On-Site new home sales for Pulte Homes consisting of sales contracts, monitoring construction progress, and mortgage status with regard to each homebuyer
- Explained features and benefits, analyzed financial qualifications, followed-up with prospective homebuyers, Realtors and lenders to achieve sales
- Certified Mentor & Trainer of new sales professionals and interns
- Consistently met and exceeded sales goals resulting in several top sales awards

Senior Sales & Marketing

2000-2002 **James DiGeorgia & Assoc.** - Boca Raton, FL

- Provided sales and marketing for a variety of financial newsletter services including 21st Century Investor, 21st Century Alert, Erlanger Squeeze Play
- Used various cross selling techniques to inform clients of our various products to better suit their financial needs.
- Assisted in the creation and implementation of marketing campaigns

Store Manager

1996-1999 **Starbucks Coffee** - Boca Raton, FL

- Active manager responsible for store opening/closing, staffing, inventory, scheduling, safety and employee relations
- Implemented training course for new employee's including coffee knowledge and barista skills
- Maintained quality store operations making sure store partners were lead and empowered in a positive manner as well as maximizing financial contribution.

Education

Real Estate School of Nevada - Las Vegas, NV

- **Licensed Real Estate Salesperson**

Palm Beach College – Boca Raton, FL

1997-2000

- **Associates Degree, Business and Financial Emphasis**

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- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, 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;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members are required to receive training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School
2. Full name Felicia Gonzales
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name Leadership Institute of Nevada
7. Employer Address 2250 Las Vegas Blvd, North, Suite 610. North Las Vegas, NV 89030
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes

☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Vision

WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

Mission

The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to:

1. Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future.
2. Engage students in academics through community service and real-world, hands-on learning.
3. Empower students to solve problems through innovation, advocacy, and action to create a better world for all.

2. What is your understanding of the proposed charter school's educational program?

WYLEES' instructional model combines Personalized Learning Pathways (PLPs) and service-oriented Project Based Learning (PBL) to engage our students as partners in their learning and to energize them to take on challenges in school and in their community. Our PLPs put students' interests and goals at the heart of our work by encouraging students to think about who they are, who they want to become, and what academic and social goals will get them there. This approach is particularly important for our most at-risk students, as it honors their experiences and values and makes learning feel more relevant.

WYLEES designs PBL experiences to align to students' interests and prepare them to take leadership roles in their community. Our service projects are real-world learning opportunities that challenge students academically and help them build the soft skills needed to be successful in the college or career of their choice. By designing projects that allow students to understand and meet community needs, we empower them to become creative, critical thinkers who habitually devise solutions to community issues with a focus on equity.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I am eager to serve on the WYLEES board because I am deeply committed to fostering educational excellence and equity within our community. Having witnessed firsthand the transformative power of hands-on education, I believe every child deserves access to high-quality learning opportunities tailored to their needs. With a passion for project-based learning (PBL) and a dedication to student success, I am excited about the prospect of contributing my skills in strategic planning, community engagement, and financial oversight to ensure the school's vision becomes a reality. By serving on the board, I hope to be a driving force in creating an inclusive, nurturing environment where students can thrive academically, socially, civically, and emotionally.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

With 29 years of experience in education, my background uniquely positions me to serve on the WYLEES board. Throughout my career, I have held diverse roles such as a teacher, building administrator, and principal, where I spearheaded the opening of Southwest Career and Technical Academy, which implemented Project-Based Learning (PBL) at the high school level.

My leadership roles as an associate superintendent for the Clark County School District and deputy superintendent for the Nevada Department of Education have equipped me with a deep understanding of educational policy, budgeting, and strategic planning on a large scale. These experiences have honed my skills promoting student-centered approaches, and ensuring accountability. Having developed successful programs and initiatives that prioritize student success and equity, I am eager to bring this wealth of knowledge to the board. My dedication to educational excellence, coupled with a proven track record of creating impactful learning environments, makes me well-suited to contribute meaningfully to the mission and vision of WYLEES.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The Board's Role, is to ensure that the Board complies with all state and federal laws, to provide oversight to ensure that the school complies with all policies set forth by the SPCSA and the Nevada Department of Education, as well as all state and federal laws, and to ensure the governance of the school provided by the Board results in academic success for students, financial stability and sustainability for the organization, and effective operations, including strong site leadership.

To do this, WYLEES' Board will be responsible for good governance aligned to the SPCSA's Governance Standards in the following areas:

1. Focus on Student Growth, Achievement, and Social and Emotional Wellbeing
2. Ensure an Effective and Well-Run Organization
3. Manage Financial Resources Responsibly
4. Commit to Long-Term Success
5. Ensure Strong Leadership and Effective Partnerships
6. Operate in Service of our School Community

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To ensure the success of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), the Board will take the following steps:

- Develop a Comprehensive Strategic Plan (already in development):
 - Create a strategic plan that aligns with WYLEES' vision and mission, outlining short-term and long-term goals.
 - Define measurable objectives for academic achievement, student engagement, community partnerships, and leadership development.
- Curriculum Design and Implementation:
 - Collaborate with educators and instructional designers to develop Personalized Learning Pathways (PLPs) that cater to individual student interests and goals.
 - Implement a rigorous and engaging Project-Based Learning (PBL) curriculum that aligns with students' interests, community needs, and college or career readiness.

- Ensure that the curriculum integrates academic learning with real-world applications, emphasizing critical thinking, problem-solving, and leadership skills.
- Professional Development for Staff:
 - Provide ongoing professional development opportunities for teachers and staff to effectively implement PLPs and PBL pedagogies.
 - Equip educators with the tools, support, and training necessary to support diverse learning styles, foster student agency, and facilitate community-engaged learning experiences.
- Student and Family Support Services:
 - Establish comprehensive student and family support services, including counseling, mentoring, and academic advising, to address the social, emotional, and academic needs of all students.
 - Implement systems for monitoring student progress, identifying areas of growth, and providing timely interventions to ensure student success.
- Community Partnerships and Engagement:
 - Forge strong partnerships with the City of Las Vegas, local organizations, businesses, families, and community leaders to create authentic PBL experiences that address real community needs.
 - Involve students in community service projects and leadership opportunities, fostering a sense of civic responsibility and social impact.
- Diversity, Equity, and Inclusion Initiatives:
 - Develop strategies to promote equity and inclusivity within the school environment, ensuring that all students have equal access to opportunities and resources.
 - Implement culturally responsive teaching practices that honor the diverse backgrounds, experiences, and perspectives of WYLEES students.
- Financial and Operational Sustainability:
 - Establish sound financial management practices to ensure the efficient use of resources and long-term sustainability of the school.
 - Develop transparent communication channels with stakeholders, including families, to build trust and support for WYLEES' mission and programs.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Leadership Institute of Nevada

Describe any affiliation with any charter schools.

N/A

2. Are you a current or proposed employee of the proposed charter school?

- ☒ No, I am not a current or proposed employee of the proposed charter school.
☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- ☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- ☐ No, I am not affiliated with any nonprofit organizations.
☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I am the Vice President of Community and Government Relations Leadership Institute of Nevada

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- ☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
- ☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- ☒ No, I am not aware of any other conflict of interest.
- ☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Felicia Gonzales, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, **WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School**
("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Felicia Gonzales

Name

WYLEES, The Western Youth Leadership,
Engagement, and Empowerment Middle
School

Proposed Charter School Name

4/15/24

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

FELICIA GONZALES**WORK HISTORY****Vice President of Community and Government Relations***Leadership Institute of Nevada**September 2022 to Present***Education Consultant***FGonzales Consulting LLC**February 2022 to Present***Retired***October 2021***Deputy Superintendent***Nevada Department of Education**May 2019 to October 2021*

Office of Educator Licensure and Family Engagement: Responsible for licensure for 55,000 educators, higher education and approved provider education preparation programs, educator recruitment and retention, Title IIA funding, professional development, educator recognition, educator evaluation, district and system monitoring, and family engagement

Office of Safe and Respectful Learning Environments: Responsible for Social and Emotional Learning and Trauma professional development and support; development and training of Restorative Practices, MTSS, and PBIS; allocation of funding for school social workers, school resource officers, and other Specialized Instructional Support Personnel; operation of SafeVoice; policy measure that support school safety and positive climate; and subgranting of over 700 million of state and federal funds

Office of Career Readiness and Adult Learning Opportunities: Responsible for Career and Technical Education, Dual/Concurrent Enrollment, and Adult Education

School Associate Superintendent*Clark County School District**July 2014 to May 2019***Academic Growth**

- Analyzed and interpreted school data to provide principals with feedback, focusing on upward growth on all assessments, resulting in 12 high schools achieving graduation rates ranging from 95.46% to 100%
- Increased rigor and access to Advanced Placement courses to students in underrepresented subgroups and number of students taking and passing of Advanced Placement exams
- Ensured that all elementary schools in were prepared for Read by 3 and implemented robust reading programs that continually track academic growth and reading achievement
- Led NEPF trainings on the teacher evaluation process and Student Learning Goals
- Analyzed and interpreted school data to provide principals with feedback on WIDA assessment results and worked collaboratively with the ELL department to provide supports and professional development
- Monitored and proved support of Tier I instruction and K-12 Literacy

Proficiency

- Provided resources and guidance to high school principals to increase their School ACT Composite and individual student scores, including ACT WorkKeys
- Assisted principals with preparations to administer SBAC and End of Course Assessments by focusing on standards, Tier 1 instruction, DOK 3 and 4 questions, and providing opportunities for professional development, professional conferences, resources, and assessment tools

Achievement Gaps

- Set goals to narrow achievement gaps on the Advanced Placement Exam resulting in increased participation of underrepresented students and all high schools maintained or increased the number of students passing AP exams
- Increased the number of students graduating from Rancho High School demonstrating the highest growth, growing from 82.88% in 2015 to 95.46% in 2018
- Assisted principals with the development, implementation, and the monitoring of school and professional goals to meet needs of students and teachers

College and Career Readiness

- Facilitated and supported the CCSD and College of Southern Nevada partnership to provide 500 high school students in North Las Vegas with the opportunity to increase the amount of college credits they are earning in CTE pathways at Desert Rose Tech
- Partnered with City of North Las Vegas, NSHE, LVGEA, DETR, OWINN, and other business and government agencies to provide resources and post-secondary opportunities
- Facilitated implementation of ACT Career Ready 101 and CERT beginning in 9th grade to prepare all students to succeed on the ACT exam
- Provided the opportunity for middle schools to participate in CERT ACT preparation with feeder high schools
- Supported all schools by providing the principals, teachers, and students with unique college and career experiences through CTA campus tours, college tours, industry tours, mentoring, job opportunities, and collaborated with the magnet and CTE departments on a variety of events

Value/Return on Investment

- Provided ongoing educational technology support and professional development to create on site vanguard groups and sustainable programs
- Continually assisted principals in evaluating all programs, personnel, assets, technology, and equipment to help inform strategic budgets
- Collaboratively guided all principals with all funding streams and grants to build strategic budgets to meet the needs of school instructional goals and the needs of teachers and students
- Evaluated and phased out multiple CTE programs and replaced them with programs in high need and high demand areas

Disproportionality

- Decreased discipline disproportionality in all schools, assisted principals with creating alternative solutions to keep students on their campuses, and provided additional resources and training to focus on the reduction of disciplinary incidents through academic engagement
- Increased the number of CTE seats at Rancho and Eldorado by including zoned students in successful programs

Collaborated with SECTA, CSN, and other entities to increase CTE seats in North Las Vegas to address disproportionality and lack of access

- Family/Community Engagement and Customer Service
- Established strong community and parent relationships, emphasizing and modeling customer service and effective communication
- Delivered high quality professional development on Cultural Responsiveness
- Provided resources to each school and worked collaboratively with principals to engage parents and families to forming robust parent groups and advisories
- Fostered and supported a culture that aligned business, government and nonprofit resources around the needs of children and families to support students
- Effectively partnered with higher education, businesses, and industries to provide schools with resources, internships, support, and a variety of opportunities

Principal

CCSD - Southwest Career and Technical Academy

August 2008 to 2014

- Opened a new career and technical academy with eleven different programs.
- Created two small learning communities to individualize student learning
- Developed new CTE programs and curriculum
- Trained all staff on project-based learning and 21st century learning
- Implemented the first 1:1 iPad program, imbedded educational technology into all courses, created a technology PLC with other principals and received recognition as an Apple Distinguished School
- Provided on going and relevant professional development and a strong culture of learning with all teachers and administrators
- Established a highly collaborative environment that includes teachers, staff, students, parents, and the community
- Created an environment that values community and service learning
- Increased achievement levels every year by focusing on data, individualization, and teaching practices
- Created a model school that was visited from educators both in and outside of the United States
- Established strong partnerships with business and industry that also served on program advisory committees to continually update all CTE curriculum
- Continually improved college and career readiness strategies beginning at the 9th grade level.

ADDITIONAL INFORMATION

Recent accomplishments and committees:

- Co-Chair of the Nevada Dual Enrollment Statewide Task Force
- Member of the Governor's COVID-19 Mitigation Task Force
- Nevada Commissioner of the Military Interstate Children's Compact Commission
- Member of the Blue Ribbon Commission, focused on Competency-Based Learning and Distance Education
- Chair of the Nevada School Re-Opening Committee

EDUCATION

University of Phoenix

Las Vegas, Nevada

Master's in Educational Leadership

University of Nevada Las Vegas

Bachelor's in Spanish Literature

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), or, 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;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).


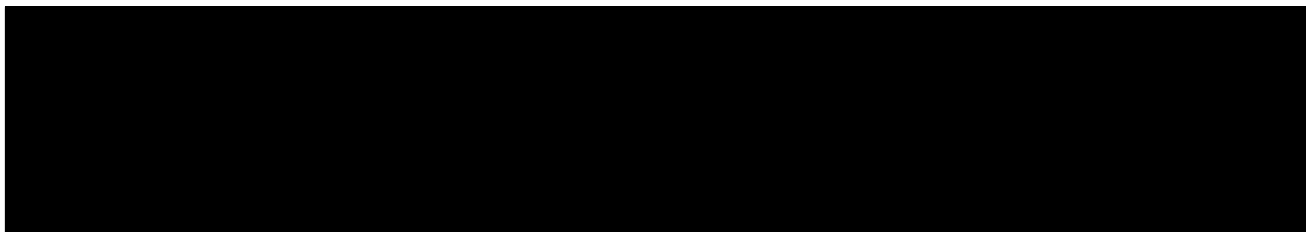

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members are required to receive training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School
2. Full name Kimberly Izumo
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name Retired/Self employed
7. Employer Address _____
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☒ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Innovations Charter School, Las Vegas - Former Board Member

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Vision

WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

Mission

The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to:

1. Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future.
2. Engage students in academics through community service and real-world, hands-on learning.
3. Empower students to solve problems through innovation, advocacy, and action to create a better world for all.

2. What is your understanding of the proposed charter school's educational program?

WYLEES' instructional model combines Personalized Learning Pathways (PLPs) and service-oriented Project Based Learning (PBL) to engage our students as partners in their learning and to energize them to take on challenges in school and in their community. Our PLPs put students' interests and goals at the heart of our work by encouraging students to think about who they are, who they want to become, and what academic and social goals will get them there. This approach is particularly important for our most at-risk students, as it honors their experiences and values and makes learning feel more relevant.

WYLEES designs PBL experiences to align to students' interests and prepare them to take leadership roles in their community. Our service projects are real-world learning opportunities that challenge students academically and help them build the soft skills needed to be successful in the college or career of their choice. By designing projects that allow students to understand and meet community needs, we empower them to become creative, critical thinkers who habitually devise solutions to community issues with a focus on equity.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board for the proposed charter school because I believe in the vision and mission of WYLEES. I believe we can provide a better education and educational experience for the future learners of Las Vegas.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I served on a charter school board previously and understand the role and responsibility of a board member. It will be my job to hold those in charge accountable for the terms and outcome of the charter. I will also be responsible to ensure financial stability and sustainability. As a board, we are custodians of state money and our kids' futures.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The Board's role is to ensure that the Board complies with all state and federal laws, to provide oversight to ensure that the school complies with all policies set forth by the SPCSA and the Nevada Department of Education, as well as all state and federal laws, and to ensure the governance of the school provided by the Board results in academic success for students, financial stability and sustainability for the organization, and effective operations, including strong site leadership.

To do this, WYLEES' Board will be responsible for good governance aligned to the SPCSA's Governance Standards in the following areas:

1. Focus on Student Growth, Achievement, and Social and Emotional Wellbeing
2. Ensure an Effective and Well-Run Organization
3. Manage Financial Resources Responsibly
4. Commit to Long-Term Success
5. Ensure Strong Leadership and Effective Partnerships
6. Operate in Service of our School Community

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To ensure the success of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), the Board will take the following steps:

- Develop a Comprehensive Strategic Plan (already in development):
 - Create a strategic plan that aligns with WYLEES' vision and mission, outlining short-term and long-term goals.
 - Define measurable objectives for academic achievement, student engagement, community partnerships, and leadership development.
- Curriculum Design and Implementation:
 - Collaborate with educators and instructional designers to develop Personalized Learning Pathways (PLPs) that cater to individual student interests and goals.
 - Implement a rigorous and engaging Project-Based Learning (PBL) curriculum that aligns with students' interests, community needs, and college or career readiness.
 - Ensure that the curriculum integrates academic learning with real-world applications, emphasizing critical thinking, problem-solving, and leadership skills.
- Professional Development for Staff:

- Provide ongoing professional development opportunities for teachers and staff to effectively implement PLPs and PBL pedagogies.
- Equip educators with the tools, support, and training necessary to support diverse learning styles, foster student agency, and facilitate community-engaged learning experiences.
- Student and Family Support Services:
 - Establish comprehensive student and family support services, including counseling, mentoring, and academic advising, to address the social, emotional, and academic needs of all students.
 - Implement systems for monitoring student progress, identifying areas of growth, and providing timely interventions to ensure student success.
- Community Partnerships and Engagement:
 - Forge strong partnerships with the City of Las Vegas, local organizations, businesses, families, and community leaders to create authentic PBL experiences that address real community needs.
 - Involve students in community service projects and leadership opportunities, fostering a sense of civic responsibility and social impact.
- Diversity, Equity, and Inclusion Initiatives:
 - Develop strategies to promote equity and inclusivity within the school environment, ensuring that all students have equal access to opportunities and resources.
 - Implement culturally responsive teaching practices that honor the diverse backgrounds, experiences, and perspectives of WYLEES students.
- Financial and Operational Sustainability:
 - Establish sound financial management practices to ensure the efficient use of resources and long-term sustainability of the school.
 - Develop transparent communication channels with stakeholders, including families, to build trust and support for WYLEES' mission and programs.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Retired/self employed

Describe any affiliation with any charter schools.

N/A

2. Are you a current or proposed employee of the proposed charter school?

- ☒ No, I am not a current or proposed employee of the proposed charter school.
☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- ☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- ☐ No, I am not affiliated with any nonprofit organizations.
☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I am contracted with Teach for America on the Portrait of a Nevada Learner team. Teach for America is not affiliated in any way with any charter school to the best of my knowledge.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- ☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
- ☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- ☒ No, I am not aware of any other conflict of interest.
- ☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Kimberly Izumo, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School
(“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Kimberly Izumo

WYLEES, The Western Youth Leadership,
Engagement, and Empowerment Middle
School

Name

Proposed Charter School Name

4/15/24

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Kimberly Izumo

National Board
Certification
in Library Media
Candidate 2017

Experience

New Vector Consulting, Owner

March 2023 - present

- Educational consultant working with ed.Xtraordinary in collaboration with the Nevada Department of Education on the Nevada Portrait of a Learner

Wylees

2022 - present

- Committee to Form member and proposed Board President/Chair
 - Attend all meetings and community events
 - Present academic, financial, and organizational vision and plans

Fremont Professional Development Middle School

August 2013 – June 2023 Librarian (Retired)

Continued with most Learning Strategist duties listed below in addition to:

- Maintain library collection (including material selection and weeding) to provide a wide range of resources and information (book and electronic) to satisfy the educational needs and interests of all students
- Provide a setting where students develop skills to locate, analyze, evaluate, interpret, and communicate information
- Collaborate with classroom teachers to create standards-driven lessons aligned to NACS
- Organize and run Scholastic Book Fair including an 11% sales increase with reduced student enrollment
- Teach fundamental reading class for students reading below grade level
- Mentor new CCSD librarian (2014-2023)
- CCSD Library Cadre member (2016-2018)
- Presenter at CCSD Library Kick-off (2014)
- Participated in UNLV's Librarian-Teacher Institute (summer 2014 and 2015)
- Smith Center's Heart of Education nominee (2016)

August 2008 – June 2013 Learning Strategist

- Attended weekly administration meeting to collaborate with admin team on school-wide initiatives
- Planned, implemented and presented for school-wide professional development
- Researched and modeled various learning strategies for faculty and students
- Mentored faculty in all aspects of teaching including classroom management, lesson planning, effective instruction and finding resources
- Assisted in creation, implementation and monitoring of School Improvement Plan
- As Professional Development School Site Coordinator, worked with UNLV PDS Coordinator to organize research on Fremont's campus, met with Field Experience Supervisors to place interns/P2s and attended all Coordinating Council meetings with UNLV reps and other PDS schools
- As Title I Coordinator (August 2011 – 2023), implemented and monitored Title I plan and managed Title I budget
- Taught fundamental reading class for students reading below grade level

August 1997 – 2008 English/reading teacher

- Created lesson plans based upon state and district curriculum, monitored student progress, remediated based on student achievement, and utilized a variety of instructional and assessment techniques to optimize student mastery of ELA content
- As ELA Department Chair (2001-2009), assisted in creation and implementation of the School Improvement Plan, planned and led all department meetings and initiatives

August 1995 - 1997 English teacher (grades 7, 9, 11, 12)

- Created lesson plans based upon state and district curriculum, monitored student progress, remediated based on student achievement, and utilized a variety of instructional and assessment techniques to optimize student mastery of ELA content

Education

- Master of Arts in Urban Leadership with School Administration, UNLV
- Master of Education in Curriculum and Instruction, Literacy, Lesley University
- Bachelor of Arts in English Secondary Education, SUNY Fredonia

Boards, Certifications and Endorsements

- Member of the Association of Middle Level Education, American Library Association, the American Library Association of School Librarians and Clark County School Library Association (secretary 2016-2017)
- School Librarian NEPF Project Work Group (2016)
- Clark County School District Library Cadre for Professional Development
- Southern Nevada Writing Project, Teacher Consultant
- Innovations International Charter School of Nevada, former Governing Board member
- Library Endorsement, UNLV
- RPDP/UNLV Advanced Studies Certificate: Literacy
- Designated "Highly Qualified" in Secondary Language Arts
- Nevada Writing Proficiency Exam Scorer
- National School Reform Faculty, Critical Friends Group facilitator

National Conferences

- 2009, 2011, 2012 National Association of Professional Development Schools,
2015 Presenter
- 2010, 2014 National Association of Professional Development Schools,
Participant
- 2013 NEA Foundation Annual Convening, participant
- 2012 American Middle Level Educators Conference, participant
- 2009 American Middle Level Educators Conference, presenter
- 2006 National Writing Project, Urban Sites Network, presenter

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, 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;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

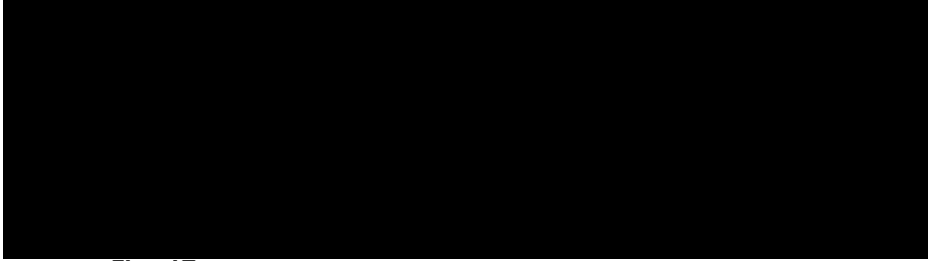
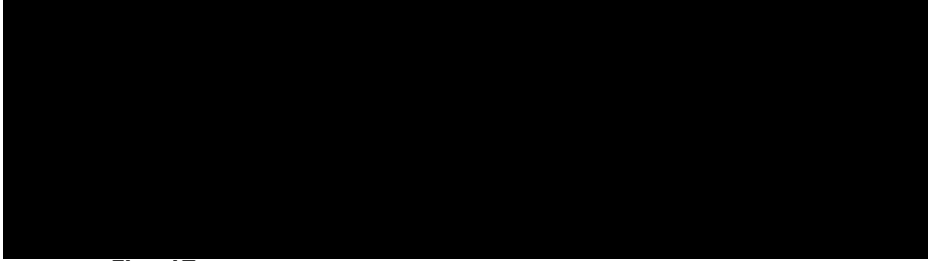
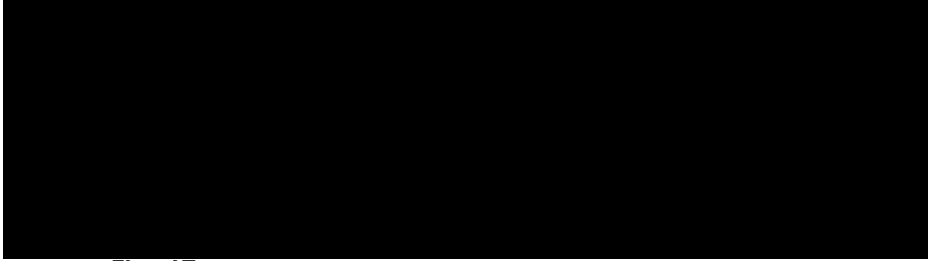
Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members are required to receive training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School
2. Full name Tara Meierkord
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name CloudOne
7. Employer Address 911 Main Street, Ste 330, Vancouver, WA 98660
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☒ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Girls Athletic Leadership School (GALS) / Girls Empowerment Middle School (GEMS), former Executive Director (prior to that, Treasurer)

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Vision

WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

Mission

The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to:

1. Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future.
2. Engage students in academics through community service and real-world, hands-on learning.
3. Empower students to solve problems through innovation, advocacy, and action to create a better world for all.

2. What is your understanding of the proposed charter school's educational program?

WYLEES' instructional model combines Personalized Learning Pathways (PLPs) and service-oriented Project Based Learning (PBL) to engage our students as partners in their learning and to energize them to take on challenges in school and in their community. Our PLPs put students' interests and goals at the heart of our work by encouraging students to think about who they are, who they want to become, and what academic and social goals will get them there. This approach is particularly important for our most at-risk students, as it honors their experiences and values and makes learning feel more relevant.

WYLEES designs PBL experiences to align to students' interests and prepare them to take leadership roles in their community. Our service projects are real-world learning opportunities that challenge students academically and help them build the soft skills needed to be successful in the college or career of their choice. By designing projects that allow students to understand and meet community needs, we empower them to become creative, critical thinkers who habitually devise solutions to community issues with a focus on equity.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I've been a resident of Nevada for over 24 years now and have six kids all born and raised in Las Vegas. We have been through both CCSD and charter schools in Las Vegas and I have served on various philanthropic boards and organizations in the past. I am passionate about improving my community and particularly about improving education in our State. Our students, their families, and our community deserves better education than what most students experience and if I can make a small difference in my lifetime by donating my time, talent and treasures through WYLEES by serving on the Board, I will be forever grateful for that opportunity. I believe in the power of an amazing public education, in school choices, and in empowering our families. WYLEES is an amazing opportunity for me to support the community, give our students a voice, and make that happen.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I previously served on the founding Board for Girls Athletic Leadership School (GALS) as the Treasurer, and then stepped down from that role to serve as a consultant to the Board and eventually serve as the Executive Director for GALS which became Girls Empowerment Middle School. That was an incredible experience full of many opportunities and challenges. Through my experiences there serving in both capacities I believe I have a truly unique vision and perspective that can help advocate and bridge communications on both sides. I truly understand how difficult it is to run a charter school and also understand the unique challenges of being a Board member for a charter school and can help advocate for our students and families in a unique way because of those experiences.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The Board's Role, is to ensure that the Board complies with all state and federal laws, to provide oversight to ensure that the school complies with all policies set forth by the SPCSA and the Nevada Department of Education, as well as all state and federal laws, and to ensure the governance of the school provided by the Board results in academic success for students, financial stability and sustainability for the organization, and effective operations, including strong site leadership.

To do this, WYLEES' Board will be responsible for good governance aligned to the SPCSA's Governance Standards in the following areas:

1. Focus on Student Growth, Achievement, and Social and Emotional Wellbeing
2. Ensure an Effective and Well-Run Organization
3. Manage Financial Resources Responsibly
4. Commit to Long-Term Success
5. Ensure Strong Leadership and Effective Partnerships
6. Operate in Service of our School Community

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To ensure the success of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), the Board will take the following steps:

- Develop a Comprehensive Strategic Plan (already in development):
 - Create a strategic plan that aligns with WYLEES' vision and mission, outlining short-term and long-term goals.
 - Define measurable objectives for academic achievement, student engagement, community partnerships, and leadership development.
- Curriculum Design and Implementation:
 - Collaborate with educators and instructional designers to develop Personalized Learning Pathways (PLPs) that cater to individual student interests and goals.
 - Implement a rigorous and engaging Project-Based Learning (PBL) curriculum that aligns with students' interests, community needs, and college or career readiness.
 - Ensure that the curriculum integrates academic learning with real-world applications, emphasizing critical thinking, problem-solving, and leadership skills.
- Professional Development for Staff:

- Provide ongoing professional development opportunities for teachers and staff to effectively implement PLPs and PBL pedagogies.
- Equip educators with the tools, support, and training necessary to support diverse learning styles, foster student agency, and facilitate community-engaged learning experiences.
- Student and Family Support Services:
 - Establish comprehensive student and family support services, including counseling, mentoring, and academic advising, to address the social, emotional, and academic needs of all students.
 - Implement systems for monitoring student progress, identifying areas of growth, and providing timely interventions to ensure student success.
- Community Partnerships and Engagement:
 - Forge strong partnerships with the City of Las Vegas, local organizations, businesses, families, and community leaders to create authentic PBL experiences that address real community needs.
 - Involve students in community service projects and leadership opportunities, fostering a sense of civic responsibility and social impact.
- Diversity, Equity, and Inclusion Initiatives:
 - Develop strategies to promote equity and inclusivity within the school environment, ensuring that all students have equal access to opportunities and resources.
 - Implement culturally responsive teaching practices that honor the diverse backgrounds, experiences, and perspectives of WYLEES students.
- Financial and Operational Sustainability:
 - Establish sound financial management practices to ensure the efficient use of resources and long-term sustainability of the school.
 - Develop transparent communication channels with stakeholders, including families, to build trust and support for WYLEES' mission and programs.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: CloudOne

Describe any affiliation with any charter schools.

N/A

2. Are you a current or proposed employee of the proposed charter school?

- ☒ No, I am not a current or proposed employee of the proposed charter school.
☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- ☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- ☐ No, I am not affiliated with any nonprofit organizations.
☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I am a Audit Committee member for Three Square.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- ☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
- ☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- ☒ No, I am not aware of any other conflict of interest.
- ☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Tara Meierkord, declare and certify under penalty of perjury the following:
 (Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, **WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School**
 ("Charter School")
 (Proposed Charter School Name)
 will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Tara Meierkord

Tara Meierkord

Name

Signature

WYLEES, The Western Youth Leadership,
 Engagement, and Empowerment Middle
 School

Proposed Charter School Name

4/15/24

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Dedicated and results-driven financial executive with extensive experience in operational efficiency, strategic financial planning, and leadership. Seeking to leverage my expertise in driving profitability and maximizing operational efficiencies as the Chief Financial Officer.

Key Skills:

- **Financial Strategy Development:** Demonstrated ability to develop and execute financial strategies aligned with organizational objectives, contributing to enhanced profitability and growth.
- **Financial Planning & Analysis (FP&A):** Experience in implementing robust FP&A processes to derive data-driven insights for informed decision-making, budgeting, forecasting, and ROI analysis.
- **Operational Efficiency Improvement:** Proven track record in identifying and implementing operational improvements to drive efficiency and streamline processes across various departments and functions.
- **Strategic Leadership:** Ability to lead and develop teams while collaborating effectively with C-suite executives, board members, and stakeholders to achieve business goals.
- **Risk Management & Compliance:** Expertise in managing risk, ensuring regulatory compliance, and overseeing audit processes for financial and operational functions.
- **Cash Flow Management:** Proficiency in managing cash flow, working capital, and banking relationships even in challenging circumstances, ensuring financial stability, and minimizing risk to the enterprise.
- **Mergers & Acquisitions (M&A):** Experience in analyzing opportunities for mergers, acquisitions, or licensing agreements to expand product offerings and achieve aggressive growth targets. Experience pre- and post-merger.
- **Financial Reporting & Analysis:** Strong background in preparing and presenting comprehensive financial reports, conducting financial analysis, and providing insights for strategic decision-making.
- **Multi-Entity Financial Management:** Experience in overseeing financial operations across multiple entities, managing accounting teams, and ensuring synergy in financial processes.
- **ERP System Implementation & Integration:** Proficient in implementing and managing ERP systems, driving integration efforts, and resolving issues to improve overall organizational efficiency.

Professional Experience:

Chief Financial Officer | CloudOne | Vancouver, WA/Las Vegas, NV | January 2023-Current

- Overhauled accounting and finance functions, establishing robust procedures and hired a team for day-to-day management.
- Implemented effective accounting processes, ensuring accurate financial reporting across all functions.
- Developed and implemented FP&A processes to provide data-driven insights for sound business decisions.
- Managing cash flow and working capital efficiently.
- Collaborated with the CEO and executive team on strategic initiatives, budget planning, ROI, and enhancing operational efficiency across functions.

Owner/Operator | Purple Seedling LLC | Las Vegas, NV | October 2021-Current

- Provided accounting and finance consulting services for small companies in start-up and growth phases, acting as a Fractional CFO for multiple clients.

Chief Financial Officer | Kukui Holdings, Inc. | Las Vegas, NV | February 2021-October 2021

- Directed financial planning, reporting, risk management, and banking relationships for a SaaS company offering CRM, website, marketing, and SEO services to automotive repair shops.
- Led initiatives for process improvements and evaluated opportunities for mergers, acquisitions, or licensing agreements to drive growth.

VP of Finance, SNH | National Credit Center LLC | Las Vegas, NV | April 2018—February 2021 204 of 576

- Oversaw accounting and finance functions across two companies, managing a team of 10, and collaborated with FP&A for budget planning, forecast modeling, pricing analysis, and 5-year roadmap.
- Led various projects including NetSuite migration, billing migration, process improvements, and handled presenting to board members and banking relationships.

VP of Finance/CFO | JS Products, Inc. | Las Vegas, NV | September 2016 – March 2018

- Managed financial planning, reporting, and analysis, leading a team of 10 and conducting quarterly board meetings and financial audits.
- Identified and implemented process improvements across various departments, including Supply Chain, IT, and Warehouse Operations.

VP of Finance/CFO | Sun Valley Electric Supply | Las Vegas, NV | July 2015 – September 2016

- Directed finance and accounting for multiple branches, ensuring compliance with audits, cash flow management, and financial reporting for ownership.

Controller | Southern Wine & Spirits of America | Las Vegas, NV | December 2006 – March 2015

- Managed a large team (35+ employees) in various accounting functions, prepared financial statements, budgets, and drove strategic initiatives and projects for process improvements.
- Worked closely with SVP of Operations to develop processes across accounting, warehouse, IT, and operations to improve effectiveness and achieve company goals.

Education:

- **Master's in Business Administration, Venture Management:** University of Nevada Las Vegas, Las Vegas, Nevada
- **Bachelor of Science, Accounting:** Iowa State University, Ames, Iowa

Certifications:

- State of Nevada Certified Public Accountant (Currently Inactive), License# CPA-4136
- Member of AICPA, Member# 3748820

Philanthropy:

- Treasurer, Founding Board Member, WYLEES Charter School, July 2023-Current
- Treasurer, Founding Board Member, Executive Director, Girls Empowerment Middle School, May 2019 –April 2023
- Audit Committee Member, Three Square Food Bank, July 2014 – Current
- Various Positions, BOD, Junior League of Las Vegas, June 2008 – May 2018

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnv.gov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, 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;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members are required to receive training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school **WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School**
2. Full name **Elizabet Perez Najera**
3. Home Address
6. Employer Name **Clark County School District**
7. Employer Address **2832 E Flamingo Rd, Las Vegas, NV 89121**
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes

☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Vision

WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

Mission

The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to:

1. Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future.
2. Engage students in academics through community service and real-world, hands-on learning.
3. Empower students to solve problems through innovation, advocacy, and action to create a better world for all.

2. What is your understanding of the proposed charter school's educational program?

WYLEES' instructional model combines Personalized Learning Pathways (PLPs) and service-oriented Project Based Learning (PBL) to engage our students as partners in their learning and to energize them to take on challenges in school and in their community. Our PLPs put students' interests and goals at the heart of our work by encouraging students to think about who they are, who they want to become, and what academic and social goals will get them there. This approach is particularly important for our most at-risk students, as it honors their experiences and values and makes learning feel more relevant.

WYLEES designs PBL experiences to align to students' interests and prepare them to take leadership roles in their community. Our service projects are real-world learning opportunities that challenge students academically and help them build the soft skills needed to be successful in the college or career of their choice. By designing projects that allow students to understand and meet community needs, we empower them to become creative, critical thinkers who habitually devise solutions to community issues with a focus on equity.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

As a proposed board member, I wish to serve on the board of the proposed charter school, WYLEES, to be able to make a change for students. Society is changing quickly, and I feel like students' needs are not currently being met. There are students who have gone through years of our educational system and lack basic skills in literacy and math because they don't feel connected to what they are learning. As a proposed board member, I want to make sure that we recognize these issues and work to make things better for students. Being a part of the WYLEES board will allow me to help the students whose needs haven't been met while also ensuring that they have the life skills to achieve their dreams and make the impacts that they want to see in the world.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I was born and raised in Las Vegas and have attended many local schools. I have gone through public schools, magnet high schools, dual credit programs, and even summer school in this area. Through these experiences, I learned what educational systems worked for me, and which ones didn't. As someone who grew up near downtown Las Vegas, where none of the schools were five-star rated, I saw first-hand the impact that a school my peers didn't find motivating had on their achievement. Now that I am only a year out of that experience, with some college credits and some experiences as a special education teacher assistant in an intermediate autism classroom, I have a new perspective on schools. Between these experiences and my experiences working with Roadtrip Nation, where I've been able to interview different educational leaders in Las Vegas, talk to CEOs of non-profit organizations, assemblywomen in our district, and founders of other organizations from Las Vegas, I can see that making a difference in the educational system is possible. I want to use my experiences to help build a better school for our students, and I plan to share my experiences with our students to help them learn how they can make a difference, too. As a young educator, I am still learning something new every day, and I will continue to develop my skills through this experience and my fellow members. I know that with my connection to the students and families that WYLEES will serve that I can make a unique contribution by bringing these important stakeholders to the table and helping them to get involved like I am getting involved now.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The Board's Role, is to ensure that the Board complies with all state and federal laws, to provide oversight to ensure that the school complies with all policies set forth by the SPCSA and the Nevada Department of Education, as well as all state and federal laws, and to ensure the governance of the school provided by the Board results in academic success for students, financial stability and sustainability for the organization, and effective operations, including strong site leadership.

To do this, WYLEES' Board will be responsible for good governance aligned to the SPCSA's Governance Standards in the following areas:

1. Focus on Student Growth, Achievement, and Social and Emotional Wellbeing
2. Ensure an Effective and Well-Run Organization
3. Manage Financial Resources Responsibly
4. Commit to Long-Term Success
5. Ensure Strong Leadership and Effective Partnerships
6. Operate in Service of our School Community

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To ensure the success of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), the Board will take the following steps:

- Develop a Comprehensive Strategic Plan (already in development):
 - Create a strategic plan that aligns with WYLEES' vision and mission, outlining short-term and long-term goals.
 - Define measurable objectives for academic achievement, student engagement, community partnerships, and leadership development.
- Curriculum Design and Implementation:

- Collaborate with educators and instructional designers to develop Personalized Learning Pathways (PLPs) that cater to individual student interests and goals.
- Implement a rigorous and engaging Project-Based Learning (PBL) curriculum that aligns with students' interests, community needs, and college or career readiness.
- Ensure that the curriculum integrates academic learning with real-world applications, emphasizing critical thinking, problem-solving, and leadership skills.
- Professional Development for Staff:
 - Provide ongoing professional development opportunities for teachers and staff to effectively implement PLPs and PBL pedagogies.
 - Equip educators with the tools, support, and training necessary to support diverse learning styles, foster student agency, and facilitate community-engaged learning experiences.
- Student and Family Support Services:
 - Establish comprehensive student and family support services, including counseling, mentoring, and academic advising, to address the social, emotional, and academic needs of all students.
 - Implement systems for monitoring student progress, identifying areas of growth, and providing timely interventions to ensure student success.
- Community Partnerships and Engagement:
 - Forge strong partnerships with the City of Las Vegas, local organizations, businesses, families, and community leaders to create authentic PBL experiences that address real community needs.
 - Involve students in community service projects and leadership opportunities, fostering a sense of civic responsibility and social impact.
- Diversity, Equity, and Inclusion Initiatives:
 - Develop strategies to promote equity and inclusivity within the school environment, ensuring that all students have equal access to opportunities and resources.
 - Implement culturally responsive teaching practices that honor the diverse backgrounds, experiences, and perspectives of WYLEES students.
- Financial and Operational Sustainability:
 - Establish sound financial management practices to ensure the efficient use of resources and long-term sustainability of the school.
 - Develop transparent communication channels with stakeholders, including families, to build trust and support for WYLEES' mission and programs.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?
-

Employer: Clark County School District

Describe any affiliation with any charter schools.

N/A

2. Are you a current or proposed employee of the proposed charter school?

- ☒ No, I am not a current or proposed employee of the proposed charter school.
☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- ☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- ☒ No, I am not affiliated with any nonprofit organizations.
☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- ☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
- ☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- ☒ No, I am not aware of any other conflict of interest.
- ☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Elizabet Perez Najera, declare and certify under penalty of perjury the following:
 (Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, **WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School**
 ("Charter School")
 (Proposed Charter School Name)
 will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Elizabet Perez Najera

 Name

WYLEES, The Western Youth Leadership,
 Engagement, and Empowerment Middle
 School

 Proposed Charter School Name

4/15/24

 Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Elizabeth Perez



Community Service

Saint Anne Catholic Church / Volunteer

September 2019- Present, Las Vegas, NV 89104

As a volunteer, I collaborate with other volunteers to help collect money for the church which is used to help fund their schools, masses, and to provide services to the community.

Extracurricular Activities

Yearbook / Publications

August 2017- May 2023, College of Southern Nevada High School

- Create informative and intriguing newspaper stories
- Organize yearbook page layouts
- Collaborate with other members to create a positive work environment
- Mentor new students to teach key skills

Student Council

August 2019- May 2021, East Career and Technical Academy

- Class Vice President
- Create school events such as homecoming, assemblies, and prom
- Fundraise money for various charities

Education

College of Southern Nevada

August 2023 - Present

- In process of obtaining Associates of Arts
- 58 credits completed as of April 2024

College of Southern Nevada High School

August 2021- March 2023

- Dual Enrollment Program
- GPA: 3.6

Professional Experience

Teacher Assistant for Special Education

September 2023- Present, Ruby S Thomas Elementary School

As a teacher assistant for special education, I work in intermediate grade levels with children who have autism and are non verbal. My roles include:

- Problem- solving
- Teaching children communication skills and building independence
- Assisting students with their daily tasks
- Analyze and record data on students' daily behaviors to track growth

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information*, this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in *Section 1.2: Applicant Team Information*
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as “governing bodies” in Nevada’s charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are “public officers” and the charter school board is a “public body” as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada’s Open Meeting Law, governance requirements, and Nevada’s Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada’s Ethics Code can be found here:
<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html>;
- Nevada’s Commission on Ethic’s Manual for Public Officers and employees can be found here:
<https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf>; and
- Additional SPCSA ethics resources can be found here:
https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a “teacher” is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, 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;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards *must* consist of at least *two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.*

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members are required to receive training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school **WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School**
2. Full name **Mike Taack**
3. Home Address
6. Employer Name **N/A; Currently an Opportunity 180 Propel Fellow**
7. Employer Address
8. Which of the following best describes you:
 - ☐ I am on the Committee to Form *and* a proposed board member
 - ☒ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☒ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Girls Empowerment Middle School (GEMS); former Assistant Principal

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Vision

WYLEES empowers tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

Mission

The Mission of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is to:

1. Energize diverse youth leaders who are socially, emotionally, and academically prepared to shape the future.
2. Engage students in academics through community service and real-world, hands-on learning.
3. Empower students to solve problems through innovation, advocacy, and action to create a better world for all.

2. What is your understanding of the proposed charter school's educational program?

WYLEES' instructional model combines Personalized Learning Pathways (PLPs) and service-oriented Project Based Learning (PBL) to engage our students as partners in their learning and to energize them to take on challenges in school and in their community. Our PLPs put students' interests and goals at the heart of our work by encouraging students to think about who they are, who they want to become, and what academic and social goals will get them there. This approach is particularly important for our most at-risk students, as it honors their experiences and values and makes learning feel more relevant.

WYLEES designs PBL experiences to align to students' interests and prepare them to take leadership roles in their community. Our service projects are real-world learning opportunities that challenge students academically and help them build the soft skills needed to be successful in the college or career of their choice. By designing projects that allow students to understand and meet community needs, we empower them to become creative, critical thinkers who habitually devise solutions to community issues with a focus on equity.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

N/A

3. For proposed board members, what is your understanding of the role of a public charter school board member?

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Not currently employed (see above).

Describe any affiliation with any charter schools.

N/A

2. Are you a current or proposed employee of the proposed charter school?

- ☐ No, I am not a current or proposed employee of the proposed charter school.
- ☒ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

I am the proposed principal of WYLEES.

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

- ☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.
- ☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

- ☐ No, I am not affiliated with any nonprofit organizations.
☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Nevadans for the Common Good

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

- ☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.
☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

- ☒ No, I am not aware of any other conflict of interest.
☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Mike Taack, declare and certify under penalty of perjury the following:
 (Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, **WYLEES, The Western Youth, Leadership, Engagement, and Empowerment Middle School**
 ("Charter School")
 (Proposed Charter School Name)
 will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Mike Taack

WYLEES, The Western Youth Leadership,
 Engagement, and Empowerment Middle
 School

Proposed Charter School Name

4/23/24

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

MIKE TAACK

SKILLS

Enthusiastic and gregarious self-starter with a strong work ethic and drive for success. Bilingual in Spanish and English and adept at building relationships with people from diverse backgrounds. Skilled in computers, technology, and communication. Able to learn and adapt quickly, consistently meet deadlines, and find innovative solutions to complex and challenging situations. Reflective and receptive to feedback.

EXPERIENCE

Diverse Charter Schools Coalition, Remote – *UnifiED New Starter Fellow*

August 2023 – Present

- Selected through a competitive application process to become one of two UnifiED New Starter Fellows with Diverse Charter Schools Coalition (DCSC) for the 2023-2024 school year.
- Received personalized coaching, support, and professional development in the areas of charter school start up and authorization, including model development, application development, and community engagement, as well as coaching and development in Diverse By Design school recruitment principles, DEI, and leadership identity development.
- Collaborated with a DCSC coach to develop a writing plan for a high-quality application for authorization for a proposed public charter school-WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School-and am on-track to submit the application for the next authorization cycle in 2024.
- Visited high-quality Diverse By Design schools in Brooklyn and connected with school leaders from there and elsewhere to begin the development of a recruitment plan for intentional integration at WYLEES; will visit over 10 high-quality DBD schools by end of fellowship.
- Will begin flexible residencies at a variety of US schools in January to further develop my leadership competencies, WYLEES' model and application, and to gain greater exposure to existing exemplary models in a variety of contexts.

Opportunity 180, Las Vegas, NV – *Propel Fellow*

July 2023 – Present

- Selected through a competitive application process to become one of two Propel Fellows with Opportunity 180 for the 2023-2024 school year.
- Received personalized coaching, support, and professional development in the areas of charter school start up and authorization, including model development, application development, budget development, and community engagement, as well as coaching and development in executive leadership, DEI, and leadership identity development.
- Secured a \$20,000 planning grant to fund community engagement and application development activities, and managed the budget to maximize outcomes while minimizing expenses.
- Recruited a diverse and talented Committee to Form with complementary skills in the areas of education, business, real estate, finance, human resources, law, and insurance.
- Began the development of a high-quality application for authorization for a proposed public charter school-WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School-and am on-track to submit the application for the next authorization cycle in 2024.
- Participated in high-quality school visits to develop and refine WYLEES' school model.
- Established WYLEES as a Nevada non-profit corporation.

Girls Empowerment Middle School (GEMS), Las Vegas, NV – Assistant Principal

August 2022 – July 2023

- Served as co-head-of-school, responsible for all aspects of operations with special emphasis on technology, registration, recruitment, scheduling, compliance and accountability reporting, grant writing, and school logistics.
- Developed numerous standard operating protocols (SOPs) and systems for the main office around technology deployment and service, student registration, supply purchasing and inventory, record keeping, etc., as well as SOPs and systems to ensure compliance with the National School Lunch Program and state and local requirements around foodservice.
- Developed bilingual marketing materials to help drive recruitment and coordinated marketing campaigns with external partners to develop thematic arcs for advertising and recruitment campaigns; assisted with management of the school's website and social media channels.
- Assisted with grant writing, successfully obtaining grants for the school in excess of \$700,000.
- Developed and coordinated professional development plans for teachers, as well as schoolwide testing plans and testing calendars for students.
- Supervised teachers, counselors, and office staff to provide support and to ensure maximum efficiency and effectiveness.

Fremont PDMS, Fremont Academy of Medical Sciences, Las Vegas, NV – Magnet Theme Coordinator & Recruiter, On-Site Professional Development School Coordinator

August 2021 – August 2022

- Served as member of the school Leadership Team and Steering Committee to develop and codify school procedures, mission, vision, and values during a transition in school leadership.
- Developed a new logo and branding for the school's new medical magnet program and produced bilingual marketing materials that were thematically coordinated for in-person, online, and mailed communications.
- Developed social media channels and created promotional posts while also serving as webmaster of the school's website. Created, curated, and organized content promoting the school.
- Formed collaborative relationships with elementary school and community partners and leveraged my existing connections to develop recruiting pipelines for new students.
- Assisted families in all aspects of the application process in English and Spanish.
- As PDS On-Site Coordinator, established a systematic learning experience for student teachers which enabled greater collaboration and reflection; supported mentor teachers as regards coaching and providing interventions to teacher candidates; collaborated with UNLV's Office of Field Experiences.

Fremont PDMS / CCSD, Las Vegas, NV – Teacher and On-Site Professional Development School Coordinator

August 2010 – June 2021

- Taught sixth, seventh, and eighth grade English, Publications I and II, Explorations, and Computer Science.
- Contributed to school culture and success through active memberships on the School Organizational Team, SGF Committee, and Tech Team, among others.
- Collaborated with UNLV professors to establish the curriculum for the first "Rebel Academy" summer internship program for Alternative Routes to Licensure teacher candidates.
- Advocated for and helped organize families, teachers, and neighborhood organizations to have a say in proposals to reconstitute Fremont PDMS. Worked with stakeholders including CCSD executive leadership and community leaders to reach a mutually beneficial plan for the school and the community, culminating in the eventual creation of the Fremont Academy of Medical Sciences.

- Presented information about the PDS at the National Association of Professional Development Schools' annual conferences in 2013, 2014, 2015, and 2016; participated in the Teacher & Principal Panel at UNLV's 2017 Summit on Nevada Education; and was a panelist on PBS' *Nevada Week* to discuss challenges with educational funding in 2019.

EDUCATION

University of Nevada, Las Vegas – *M.Ed., Curriculum and Instruction – Secondary Education*

August 2008 – May 2011

AWARDS AND HONORS

4.0 GPA, Phi Kappa Phi.

Opportunity 180's Operation Design to Edrupt: Explore Inaugural Cohort Member

Opportunity 180's Operation Design to Edrupt: Cultivate Inaugural Cohort Member

Public Education Foundation's Teacher Leader Academy, Member, Cohort 6

New Leaders' Exploring New School Models Fellowship, Cohort 4

Heart of Education Awards Finalist, 2022, 2020, 2019, 2018.

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 3: EVIDENCE OF COMMUNITY PARTNERS & SUPPORT



PARTNERS & SUPPORTERS

Organization / Individual	Partner or Supporter
A + J Patient Advocacy, Rebeka Acosta	Partner
DISCOVERY Children's Museum, Tina Tetter	Partner
Diverse Charter School Coalition, Sonia Park	Partner
Dr. Shaoan Zhang, UNLV College of Education	Partner
Emily McDonald-Williams, Desert Research Institute	Partner
Family Education and Empowerment Foundation, Mimi Morse	Partner
Get Outdoors Nevada, Shelly Kopinski	Partner
Hiltz Commercial Group, Michael Hiltz	Partner
Leadership Institute of Nevada, Dr. Brian Myli	Partner
Opportunity 180	Partner
UNLV Office of Clinical Field Experiences, Lois Paretti	Partner
Rae Lathrop, Downtown Resident and Community Advocate	Partner

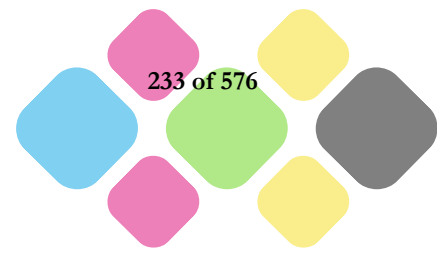
**WESTERN YOUTH LEADERSHIP,
ENGAGEMENT, & EMPOWERMENT SCHOOL**



PARTNERS & SUPPORTERS

Organization / Individual	Partner or Supporter
Jean Munson, Women's Research Institute of Nevada (WRIN) / National Education for Women's (NEW) Leadership Nevada	Partner
Brian Brill, Current Middle School Principal	Supporter
Dr. Joyce Brooks, Retired Principal, Current Charter School Assistant Principal	Supporter
Nicole Moreno, Current Charter School Assistant Principal	Supporter
Ann Schiller, Retired Middle School Principal	Supporter
Bridget Phillips, Acting President of Silver State Education Foundation (SSEF)	Supporter
Ramona Esparza, President, Nevada Association of Latino Administrators and Superintendents (NALAS)	Supporter
Lisa Windom, Preserve Manager, Springs Preserve	Supporter
Jeanine Collins, Chief Innovation Officer, ed.Extraordinary	Supporter
Felicia Ortiz, President, Nevada State Board of Education	Supporter

**WESTERN YOUTH LEADERSHIP,
ENGAGEMENT, & EMPOWERMENT SCHOOL**



April 9, 2024

Nevada State Public Charter School Authority
1749 North Stewart Street #40
Carson City, NV 89706

Dear Nevada State Charter School Authority Board Members,

Thank you for the opportunity to submit a letter of support for Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), a proposed public charter school in downtown Las Vegas. It has been exciting to watch WYLEES evolve from a dream to a plan on paper to reality. I look forward to attending the opening day celebration in 2025!

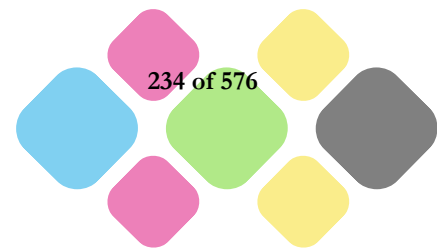
My name is Rebeka Acosta and I am the Founder of A+J Patient Advocacy, a nonprofit organization bettering healthcare in Nevada. Our vision of an accessible and equitable healthcare system for all youth directs our work in three focus areas: 1) support services for youth and families, 2) collaboration with community groups, and 3) public policy advocacy. One of our most rewarding efforts involves partnering with local schools, in which we teach students the self-advocacy skills necessary to transition from pediatric to adult medicine and successfully manage their health.

As a professional in the Southern Nevada health and education communities, I have known the Founder of WYLEES, Mr. Mike Taack, for several years. He maintains a reputation of excellence, transparency, and trust and requires that of those he partners with. He is a compassionate educator, experienced mentor, and devoted father and husband. Mike's youngest son and my oldest son played baseball together years ago and our families have stayed connected since.

As a pediatric and young adult health advocate, I utilize techniques in my daily work that also live in WYLEES' vision. Project-based exploration, community service, civic engagement, and a whole-person approach to learning are skills that are seriously lacking in today's mainstream educational environment. When a community joins forces to provide their youth with experience and opportunity, while bolstering their curiosity and empowering their personhood, there isn't much that cannot be accomplished.

(702) 425-1503
www.heart4advocacy.org
2345 Via Inspirada #100-299, Henderson, NV 89044





As discussed with Mr. Taack, A+J Patient Advocacy is looking forward to providing its healthcare transition program to WYLEES' inaugural 6th grade class. Students who are part of this program will receive:

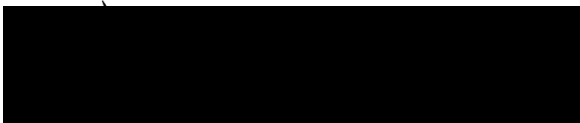
- Access to an award-winning Board Certified Patient Advocate with expertise in pediatric and young adult healthcare
 - Service projects
 - Research projects
 - Mentoring for youth interested in healthcare careers
- Monthly interactive workshops covering topics such as
 - Self-advocacy and autonomy in healthcare
 - Rights of minors in decision-making (what changes at ages 13, 18)
 - Healthy living (handwashing, germ fighting, sleep, exercise, nutrition)
 - Resources and tools to practice healthcare skills (scheduling appointments, speaking up during doctor visits, medication adherence, etc.)
- Workbook with additional program details and activities

Teachers and staff will find a trusted partner and compassionate advocate in A+J Patient Advocacy. When WYLEES is authorized, both organizations shall execute a Memorandum of Understanding (MOU) to cover the purpose, goals, reporting, and duration of the partnership.

I wholeheartedly champion the WYLEES vision and their efforts in shaping the minds and hearts of the next generation. Our community depends on these young people to be informed, empowered, and called to action - and WYLEES is leading the way.

Please consider the support of A+J Patient Advocacy as you review and authorize WYLEES' application for Nevada State Public Charter School designation. Should you have any questions, I welcome contact via email or phone at any time.

Kind regards,



Rebeka Acosta, BCPA
Executive Director
rebeka@heart4advocacy.org
(425) 753-5868 mobile





April 30, 2024

Re: Letter of Support – WYLEES Western Youth Leadership, Engagement and Empowerment Middle School

TO Whom it may concern:

Charter Schools Development Corporation (“CSDC”) is pleased to write a letter of support for **Western Youth Leadership, Engagement and Empowerment Middle School** (“WYLEES”) relates to its facility and facility financing plans for its charter network expansion plans. As a non-profit organization and Community Development Financial Institution (“CDFI”) that promotes innovation and excellence in education, CSDC supports high performing charter schools nationally in their commitment to serve under resourced families and communities in providing educational option for their children.

CSDC has a national reputation for successfully increasing the flow of capital for charter school facilities to schools serving the highest risk segment of the charter school sector - new, early stage and slow growth model schools serving predominately low-income students. CSDC’s facility programs help remove barriers to access for start-up and slow growth charter schools by providing partial guarantees for charter school facility loan or lease payment obligations in the form of first-loss debt service reserves, substitute equity for leasehold improvements, or lease payment reserves, which will induce lenders and landlords to enter into agreements with otherwise risky credits. In addition, CSDC prides itself on working with schools throughout their growth lifecycle and providing facility development services not only for their initial needs, but also through final campus build out and replication sites.

Since its establishment in 1997, CSDC has served over 245 charter school organizations, financed and/or developed over 10 million square feet of real estate, invested more than \$150 million of capital and leveraged \$850 million of private sector financing into charter school facilities. CSDC’s programs have opened the door to increase educational opportunities for over 110,000 students in 29 states and D.C., the vast majority of who come from low-income families and under resourced communities.

CSDC has been asked to assist WYLEES with its facility needs and we look forward to working with them to launch their school in 2025. For more information on CSDC, the schools we have served, our leadership and experience, etc., please visit our website at www.csdc.org or don’t hesitate to reach out to me directly at rsalvo@csdc.org or (410) 271-8362.

Sincerely,



Rebecca Salvo
Senior Vice
President

April 18, 2024

DISCOVERY Children's Museum
360 Promenade Place
Las Vegas, NV 89106

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

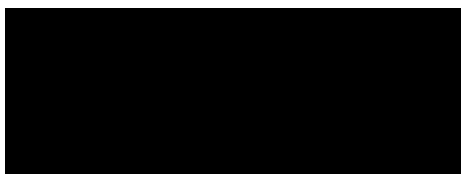
Celebrating 34 years of community, DISCOVERY Children's Museum is a non-profit organization dedicated to the core educational areas of science and nature, arts and culture and early childhood development. Our three-story museum features nine interactive galleries with 26,000 square feet of hands-on exhibits, and a team of educators who provide engaging programming, cultural collaborations and community outreach. As a premier educational partner in the community, DISCOVERY collaborates closely with local schools and organizations to increase access to quality educational experiences.

The mission of DISCOVERY Children's Museum is to foster a welcoming environment where all are invited to engage in playful and educational experiences that ignite a lifelong love of learning. Similarly, Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) shares in our mission to increase access to quality learning experiences for Las Vegas students, and empower tomorrow's leaders to change the world through creativity, collaboration, and civic engagement.

It is my pleasure to write this letter in support of the charter application for Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES). Following authorization as a charter under the SPCSA, DISCOVERY Children's Museum intends to collaborate with WYLEES in a mutually beneficial relationship. Through this partnership, WYLEES will promote museum visitorship and programming, and DISCOVERY Children's Museum will provide the following resources for WYLEES:

- Professional development opportunities for educators
- Subsidized health sciences education through the DISCOVERY on Wheels program
- Subsidized admission for field trips
- Classroom career speakers and project panelists
- Attendance at WYLEES fairs
- Resources for families related to the *Museums for All* access program
- Resources for families related to the Family Adventure Pass program in partnership with the Las Vegas-Clark County Library District Foundation

We look forward to partnering with Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) after their authorization and chartering process is complete. Your attention and consideration of WYLEES is greatly appreciated.



nces
DISCOVERY Children's Museum



April 17, 2024

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

To Nevada State Public Charter School Authority:

I write to share Diverse Charter Schools Coalition's (DCSC) support of petitioner Mike Taack's application to open a new, intentionally diverse charter school in Las Vegas, Nevada. DCSC's mission is to catalyze and support the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities, and outreach.

Mike is a member of our 2023-24 School Launch Fellowship Program. The School Launch Fellowship Program, in collaboration with host school site leaders, member schools, and local partners, recruits and prepares future school leaders for new, excellent diverse charter schools. Successful Fellows of the School Launch Program are entrepreneurial leaders with a deep understanding of the diverse charter school model. They establish a clear vision and lead people toward it by creating a diverse, equitable, and inclusive school community. They use data to inform decisions and measure outcomes. Ultimately, they launch intentionally diverse charter schools that lead students to strong academic results for all students and are closing the gaps in student performance, family satisfaction, and staff retention across relevant subgroups.

Over the course of the year-long program:


- The Fellowship armed Fellows with broad access to high-quality intentionally diverse schools across the country. Fellows attended excellent school visits (ESVs) during the program's kickoff in New York City, our Annual Convening in Los Angeles, and a deep dive at High Tech High. Through ESVs, our Fellows observed practices and received resources that influence their own school models.
- Fellows developed their leadership skills in examining how their own personal identities impact their work as school leaders. Monthly constructivist listening dyads were held among our cohort focusing on cultivating, nurturing, and sustaining systems that build cultures for authentic diversity, equity, inclusion, belonging, acceptance, and justice (DEIBAJ) in diverse charter schools.
- Learning is individualized and targeted as fellows developed their own strategic plans to guide their learning throughout the Fellowship. This plan informed topics of monthly cohort calls, leader consultations and ongoing coaching they received throughout the year.

26 Broadway
8th Floor
New York, NY 10004
www.diversecharters.org



As alumni, Fellows will continue to receive individualized support, a Coalition member mentor, and participate in Excellent School Visits.

We are excited by Mike's development as a Fellow and about the application for WYLEES. Many of the programmatic elements have been modeled by other successful diverse charter schools, and is backed by education research conducted by The Century Foundation. We support his application to open an excellent intentionally diverse charter school for the students and families of the Las Vegas Community.



Sonia C. Park
Executive Director
Diverse Charter Schools Coalition
www.diversecharterschools.org



UNIVERSITY OF NEVADA, LAS VEGAS

4/15/24

From:

Dr. Shaoan Zhang
UNLV College of Education
4505 S. Maryland Parkway, Box #453001
Las Vegas, NV 89154

To: Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

Thank you for your consideration of the Western Youth Leadership, Engagement and Empowerment Middle School (WYLEES) for authorization as a public charter school in downtown Las Vegas.

I have served as a Teacher Education professor for 17 years at the College of Education, University of Nevada, Las Vegas. It was during my time there that I met Mr. Mike Taack nearly 14 years ago as a student in the Graduate Licensure Program. Mr. Taack was an outstanding student in our program. During his student teaching at Fremont Middle School, he and his mentor, Mr. Shawn Kelly, created a successful peer mentoring model that helped Mr. Taack grow as an intern and helped students achieve in his classes. Based on his excellent student teaching, Mr. Taack was immediately hired at Fremont. Since then, I have seen his success in education grow over time. Mr. Taack and I continued to collaborate following his graduation from UNLV's graduate program while he was a mentor teacher at Fremont Professional Development Middle School, when he became the On-Site Professional Development School Coordinator for Fremont's pre-service teacher internship program, and when he was the Assistant Principal at Girls Empowerment Middle School. Mr. Taack is a very motivated, committed, and talented leader. He is well recognized for his integrity and leadership by both students and families and by fellow educators. Having known and worked with Mr. Taack over this period of time, I am confident in his abilities to lead a school and to help teachers and students to maximize their potential.

When Mr. Taack first told me about WYLEES, I was excited to hear his plans and I had many ideas for how I could help. I am especially encouraged that the school will focus its efforts on providing an exceptional educational experience to at-risk students, including a large population of English language learners. The use of personalized learning, coupled with a project-based learning approach to service

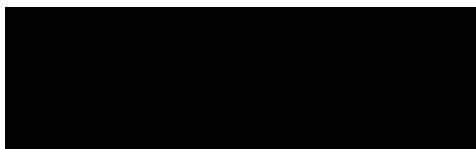
learning will provide these students with valuable opportunities to get engaged in their community and to develop their English language skills. I am also excited to know that Mr. Taack intends to develop strong ties with the families of WYLEES' students and include them as partners in their children's education.

I am pleased to offer my direct support for WYLEES in any way that I can be helpful. Some specific support that I will provide to WYLEES at no cost to the organization include:

- Engaging in thought partnership to develop extracurricular and community engagement programs for students to participate in as an extension of their in-school development at WYLEES,
- Observing and coaching teachers and administrators and helping to develop targeted professional development to meet WYLEES' goals,
- Providing advice, resources, and other support around methods of measuring WYLEES' effectiveness,
- Connecting WYLEES to additional community resources and partnerships that could benefit the school and its students, and
- Sharing information about programs and opportunities for WYLEES' students to visit and participate in programming sponsored by UNLV and/or at UNLV's campus.

To conclude, I believe that WYLEES' model presents an excellent educational opportunity for the students of downtown Las Vegas, and I know from my experiences with Mr. Taack that he will both dedicate himself to the school's success and develop a staff and community partnerships which all but ensure it. I thank you for your careful consideration of WYLEES' application for authorization. I hope that you will reach out if I can provide any additional information that will assist you in your decision.

Respectfully,



Shaoan Zhang, Ph.D.
 Professor of Teacher Education
 Department of Teaching and Learning
 College of Education, University of Nevada, Las Vegas
 E-mail: shaoan.zhang@unlv.edu
 Office phone: 702.895.5084

April 15, 2024

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

As a long-standing advocate for education and community engagement, I am writing to express my enthusiastic support for the authorization of WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School. Having closely followed the developments in our education landscape, I am particularly excited about the innovative approaches and impactful vision that WYLEES embodies.

My involvement in formal and informal STEM education has allowed me to witness firsthand the transformative power of personalized learning and project-based approaches. The prospect of WYLEES implementing such strategies, along with its emphasis on service learning, civic engagement, and treating students and families as partners in education, is truly inspiring.


Upon its authorization and launch, WYLEES will have access to DRI's free education resources, including:

- STEM lending library, including curriculum, supplies and STEM technology tools
- Educator Professional Development Trainings on a variety of STEM topics

I wholeheartedly endorse the approval and authorization of WYLEES. I am confident that its innovative model, dedicated team, and commitment to student success will make a significant and positive impact on our community. I respectfully urge the Nevada State Charter School Authority Board to consider WYLEES' application with the utmost care and deliberation.

Please do not hesitate to reach out to me if you require any further information or support. I look forward to the opportunity to contribute to the success of WYLEES and its students.

Respectfully,



Emily McDonald-Williams
STEM Education Program Manager
Desert Research Institute
775-673-7389



Family Education and Empowerment Foundation

The family is the school of love

April 9, 2024

President Mimi Morse
Family Education and Empowerment Foundation
1620 E. Sahara Avenue
Las Vegas, NV 89104

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Charter School Authority Board Members,

We are pleased to support the Western Youth 'Leadership, Engagement, and Empowerment Middle School (WYLEES). We are excited that WYLEES' vision is to empower tomorrow's leaders to change the world today through creativity, collaboration and civic engagement through personalized and service oriented project-based learning.


The Family Education and Empowerment Foundation (FEEF) is a 501 c-3, non-profit organization that seeks to empower and uplift families through education to help them become productive members of society. We work with teenagers and young adults to promote healthy lifestyle choices by providing character education classes so they can develop skills that would help them fulfill their life goals. FEEF also supports parents by providing them with resources to become effective parents.

I've known Mr. Taack for two years since he was the assistant Principal at the Girls' Empowerment Middle School (GEMS). Under his leadership, we provided the Life Skills and Character education classes as well as a Dining Etiquette workshop and concluded with a Parents' Day celebration.

FEEF is committed to a working collaboration that involves students and families and the WYLEES Middle School. FEEF will provide support to empower students and families through after school programming and activities for WYLEES' students similar to those described above, and we will help empower families to take leadership of WYLEES' Community Activation Team (CAT). The purpose of this team at WYLEES is to establish a parent advisory council that takes ownership of scheduling school meetings and communicating students' and families' needs in a partnership role with the school; this aligns well with our mission and we are pleased to support parents and families in this way.

We wish WYLEES success with their charter school application and look forward to working with them.

Sincerely,


Mimi Morse
President
Family Education and Empowerment Foundation
(702) 809-0033

FEEF is a non-profit, non-sectarian, apolitical organization under Section 501 c-3 of the Internal Revenue Code

FEEF Office: 1620 E. Sahara Avenue, Las Vegas, NV 89104 * Tel. 702-809-0033 www.lvfeef.org



April 22, 2024

Shelly Kopinski
21 North Pecos Rd, Suite 106
Las Vegas, NV 89101

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

My name is Shelly Kopinski and I am the Director of Programs at Get Outdoors Nevada (GON). We are a nonprofit that has engaged youth in our community in place-based and experiential learning opportunities for over a decade. We have long partnered with the Clark County School District as well as individual charter schools to provide standards based in-class programming and field trips during the school day as well as informal environmental education programs afterschool. I became aware of The Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) from Mike Taack. Their service learning, whole-child emphasis, support of Emerging Bilingual students, and including each student as a partner in their own education immediately resonated with me and GON's mission and vision for our community here in Southern Nevada.

If authorized, GON is excited to partner with the students and teachers at WYLEES to achieve positive outcomes and meet their goals all while providing outdoor learning opportunities on and off site, stewardship and civic engagement opportunities, support the professional development of teachers through a variety of workshops (i.e. Energy, Project Wet, Project Learning Tree, Public Lands) led by licensed instructors with over 30 years of experience, afterschool programming, as well as leveraging our existing network and staff support to seek out funding opportunities as needed. GON looks forward to formalizing our partnership with a MOU upon WYLEES authorization then refining our strategy for the 2025-26 school year.

Upon meeting with the WYLEES team and learning about their learning model, it was readily apparent that this new charter will succeed in improving the lives of and access to quality education for middle school students with such a keen focus on whole child design and equity. I respectfully ask that consideration be given for WYLEES' approval. Feel free to follow up with me if you have any questions or would like further information.

Respectfully,

Shelly Kopinski
Director of Programs
Get Outdoors Nevada
702-997-3350

April 17, 2024
Board of Directors
Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Charter School Authority Board Members:

My name is Michael D. Hiltz, President of Hiltz Commercial Group, I am proud to represent the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) in their search for a suitable facility in Las Vegas for the 2025/2026 school year within the 89104, 89101, 89169, 89102, 89109 and 89106 Zip Codes. With our team of seasoned real estate advisors, we are committed to securing the best possible facility that aligns with WYLEES' expansion plans and goals. Our primary focus is supporting new Charter School applicants and existing Charter Schools in identifying and securing suitable facilities. We have a full-time research and marketing department solely dedicated to seeking viable prospective facilities within Clark County.

With more than 45 years of commercial real estate experience, including 25 years serving Southern Nevada communities, I am confident in our team's ability to secure the right facility for WYLEES. Since 2017, I have and continue to assist over 21 Charter School clients mostly start up Charter Schools and several existing more established Charter Schools that are expanding their footprint. I also have worked with private school clients in facility selection and acquisition (sales or leasing). At Hiltz Commercial Group, we are proud to have maintained a 100% success rate in securing suitable facilities for our clients. With our extensive background, I am confident in our ability to find the ideal facility for WYLEES, in terms of location, size, and price, and provide the highest level of support and service to ensure a seamless process from concept to completion.

Below are a sample of the Charter School and Private School clients that Hiltz Commercial Group has successfully represented or is assisting in facility selection and acquisition (sales and leasing) include the following:

- Coral Academy of Science Las Vegas (Eastgate and Cadence Campuses)
- Discovery Charter School (Hillpointe and Sandhill Campuses)
- Capstone Christian Academy
- Battle Born Academy
- Girls Empowerment Middle School (G.E.M.S.)
- TEACH Las Vegas Charter School
- Sage Collegiate Public Charter School

- Cactus Park Elementary – pilotED
- Vegas Vista Academy (VVA)
- Beacon Academy of Nevada
- Southern Nevada Trades High School (SNTHS)
- Pioneer Technology & Arts Academy
- Do and Be Arts Academy

Attached on the following page(s) are photographs of just four of the beautiful facilities which my team has procured for our charter clients.

As a one-stop “concept to completion” boutique commercial real estate company, Hiltz Commercial Group provides the highest level of support and service to its clients. We will collaborate with WYLEES and its team including, but not limited to its Charter Founders, Executive Directors, Board Members, Attorney, Architect, Land Entitlement Consultant, and General Contractors, to assess the feasibility of prospective properties from all professional perspectives and provide the best possible advice.

We will negotiate on behalf of WYLEES with Owners, Landlords, Brokers, and other principals of prospective properties to acquire and/or lease space that meets WYLEES’ requirements and aligns with its goals. We will stay the course with WYLEES through the Nevada State Public School Charter Authority application and selection process, site acquisition process, entitlement process with the applicable local governmental agencies, selection of contractors, and the construction process, if so desired by the Charter School.

At Hiltz Commercial Group, we provide a seamless experience for our clients. We are excited to work with WYLEES and the Nevada State Charter School Authority Board to find the perfect facility that will allow them to continue to provide a quality education to its students, sense of pride for parents and an asset to the surrounding community.

Best regards,

Michael D. Hiltz
President | Managing Broker
Hiltz Commercial Group

1170 E. Sunset Rd. Suite #200A
Henderson, Nevada 89011

[REDACTED]
[REDACTED]

Coral Academy of Science Las Vegas – Eastgate Campus



Coral Academy of Science Las Vegas – Cadence Campus



Discovery Charter School - Hillpointe Campus



Cactus Park Elementary - pilotED



Leadership Institute of Nevada

because leadership matters



Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

March 18, 2024

Dear Nevada State Charter School Authority Board Members,

On behalf of the Leadership Institute of Nevada, it is with great enthusiasm that I extend this letter of support for the proposed charter school, Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), led by its Founder, Mr. Mike Taack. With plans to open its doors in downtown Las Vegas in the Fall of 2025, WYLEES presents an innovative and promising educational opportunity for our community.

WYLEES' commitment to student-centered Project Based Learning is truly commendable. By providing rigorous, relevant, and real-world learning experiences, WYLEES aims not only to ensure students' mastery of grade-level academic content but also to equip them with the essential skills required to thrive in our ever-evolving world. Particularly notable is the emphasis on projects designed to meet the needs of our community. Through these endeavors, WYLEES students will have invaluable opportunities to develop as leaders through civic engagement and service learning, fostering academic growth and instilling in them a sense of responsibility, leadership, and empathy.

At the Leadership Institute of Nevada, we firmly believe that empowering our youth is crucial to creating a brighter future for all. WYLEES' vision of empowering its students and their families to shape the future they desire perfectly aligns with our core values.

In line with our commitment to fostering leadership and excellence in education, the Leadership Institute of Nevada is eager to partner with Mr. Taack in providing comprehensive leadership training for WYLEES teachers and administrators. Our institute offers a diverse range of programs tailored to enhance leadership skills, promote effective and innovative teaching practices, and nurture a culture of continuous improvement. We are confident that our expertise and resources can significantly contribute to the success of WYLEES as it embarks on this exciting journey.

The Leadership Institute of Nevada wholeheartedly supports the establishment of Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) and eagerly anticipates the positive impact it will undoubtedly have on the students of Las Vegas. Please do not hesitate to reach out if there is anything further we can assist in this endeavor.

Dr. Brian Myli
Senior Vice President



April 30, 2024

State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

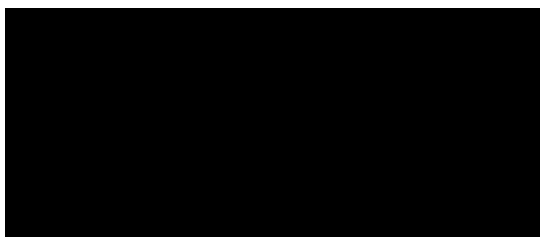
Dear Director Mackedon,

I am writing to express our organization's support of the Western Youth Leadership, Engagement, and Empowerment Middle School, also known as WYLEES, application for authorization under the State Public School Charter Authority.

We believe this project-based learning model with a focus on creativity, collaboration, and civic engagement will be an innovative model for Clark County families in the zip codes they intend to serve. The Committee to Form has strong roots in Las Vegas and has demonstrated a commitment to leveraging what they know about the community and education while continuing to learn what they need to know about launching and running an effective school. Opportunity 180 has been a vital partner in supporting WYLEES Middle School, providing an initial planning grant of \$20,000. If approved, the Western Youth Leadership, Engagement, and Empowerment Middle School team will also be eligible for additional funding of up to \$150,000. This support will help ensure the successful implementation of the school's vision.

As a member of Opportunity 180's Public Charter School portfolio, Western Youth Leadership, Engagement, and Empowerment Middle School will have access to a network of mission-aligned leaders in Southern Nevada. We are committed to partnering with the school as a strategic funder and thought partner, supporting their vision for student success and helping them achieve their goals.

Sincerely,





COLLEGE OF EDUCATION

Department of Teaching & Learning

February 27, 2024

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members:

As the Coordinator of Clinical Field Experiences and Director of International Student Teaching in the Department of Teaching & Learning at UNLV, I am responsible for selecting partnership schools and placing preservice teacher candidates in these schools in order to satisfy their practica and student teaching requirements for licensure.

When Mike Taack contacted me to discuss the Western Youth Leadership, Engagement and Empowerment Middle School (WYLEES), my interest was piqued. His plan for the school aligns with both my personal and professional philosophy, and I believe that preservice teacher candidates would benefit from completing their field component at the school.

I have known and worked with Mike Taack and other members of WYLEES' Committee to Form for over 14 years. During this time, Mike and his team have been consistent partners in ensuring that student teachers and practicum students received exceptional preparation for careers as educators. In addition to serving as mentors, Mike and his team have developed systems to support our teacher candidates on site at their school, have developed the capacity of mentor teachers to meet the needs of our teacher candidates, have shared experiences and provided valuable professional advice to the teacher candidates, and have provided feedback and guidance in regards to instructional strategies and classroom management to help improve the practice of both teacher candidates and mentor teachers.

Additionally, Mike and his team have collected data on the outcomes of teacher candidates who have completed field experiences with their support and have been able to demonstrate that the strategies and systems used to support these pre-service teachers resulted in both improved longevity in the field of education and a correlation with our candidates going on to leadership positions at their eventual school sites. Mike and his team have presented nationally on the topic of teacher preparation over the course of several years at the National Association of Professional Development Schools' annual conferences and have consistently sought to improve their own practices in preparing pre-service teachers for the classroom.

I was thrilled to learn that WYLEES' instructional model involves personalized, project-based learning and a Constructivist approach to instructional design. These approaches require teachers to be actively involved in making curricular decisions and modifications to meet student needs, key skills for preparing teachers for a variety of contexts. By engaging teacher candidates with experiences in which they are actively selecting strategies to promote the success of each student and making curricular decisions that are aligned to that goal, WYLEES' instructional design model ensures that pre-service teachers are involved in the kinds of decisions that they will need to be able to make when determining how best to meet their own students' needs in the future.

UNIVERSITY OF NEVADA, LAS VEGAS

Department of Teaching & Learning

4505 S. Maryland Parkway Box 453005 | Las Vegas, Nevada 89154-3005 | Tel: 702.895.1540 | Fax: (702) 895-4898
unlv.edu/tl



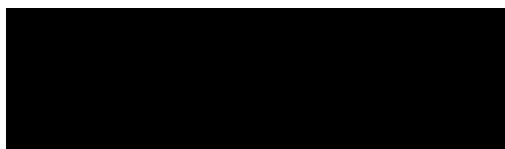
COLLEGE OF EDUCATION

Department of Teaching & Learning

Based on the long history that I have with Mike and his founding team, I am confident that any pre-service teachers that we place with WYLEES will receive the support they need to successfully complete their field experiences, and that these teacher candidates will also come away from their field experiences well-prepared for a variety of situations they are likely to face in the initial years of their professional experience. Furthermore, I am confident that Mike and his team will continue to support our teachers beyond their field experiences, if needed, to ensure their ongoing professional success.

Following WYLEES' authorization as a Nevada public charter school by the SPCSA, UNLV's Office of Clinical Field Experiences intends to partner with WYLEES as a field experience site for practicum students and student teachers. We will collaborate with Mike and his team to build a system of support at WYLEES similar to that which he and his team created when we partnered previously, and together we will explore opportunities for UNLV faculty to support teacher candidates and WYLEES' students on site, as well as identify opportunities for research to support and further develop WYLEES' model.

If you feel inclined or have any questions, I would be happy to comment further. Please do not hesitate to contact me via phone (702.895.3095) or email (Lois.Paretti@unlv.edu).



April 10, 2024

Rae Lathrop
1302 S 6th St
Las Vegas NV 89144

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

As a resident of downtown Las Vegas, I am expressing my support for the approval of WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School. My professional background includes managing nonprofit and community-based organizations in Southern Nevada. I have spent the past 12 years living and working in Downtown Las Vegas, and understand first-hand the vibrancy, opportunities, and challenges to our community. Downtown Las Vegas deserves to have strong community partners and institutions, and I know WYLEES will be an incredible addition to our community.

I have known and collaborated with Mike Taack over the past five years on efforts related to civic engagement and participation which have resulted in building a large network of downtown residents, business owners, and stakeholders to improve our community. Together, we've walked the John S Park, Beverly Green, Huntridge, and Southridge neighborhoods to encourage families to vote in local elections and ensure they had important information related to school zone changes at our local middle school. Mr. Taack is not only a passionate educator, but he is a creative and driven community leader.

Through my years of working with public and private organizations in Southern Nevada, I believe that strong schools with engaged leadership teams can be a hub of vital civic engagement. I'm inspired by the WYLEES model of community service and service learning, which can only further a strong connection between schools and communities. I believe that WYLEES will be a direct link to creating a community with a new generation of engaged and insightful citizens.

In support of this school's application for approval, I'm committed to working with WYLEES leadership to find a viable location that meets the needs of the school and the neighborhood. I will work to connect community organizations with the school to support their community service initiatives. Additionally, I look forward to collaborating with the school and neighbors to identify local concerns and take action on community issues.

I am excited to support WYLEES and hope that you will too. Feel free to reach out if you have any questions.

Respectfully,

Rae Lathrop
Community Leader
Resident, Downtown Las Vegas
775-544-3041

April 7, 2024

Jean Munson
4505 S. Maryland Parkway
Las Vegas, NV 89154

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

My name is Jean Munson and I hold many positions in the Las Vegas area concerning formal and informal educational training offered to students in arts and leadership since 2017. Primarily, I am the Women's Research Institute of Nevada (WRIN) Program Coordinator for the National Education for Women's (NEW) Leadership Nevada. This program has existed in the Southern Nevada area historically helping women for 22 years, for which I served 8 years building leaders and collaborating with educators like Mike Taack to expand our leadership training.

I met Mike Taack when he was in his Vice Principal role at the Girls Empowerment Middle School (GEMS) and was inspired by his indelible impact and dedication to at-risk students who were also growing young women. GEMS and WRIN teamed up on Nevada Humanities Grant and the National Endowment for Humanities Grant to give college campus tours, access to university amenities like the UNLV Marjorie Barrick Museum, organized college student panels as mentors to the GEMS students, and formed supportive relationships with law enforcement as a trusted resource. WRIN made it possible for GEMS to enjoy end of the year field trips as a celebration of their student achievements.


As Mr. Taack moves into this next stage of his education vision to build The Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES), I am excited to partner again to offer and instill the larger imagination and action that is required to aid in students' success, parent engagement, and connection to futures that will help their entire families' circumstances. Mike has the career background, the strategy, and the relationships to build a charter school again. He has my highest recommendation and fullest support because students' and their parents deserve this vision.


UNIVERSITY OF NEVADA, LAS VEGAS

When burgeoning students have access to leadership training, the likelihood of giving back to their communities is the trend. We have seen it in NEW Leadership Nevada for 22 years, which is a trajectory WYLEES can and will achieve. I commit to sharing any resources that I can in my role, especially leadership training and my support as a trained school counselor.

I look forward to working with Mike, his staff, and future students.

Respectfully / Sincerely,



Women's Research Institute of Nevada Program Coordinator
Masters School Counseling Graduate Student
Graduate Assistant for the UNLV Asian and Asian American Studies Program
Arts Educator for Plot Twist Publishing


April 23, 2024

Brian Brill
10795 Palliser Bay Dr.
Las Vegas, NV 89141

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

I am writing to express my enthusiastic support for the establishment of WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School. As a dedicated member of the education community with a strong commitment to student success and community engagement, I believe that WYLEES has the potential to make a profound impact on the lives of young learners in our region.

My involvement in education spans several roles, including Principal at Dell H. Robison Middle School, Assistant Principal at Sunrise Mountain High School, Assistant Principal at John C. Fremont Professional Development Middle School, Supervisor at Adult Education, and Teacher (Early Childhood through High School). Through these experiences, I have witnessed firsthand the transformative power of innovative educational models like the one proposed by WYLEES.

I first learned about WYLEES and its visionary approach through my acquaintance with Mike Taack and several members of the Committee to Form, including Elizabet Perez Najera, Felicia Gonzales, Frank Endelicate, Kim Izumo, and Tara Meierkord. Their passion and dedication to creating a school that focuses on project-based learning, service learning, and personalized instruction are truly inspiring.

One aspect of WYLEES that particularly resonates with me is its commitment to treating students and families as partners in education. This holistic approach, combined with a focus on whole-child development and strategies to support Emerging Bilingual students, sets WYLEES apart as a model for 21st-century education.

In terms of support, I am eager to offer my assistance once WYLEES is authorized. I would be honored to serve as a mentor to students or teachers, help students connect with high school-aged mentors, and support the professional development of teachers or administrators. Additionally, I am committed to connecting WYLEES' students and families to other resources and wraparound services to ensure their success.

I believe that WYLEES is a vital addition to our educational landscape, and I respectfully urge the board to consider its approval and authorization. Please feel free to reach out to me if you require any further information or support. I look forward to the opportunity to collaborate with WYLEES and contribute to its success.

Thank you for your time and consideration.



04/10/2024

Dr. Joyce Brooks, Assistant Principal
 Founders Classical Academy
 5730 W. Alexander Road
 Las Vegas, Nevada 89130

Nevada State Public Charter School Authority
 1749 N. Stewart Street, Suite 40
 Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

It is my pleasure to offer a letter of support for the Western Youth Leadership, Engagement, and Empowerment school, or WYLEES, in favor of its authorization.

As a retired administrator from CCSD who currently serves as an administrator at a K-12 charter school in Las Vegas, I have worked with both Clark County School District and the local Charter School Authority over the past thirty plus years. I am confident that WYLEES' model and its plans to provide the students of downtown Las Vegas with project based learning experiences will result in highly engaged students who make exceptional academic growth.

I worked with Mike Taack during his time as the assistant principal at Girls Empowerment Middle School (GEMS) during my time as the principal and his immediate supervisor at GEMS during the 2022-2023 school year. During that time, Mike demonstrated a remarkable ability to handle the shifting and competing priorities of leading a small charter school. He built strong connections with students and families and showed a commitment to continuous improvement in everything he did. When he shared his team's plans to start WYLEES with me, I was more than happy to discuss ideas for the school, upcoming events, strategies to jump start community support, and how to recruit more community partners. I know that with his passion and dedication that Mike will be an exceptional school leader and that WYLEES will make a powerful difference in students' lives.

There are many exciting things about WYLEES' model that I think are exciting and motivating. The things that excite me the most are the use of a project based learning and constructivist approach and the use of service learning and civic engagement to empower students to serve their community. I know from my own experience that treating students and families as partners in their education leads to improved academic success, so I am also excited to know that WYLEES uses a whole-child approach, with highly differentiated instruction and personalized learning that gives students and families a voice in their education.


To ensure their success, I intend to serve as a part time consultant for Mike and the school to support them in achieving their goals once WYLEES is authorized (at no cost to the school). Specifically, I will:

- Serve as a mentor to students and/or teachers,
- Help students connect with high school aged mentors,
- Serve as an expert and/or community representative for WYLEES' service projects,
- Support the professional development of teachers or administrators, and
- Provide ongoing coaching and mentoring to support Mike as he continues to grow as a school leader.

As an experienced educator, I am thrilled that WYLEES' vision for its students is not limited solely to their academic achievement and scores on standardized tests. I believe that WYLEES' model will ensure that students are prepared to become adults who are fully aware of their civic rights and responsibilities, and that WYLEES will uphold high academic standards for all students regardless of their background, socio-economic status, or ability. WYLEES is committed to optimizing learning for all students, maintaining a highly effective learning environment where students focus on gaining knowledge in an environment where personal responsibility, ethics, and self-discipline are modeled and expected by the school community.

I am certain that WYLEES' approach will work well for its students, and I respectfully ask for consideration of WYLEES' application for authorization. I invite the board to follow up with me anytime as needed to discuss my support for this exciting new school.

Respectfully,

Dr. Joyce Brooks
Assistant Principal
Founders Classical Academy


April 17, 2024

Nicole Moreno
2074 Sutton Way
Henderson, NV 89074

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

I am writing to express my support for the establishment of Western Youth Leadership, Engagement, and Empowerment Middle School in Nevada. As a secondary assistant principal at Pinecrest Academy Sloan Canyon, I am excited to witness the emergence of a new educational institution committed to fostering innovative approaches to learning and holistic student development.

The vision for Western Youth Leadership, Engagement, and Empowerment Middle School resonates deeply with me, particularly its emphasis on project-based learning, service learning, and civic engagement. These pillars are essential not only for academic success but also for cultivating responsible, compassionate, and socially conscious citizens. I firmly believe that empowering students through such initiatives is integral to preparing them for the challenges and opportunities of the 21st century.

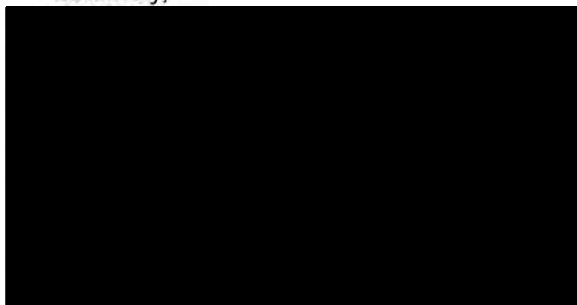
I commend the school's dedication to supporting emerging bilingual students and prioritizing the education of the whole child through differentiated instruction. Recognizing and celebrating the diverse backgrounds, talents, and needs of each student is paramount in creating an inclusive and nurturing learning environment.

As a seasoned administrator and advocate for school choice throughout Clark County, I am happy to support the development of Western Youth Leadership, Engagement, and Empowerment Middle School in any way possible. I am eager to serve as a mentor to the administration and staff, offering guidance and professional development tailored to the unique context of the charter school landscape. Additionally, I am ready to collaborate on the development and implementation of effective structures and strategies that will contribute to the success and sustainability of the new school.

I am confident that Western Youth Leadership, Engagement, and Empowerment Middle School will make a significant and positive impact on the educational landscape of Nevada. I look forward to witnessing the growth and achievements of the school's students and community, and as such, I respectfully request that the Board consider the authorization of Western Youth Leadership, Engagement, and Empowerment Middle School.

Please do not hesitate to reach out if there is anything further I can do to support this exciting endeavor.

Sincerely,



April 19, 2024

Ann T. Schiller
Retired Principal, CCSD
3020 Savona Circle
Las Vegas, NV 89128

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

My name is Ann Schiller, and with this letter of introduction, I would like to express my support for WYLEES, together with my long-time colleague, Mr. Mike Taack. Mr. Taack and I worked closely for approximately twelve years, from the time he was a UNLV student teacher, to his tenure as a classroom English teacher, and culminating as the Professional Development School Coordinator at John C. Fremont Professional Development Middle School, where I was the principal. I retired from the Clark County School District in 2021, ending a fulfilling career as a teacher and middle school administrator; however, as many educators tend to do, I recently returned to a local high school to serve as an assistant principal on special assignment.

I find the concept and dream of WYLEES to be reminiscent of the goals and the accomplishments that were achieved at Fremont Professional Development Middle School, during the decade Mr. Taack and I worked side by side as teacher/coordinator/principal. Tenets that we held sacred included: prioritizing pedagogy to support emerging bilingual students, and treating our students and families as equal partners in education. Fremont PDMS had a collective spirit; it was "We" or "Us", and that meant all stakeholders, from students and families, to support staff, licensed staff, and administrators. With strong instructional leaders, like Mike Taack and Kim Izumo, Fremont PDMS built a structurally sound professional, academic, and social model. In the pre-pandemic years up to 2019, Fremont PDMS showed incrementally high academic growth, leading the school district in closing the middle school achievement gap in ELA and Math; and having the highest WIDA growth for ELL students. The fruits of our labor and dedication brought the small, comprehensive, inner city middle school within a half point of Nevada Department of Education 4-Star Status.

I am a firm believer that public education is the cornerstone of a thriving community. The authorization of WYLEES would lay a solid foundation for the community it will serve. To assist WYLEES in achieving its mission and vision, I am committed to providing the following specific support for the school, in addition to any other support that I am able to provide: Coaching and/or mentoring for Mr. Taack as the school leader; providing resources and support for strategic school planning; sharing my experiences and community connections with the school for the benefit of its short-term stability and long-term success. It is my sincere hope that the Nevada State Charter School Authority Board Members will grant the charter for WYLEES.





Doral Academy of Nevada

Bridget Phillips
3128 Beach View Court
Las Vegas, Nevada 89117
702-334-8201

April 21, 2024

Nevada State Public Charter School Authority
 1749 N. Stewart Street, Suite 40
 Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members :


It is with great enthusiasm that I write a letter of recommendation for WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School.

I had the pleasure of working with both Mr. Mike Taack and Mrs. Tara Meierkord when they were both school site leaders at Girls Empowerment Middle School (GEMS). I found both Mr. Taack and Mrs. Meierkord to be extremely knowledgeable and dedicated to providing high-quality education to the middle school students that they served.

In my 37-plus years in education, I have truly found students learn more by being engaged, and research demonstrated that project-based learning is a student-centered pedagogy that involves a dynamic approach in which students acquire deeper meaning and understanding. I am particularly excited about the school's focus on project-based learning and service learning.

I am delighted to write a letter of support for the school. In my current role as Acting President of Silver State Education Foundation (SSEF), I work hand-in-hand with the Nevada Association of School Administrators (NASA). A focus of NASA is to provide meaningful professional development for teachers and administrators. Dr. Geihs serves as the CEO of SSEF and as the Executive Director of NASA. Dr. Geihs and I are committed to assisting the leadership at WYLEES during their initial opening by providing applicable staff development from NASA's many offerings. This assistance will aid the school in providing the much-needed training in the early years of operation, thus setting the school up for many years of future success.

I respectfully ask for consideration of WYLEES' approval. Please feel free to contact me at 702-334-8201.


 Bridget Phillips
 Doral Academy of Nevada
 Retired, Chief Academic and Operations Officer
 Current CEO of Student Focused Solutions, LLC, and Acting President for Silver State Education Foundation (SSEF)



Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

March 22, 2024

Dear Esteemed Members of the Nevada State Charter School Authority Board,

I write this letter with enthusiastic support for Mr. Mike Taack and the proposed charter school, Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES). As representatives of the Nevada Association of Latino Administrators and Superintendents (NVALAS), we are deeply committed to providing a perspective rooted in Latino experiences and culture to all aspiring school and district administrators, including those in the charter school realm, through our wide array of programs, services, advocacy, and networks.

WYLEES stands as a beacon of innovation in education, poised to open its doors in downtown Las Vegas within a predominantly Latino neighborhood. This visionary public charter school aims to embrace a student-centered approach through the implementation of Project Based Learning (PBL), designed to cultivate rigorous, relevant, and real-world learning experiences. The commitment of WYLEES to make PBL a cornerstone of its educational model is truly commendable.

What truly distinguishes WYLEES is its profound connection to the proposed neighborhood. The esteemed founding team brings forth over 75 years of combined experience as dedicated educators in downtown Las Vegas, with a storied history of impactful community engagement, particularly within the historic Beverly Green neighborhood. It is abundantly clear that WYLEES' roots within the community run deep, reflecting an unwavering dedication to fostering meaningful connections and catalyzing positive change.

In conclusion, the Nevada Association of Latino Administrators and Superintendents (NVALAS) unequivocally supports the approval of the Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) charter application. We are confident that WYLEES will prove to be an invaluable asset to the downtown Las Vegas community, equipping its students with the essential tools they need to excel academically and emerge as the leaders of tomorrow.

We extend our sincerest gratitude for considering our endorsement of this transformative educational initiative. Should you have any queries or require further information, please do not hesitate to reach out to us.

Warm regards,

Ramona Esparza-Stoffregan, President

NV Association of Latino Administrators and Superintendents (NVALAS)
www.nvalas.org



March 16, 2024

To Whom It May Concern:

I am writing to express my support for the authorization of WYLEES in the downtown area of Las Vegas, Nevada. I am excited about the potential high-quality middle school choice option to families in our neighborhood and bringing a dynamic educational component to the community.

The WYLEES focus on empowering tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement is much needed in today's educational options. The committee to form has a commitment to make developing comprehensive instruction aligned with students' readiness/ability levels a priority.

Since meeting Mike Taack in 2021, I have been impressed with his community outreach and desire to connect with families in the immediate area. He is a proven leader with the ability to sustain genuine connections with students and engage parents in improving their child's educational outcomes.

I am a native of Las Vegas and believe WYLEES school climate concept to be incredibly positive, provide a welcoming atmosphere, and instill a sense of pride in the community. As a trusted provider of informal educational programming, Springs Preserve is looking forward to a partnership with the school to help it fulfill its mission to engage students in academics through community service and real-world, hands on learning.

I am confident the authorization of WYLEES and would mean the growth of a trusted provider of excellent educational options for families in the Springs Preserve area.

Sincerely,

[Redacted Signature]

Lisa Windom
Preserve Manager



April 15, 2024

Jeanine Collins
ed.Xtraordinary, powered by Teach for America
701 E. Bridger #750
Las Vegas, Nevada 89101

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

My name is Jeanine Collins, and I work as the Chief Innovation Officer inside ed.Xtraordinary, an innovation unit inside Teach for America Nevada. In this role I lead a small, agile team focused on reinventing learning for the future. This means more equitable, deeper, and joyful learning relationships, experiences, and environments.

Over the past two years, our organization has had the privilege of partnering with the Nevada Department of Education to build the [Portrait of a Nevada Learner](#) and launch the [Nevada Future of Learning Network](#).

I was introduced to Mike Taack through a colleague, who saw the vision of WYLEES and the relationship to the state's portrait and vision for the future of learning as aligned. What is most exciting to me about the WYLEES design is the focus on community-based problem solving that brings personalized and project based learning to life in meaningful ways that connect youth to real world learning. The shift from a focus on compliance to a focus on the learner is critical to meet the challenges of engaging young people, retaining and advancing educators, and equipping learners with the skills they need for economic mobility to successfully participate in a highly adaptive workforce.

Once WYLEES is authorized, I look forward to thought partnership as the team advances its vision for Portrait-aligned learning. I'd also suggest that The Nevada Future of Learning Network would be an ideal resource as it is a growing community connecting emerging practices and processes to support a learner-centered future. At ed.Xtraordinary, we believe deeply in the community's ability to build solutions for the challenges we face, so we look forward to learning and growing alongside WYLEES and Mike Taack's leadership.

The shift to learner-centered educational models is empowering and essential in this moment of educational change. I look forward to WYLEES moving through their approval and authorization journey. I invite the board to reach out and follow up as needed.

Respectfully,

Jeanine Collins
Chief Innovation Officer
ed.Xtraordinary, powered by Teach for America
je [REDACTED]

April 15, 2024

Felicia Ortiz
10737 Esk Dr.
Las Vegas, NV 89144

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Charter School Authority Board Members,

I am the current State Board of Education President and have been advocating for education equity in Nevada for almost 20 years. I learned about WYLEES at the Designed to Erupt program premiere. The proposed model for WYLEES is so well aligned with where we are going as a state with the Nevada Portrait of a Learner! I can see us using WYLEES as an example of how the whole-child and differentiated instruction (competency-based education) approach can work. I am going to continue promoting WYLEES to the community and supporting the team through their startup and growth.

I also know that the local public school near the proposed location of WYLEES is going full magnet next year so there will be lots of families looking for options. Therefore, I highly recommend that you approve the application for WYLEES to open next year.

Please contact me if you have any questions or concerns.

Thank you,



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 4: DISCIPLINE POLICY

WYLEES' Draft Discipline Policy (Subject to Board Approval)

Table of Contents

[School Policies](#)

[Dress Code](#)

[Technology Policies](#)

[Technology Devices](#)

[Online Behavior and Use Expectations: Acceptable Use](#)

[Student Appropriate Use of Technology:](#)

[Use of Social Media and/or Social Networking Websites:](#)

[Attendance](#)

[Excused Absences](#)

[Excessive Absences](#)

[Tardy Policy](#)

[Truancy](#)

[School-wide Expectations](#)

[Academic Integrity](#)

[Discipline Policy](#)

[Philosophy and Approach](#)

[Behavior Tiers and Responses](#)

[Behavior Examples by Tier](#)

[Restorative Justice Procedures and Consequences by Behavior Tier](#)

[contacted. Student\(s\) must engage in a reflective practice. Restorative interventions such as the Tier 2 interventions described above will take place with accountable consequences.](#)

[Suspension and/or Expulsion and Due Process:](#)

[Specific Behavioral Policies and Procedures](#)

[Bullying and/or Cyberbullying](#)

[Alcohol, Drugs, Tobacco, Marijuana, and Vaping Products](#)

[Theft](#)

[Gang-Related Dress & Behavior](#)

[Sexual Behavior](#)

[Destruction of School Property](#)

[Dishonesty and Deception](#)

[Community Interactions and Behavior](#)

School Policies

Dress Code

WYLEES enforces an intentional dress code that reflects our school's vision and the needs of the student and staff experience throughout the school day. Students participate in Health/PE activities daily. With that in mind, we uphold the following school-wide dress code:

- Tops:
 - No potentially controversial or inappropriate content (e.g., political, religious, inappropriate language, graphics, etc.)
 - Midriff must be fully covered
 - Shoulders of sleeveless tops must be 3 fingers wide (no thin or spaghetti straps)



- Undergarments must be fully covered (no large armholes, low cut necklines)
- Bottoms:
 - Acceptable attire includes:
 - Yoga pants
 - Sweatpants
 - Leggings
 - Jeans (no holes/cuts, rips, tears, etc.)
 - Skorts (athletic skirts with attached shorts that are at least mid thigh length)
 - Athletic shorts (mid-thigh); no short shorts
 - Undergarments must be fully covered (even when bending over)
 - Sagging is not permitted
- Footwear:
 - Shoes that allow for safe and comfortable movement
 - Rubber soles

The following are NOT permitted (except for designated Spirit Days, as applicable):

- Blankets
- Pajama pants
- Hats/caps/bandanas/wraps inside (except for head coverings worn for religious reasons)
- Boots, heels, sandals, slippers, any open-toed footwear

No student shall be denied attendance to school, penalized, or otherwise discriminated against, for non-compliance with the school dress code policy. However, any student who arrives at school out of compliance with the dress code will be provided with conforming clothing by WYLEES for the day. Repeat dress code offenses may necessitate parent / guardian contact.

Technology Policies

Technology Devices

WYLEES recognizes the role that technology plays in 21st-century education. Therefore, we encourage our community to use technology when relevant to learning outcomes. We also recognize that technology can be a distraction in certain environments and seek to build habits that allow students to demonstrate time and place appropriate usage.

Students are expected to follow WYLEES' Technology Policy and the Student Internet Access Agreement, Student Rules, and Acceptable Use Form must be signed by the student and their parent/guardian. The form will be a part of the registration process and must be reviewed by a parent/guardian.

WYLEES provides students and staff with a variety of technology resources for the purpose of supporting our educational mission. All students will have access to a designated school laptop, Chromebook, or other similarly Internet-connected device. WYLEES does not accept any responsibility for any such personal items and discourages students from bringing them to school. In the event a personal device becomes a distraction or is misused for non-educational purposes, the student may be required to leave the device at home. Additionally:

- Inappropriate usage of technology will lead to serious disciplinary consequences. We expect students to apply the school expectations of kindness, respect, responsibility and safety to govern their use of WYLEES computers and technology devices.
- WYLEES' staff reserves the right to define inappropriateness in this context and to check any student laptops at any time, including personal devices.
- Reference to computers/laptops also includes tablets or other kinds of technology provided or authorized by WYLEES or brought to school by students.
- All work created on, by or stored on any WYLEES' equipment (including physical and/or online storage devices) belongs to WYLEES and may be reviewed and/or retained for any purpose in line with its educational mission.



- Computer and network storage areas may be accessed by network administrators as needed for school purposes. All files (including email and Internet) viewed and stored on WYLEES' servers or computers will be considered public and may be viewed by a WYLEES' staff member at any time. Within reason as determined by the Principal and/or Executive Director and any applicable laws, freedom of speech and access to information will be honored.
- At school and/or during school hours, students will use computers and other technology resources for school related purposes only, unless they receive specific permission to do otherwise. In classrooms, students will use technology only as directed by the teacher.
- In the event of intentional/careless damage to a computer or its peripheral parts, either payment for replacement/repair of the damage or the cost of the deductible will be charged. If financial hardship is an issue, families are encouraged to contact the Principal to discuss options.
 - WYLEES reserves the right to withhold school-provided technology resources from any student responsible for unpaid damages until appropriate arrangements are made. In such cases, WYLEES ensures equitable access to instruction and education materials through modifications and other scaffolds and supports, as needed and appropriate.
 - Additional consequences may be levied in the event of multiple damage incidents by a given student. (See Restorative Justice Procedures and Consequences by Behavior Tier later in this section for additional possible outcomes.)

Online Behavior and Use Expectations: Acceptable Use

This acceptable use policy is intended to explain the responsibilities and limitations of technology use at WYLEES. **Additional provisions may be added, as necessary.**

WYLEES provides access to the Internet. The school's goal in providing this service is to provide educational opportunities to the school community by facilitating resource sharing, innovation, and communication. The smooth operation of a network that provides in-school and worldwide access depends upon the proper conduct of each user.

The school provides filtering to restrict access to obscene, pornographic, or other material that is harmful to minors. The school does not guarantee that such material will never be encountered. On a global network, it is impossible to control all materials, and even casual users may easily discover controversial material. The school believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may access material that is not consistent with the educational goals of the school.

It is important that all users of WYLEES' technology remember that access to these resources is a privilege, not a right. Access to WYLEES' technology resources is only given to students who act in a considerate and responsible manner. Users of technology are expected to exhibit appropriate behavior and care in the use of computers and school computer networks. As technology is integrated into instruction at WYLEES, and appropriate use is critical to ensure learning happens for all, violation of these policies will be treated as a disciplinary issue.

Student Appropriate Use of Technology:

When utilizing technology, it is the student's responsibility to ensure the following:

- **IMPORTANT: It is the student's responsibility to see that all work is backed up.**
- No cell phone or multimedia device usage is allowed during the school day unless directed by the teacher.
- Materials printed at school are to be academic in nature. Documents not pertaining to school are not to be printed at school. Teacher permission is required to print.
- Students will respect the intellectual property of others by using appropriate citation, refraining from all forms of plagiarism, and abiding by federal copyright laws.
- All students must log in with their own username and password. **Passwords MUST be kept confidential.** Users are responsible for all actions that occur with their user account and computers. Users should change their password from time to time and guard it carefully. **It is ALWAYS appropriate to ask someone to step away while one enters a password, and courteous to do so without being asked.**



- Students must not attempt to access or tamper with files, folders, programs, drives, or any equipment on the network that do not belong to them.
- Students will conserve the use of technology resources such as bandwidth, printing supplies, etc. Personal files, music, video, or other personal multimedia files unrelated to school may NOT be saved on WYLEES' computers, devices, or servers.
- **Students may not download or install programs, inappropriate media, or information.** NO PROGRAMS OR PROGRAM ENHANCEMENTS ARE TO BE DOWNLOADED or installed from any source on school devices. If a program, or any portion of it, is on your device without permission, it constitutes computer misuse.
- **The Internet is available to students for academic pursuits.** Students may not use it in an inappropriate manner or give out personal information about themselves or classmates over the Internet without specific staff permission. Students may not use their laptop for any streaming content unless it is specifically for an academic class.
- The school will provide all students with access to the Internet. These are privileges and may be rescinded if used in an inappropriate manner. Any student who uses inappropriate language, harasses, attacks, or defames another person, or sends inappropriate pictures in any communications faces disciplinary action.
- Email is an educational tool provided for the express purpose of furthering WYLEES' educational mission. As such, if the school issues a student an email account, WYLEES reserves the right to inspect any WYLEES email messages, to rescind and/or modify privileges in any way or at any time in the enforcement of this policy.
- Students will follow WYLEES' technology use protocols. For instance, Instant Messaging (or having IM programs on the student computer – see Downloading above), any use of social media or social networking sites not expressly required by a teacher for educational purposes, emailing during class, and playing music or videos out loud during classes and/or school hours are not acceptable.
- Students will not use technology for illegal or commercial enterprise.
- Students will take all precautions with computers to avoid and/or report any damage, theft, or malfunction immediately to their teacher.

Use of Social Media and/or Social Networking Websites:

Each student has the responsibility to use Internet services carefully and safely. At no time may an individual post private information on a public website; all students must understand that no website is private space. This policy is in place to protect both individual students and the school community as a whole.

Students must exercise caution when using any social networking sites, keeping in mind that these sites are public viewing spaces and that posting personal private information is not safe. Students must remember that once information is posted to a website, it is on a public site and control over the material has been relinquished. Students may not post any information that would allow unknown persons to contact or locate a student or place a student or the school in danger.

Students are not allowed to use any social networking site that is determined to be unsafe. Students may not use WYLEES' email addresses to gain access to a site not determined to be safe and secure for student use.

WYLEES' faculty and administrators reserve the right to screen these sites. All information posted must be in accordance with school rules. Students may not post on a website:

- Any references to rule-breaking behavior
- Personal contact information of themselves or peers. Information may not be posted that allows outsiders to infiltrate either our network or our campus.
- Derogatory comments about themselves, other people or about the school. Students may not present information that is damaging to their own reputation, to the reputation of other members of the WYLEES community, or to that of the school.
- Inappropriate artwork or photographs



- Personal ads. Students may not advertise themselves or present a sexualized version of themselves on any website.

Any infraction of the expectations regarding use of social websites is a major school rule violation and may result in disciplinary action.

Technology is integrated into the curriculum and school experience at WYLEES. We encourage the use of technology in all classrooms, as well as for class-wide and school-wide assessments and creative learning.

Attendance

In order to maximize academic achievement and build lifelong skills for success, students are expected to be in attendance on time every school day unless verification of illness or family emergency can be provided. To avoid disruption of classes and other school events, please schedule appointments and vacations during non-school hours.

Our school goal is to achieve 96% attendance. In order to achieve this goal, students should miss no more than 6 school days in the course of the year.

In order to gain necessary credits for advancement to the next grade, a student cannot have more than 10 absences in the semester to have had adequate instruction.

Excused Absences

In accordance with Nevada attendance laws, a parent/legal guardian shall notify the office staff or Principal within 3 days after the student's return in order for the absence to be considered excused. Students will be responsible for completing assignments missed during absences within a reasonable time period. The following are considered excused absences:

- Personal illness
 - Students must provide an excuse note from a parent or doctor upon return, but no later than 3 days after returning from an absence, in order to be considered excused
 - Personal illness lasting more than 3 days requires a doctor's note indicating the student is to be excused from school
 - Students who accrue more than 3 absences in a quarter may be required to present a medical note upon return
- Family emergency
 - Please contact the Principal to determine an appropriate excused leave of absence
- Unavoidable medical appointment
 - Students are expected to attend school before and/or after appointments, if possible
 - A parent or guardian listed on the student's emergency contact information must provide identification and sign the student out at the front office prior to release. Students are expected to return to school within a reasonable time after an appointment and must be signed back in at the front office upon return to campus.
 - Student must provide a note from the doctor upon return to school
- Attendance at funeral service for immediate family member
 - Immediate family members are defined as a parent/guardian, grandparent, sibling, or relative living in the student's household. For in-state services, 2 days will be excused; 3 days will be excused for out of state or out of country services, unless otherwise approved by the Principal.
- Approved pre-arranged absence
 - Please contact the Principal at least one week in advance to determine whether a pre-arranged absence (up to 10 days) may be approved



- Student will be held accountable for all assignments missed during the absence unless otherwise arranged
- Religious holiday or required court appearance
 - Religious holidays within a student's traditions will be excused
- Extenuating circumstance
 - The Principal has the right to determine what constitutes an acceptable extenuating circumstance

All absences are considered unexcused until they have been cleared by the office staff.

Excessive Absences

As regular attendance is a success behavior, excessive absences may prevent a student from being promoted to the next grade level. Whether an absence is excused or unexcused, it is the responsibility of the student to fulfill all academic requirements. Consistent with Clark County School District policy, students who exceed ten (10) unapproved absences in any course during the semester shall receive a failing grade, shall not earn semester credit for that course, and may be retained in the current grade.

Tardy Policy

A student who is not physically present in their assigned room at the start of the instructional period is to be marked tardy. A student who misses 30 minutes or more of the instructional period shall be considered absent for that period.

Truancy

In accordance with Nevada attendance laws, an unapproved absence for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed a truancy. Any student who has been declared a truant three or more times within one school year must be declared a habitual truant (NRS 392.140).

- The Nevada Revised Statutes do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.
- Any parent/legal guardian to whom notice has been given of a student's truancy and who fails to prevent the student's subsequent truancy within that school year is guilty of a misdemeanor.

In the event of an attendance concern, the school will follow the procedure below:

Tier I

- If a student's attendance becomes a concern or begins to affect academic performance, a teacher, in cooperation with the family, will review attendance expectations, discuss barriers and make an attendance plan.

Tier II

- If the student continues to miss school, the Principal shall mail a written letter of truancy to the parent/guardian and a copy of the letter will be filed in the student's cumulative file (NRS 392.130[4]). This letter shall:
 - Inform the student and parent(s)/guardian(s) of the number of unexcused absences to date.
 - Invite parent(s)/guardian(s) and student to discuss the school's concern and to resolve the student's failure to attend.
 - Inform the parents and child of the legal requirements for children to attend school.
 - Inform the parent(s)/guardian(s) and student of the district's intent to seek enforcement of the applicable statutes. If a student is a habitual truant, the Principal shall report the student to a police officer or the local law enforcement agency for investigation and issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144)
 - The parent(s)/guardian(s) shall be informed that if unexcused absences continue, Educational Neglect must be filed.



Tier III

- A letter stating attendance must improve within 5 days, with no further truanancies for the school year shall be mailed to the student's home. The student may be in jeopardy of credit denial and/or possible retention.
- After 20 or more unexcused absences, the Principal will file for educational neglect (NRS 432B.140).
 - Court action for habitual truancy (NRS 62E.270 & 62E.430) provides that monetary fines and community service may be incurred.

School-wide Expectations

WYLEES' students are expected to abide by the following expectations aimed at promoting kindness, respect, responsibility and safety:

- Embrace and celebrate diversity, champion equity, and commit to inclusion: Treat everyone (including yourself) with kindness, respect, and empathy
- Speak up for yourself and for others: Promptly communicate any concerns or needs to staff
- Try your best and live The WYLEES' Way
 - **World Changer**: Our students commit to improving the world around them, including by working with or mentoring others and investing their time in activities that uplift their community.
 - **Yearning for Learning**: Our students are tenacious, critical and analytical thinkers with a passion for lifelong learning and personal growth.
 - **Limber Thinker**: Our students generate new ideas and new ways of thinking using their powerful imagination and their ability to adapt to new situations.
 - **Empathetic Citizen**: Our students demonstrate kindness, understanding, and respect when interacting with others.
 - **Empowered Leader**: Our students understand their own needs, values, and priorities, and possess the mental and emotional autonomy to pursue what is important to them.
 - **Stubbornly Successful**: Our students possess the skills, habits, and attitudes needed to succeed in any learning, work, or social environment they encounter.
- Seek first to understand then to be understood
- Attend school on time every day
- Silence cell phones upon arrival
- Complete all assignments on time & with effort
- Follow healthy nutrition practices
- Follow the WYLEES dress code
- Avoid distractions & distractors: Engage
- Be responsible with learning tools

Students will be recognized for demonstrating school expectations as well as the academic areas of achievement, effort and growth. These recognitions will occur through teacher contact, phone calls, peer recognition and Student of the Month recognition.

Additional, grade-level wide expectations will be promptly communicated to students and families once they have been codified. Generally:

- Every student is expected to actively engage in class work by participating in the discussion or activities, taking notes, and following the lesson. Students failing to follow these expectations will accept responsibility for their chosen behavior, and work with the teacher to determine how to resolve the situation and restore trust.
- All students are expected to follow classroom procedures for effective learning to take place. These include:
 - Entering class following voice level expectations, and with all necessary supplies
 - Being familiar with the teacher's start of class expectations and procedures



- Being prepared to participate by having completed all assignments before class
- Addressing all staff members in an appropriate manner; when in doubt, ask!
- Students are dismissed at the discretion of their teacher, which may not necessarily be when the bell rings. No student should leave their seat or class until instructed by the teacher.

Academic Integrity

WYLEES' culture and academic Honor Code are intended to emphasize the importance of individual development, including adopting a growth mindset, a commitment to continual improvement, and personal responsibility. For the good of each individual, it is important that students do not cheat or allow cheating to take place. WYLEES minimizes situations in which cheating can take place through the use of authentic assessments, however, occasionally some opportunities for cheating may arise. In these cases, students are expected to do the right thing. If a student notices another student copying their work in class, the student has a responsibility to say "no" by refusing to supply their knowledge, by changing their seat, or by removing their papers. Outside the classroom, the student should make sure that their work is not readily available to others.

Trust and integrity are key components of a school community, and intellectual honesty is essential. WYLEES' students are expected to practice academic integrity and abide by the academic Honor Code below:

As a part of the WYLEES' community, I pledge to practice academic integrity and not participate in academic dishonesty. Academic dishonesty includes:

- Giving or receiving answers to quizzes, tests, examinations, or independent work; cheating (in or out of class)
- Turning in someone else's work as my own
- Violating testing procedures as defined by a teacher in an individual classroom
- Making a copy, taking a picture, or recording a video of a test, exam, or other assessment
- Plagiarism - using another person's ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud (MLA Handbook for Writers of Research Papers, 2003). This includes copying information and ideas out of a book or off the Internet. I will cite all external sources on essays and research papers.

I will not engage in any form of academic dishonesty. In the event that I observe academic dishonesty, I will promptly notify the appropriate faculty members.

Study aids should never take the place of reading the actual text. While study aids such as CliffsNotes, SparkNotes, Wikipedia or other materials can be helpful resources, I will do the reading of the text in order to ensure my academic success and integrity. WYLEES' Principal will investigate charges of academic dishonesty to determine whether a violation has occurred. If it has been determined a student was academically dishonest, the student will work with the Principal, Counselor (or other mental health staff), and parent(s)/guardian(s) through the Restorative Justice process. The final decision concerning each situation lies with the Principal.

Discipline Policy

Philosophy and Approach

At WYLEES, we believe in an approach to discipline that aligns with whole-child design and emphasizes the importance of building positive relationships, creating environments filled with safety and belonging, providing relevant learning opportunities, developing lifelong skills, habits, and mindsets, and providing comprehensive supports to meet the needs of



every student. Our discipline policy is rooted in restorative justice practices; we believe successful disciplinary practices, viewed as learning opportunities:

1. Focus on repairing and maintaining positive relationships,
2. Ensure safety and belonging,
3. Use authentic situations to provide relevant learning opportunities,
4. Help students to develop lifelong self-management skills, and
5. Provide extra support for students who need it.

We provide the opportunity for student reflection and participation in restorative justice to repair and preserve relationships. WYLEES' restorative justice approach, learning opportunities, and interventions have the following characteristics:

1. Interventions are explicit, reasonable, and timely,
2. Interventions have logical, fair, consistent, and age-appropriate consequences,
3. Interventions respond to individual differences among students with insight and sensitivity, including measures aimed at prevention when appropriate or necessary,
4. Interventions protect the rights of students to their education,
5. Interventions include parent/guardian and/or family participation, when appropriate.

Behavior Tiers and Responses

WYLEES is committed to providing a safe, respectful learning environment. The list below provides the WYLEES community with a breakdown of where different behaviors fall in regard to their severity. More importantly, it indicates how WYLEES will respond to these behaviors.

Tier 1 behavior infractions are low level infractions that are addressed in the classroom. Each classroom teacher at WYLEES establishes norms and expectations for their classroom based on WYLEES' vision, our framework for how we approach discipline, and in collaboration with students and other grade-level teachers. Teachers have autonomy with how they address what we identify as Tier 1 behaviors (examples below) within the classroom, though restorative practices are expected to be used. If Tier 1 behaviors persist or escalate and a teacher has used proactive tools for redirection and restorative interventions, students will then be referred to the Counselor or Principal for further conversation and follow up. Tier 2, 3, and 4 infractions may result in immediate removal from class and different consequences and interventions (details below).

Behavior Examples by Tier

Tier 1: Minor infractions such as tardiness or disruptive behavior are addressed by the teacher or staff member in charge of the classroom (Tier 1). Some Tier 1 interventions not discussed above may include a 1 on 1 redirect or restorative conversation or a call to the student's parent/guardian.

- Classroom disruption
- Picking on, bothering, distracting others
- Minor defiance (e.g. refusing to complete assignment)
- Verbal insults
- Classroom expectations violations
- Use of cell phones or other technology at inappropriate times
- Sleeping in class
- Minor academic dishonesty such as copying another student's work, (see Academic Dishonesty above)

Tier 2: Habitual or worsening Tier 1 behaviors and more serious behaviors (including, but not limited to bullying, use of insults or vulgarity, ditching, theft, etc.) are escalated to Tier 2 interventions. These include an immediate referral to the principal/administration and/or counselor.

- Overt bullying –this can include bullying over social media (see WYLEES' definition of bullying)
- Harassment



- Profanity and vulgarity
- Consensual, but inappropriate, physical contact
- Low-level theft
- Repeated misuse of technology (see Student Appropriate Use of Technology above)
- Ditching class / Truancy
- Major academic dishonesty such as cheating on a graded assignment (see Academic Dishonesty above)
- Major defiance
- Refusal to give technology to an adult when it is used inappropriately
- Any Level 1 behaviors that are habitual or escalated

Tier 3: Habitual or worsening Tier 2 behaviors and more serious behaviors (including, but not limited to aggressive threats or harassment, fighting, hate speech, insults or profanity directed towards staff, etc.) are escalated to Tier 3 minor interventions. These include an immediate referral to the principal/administration and/or counselor and **may** result in suspension or expulsion.

- Aggressive threats-this can include threats over social media
- Aggressive harassment-this can include harassment over social media
- Harassment based on race, ethnicity, gender identity, sexual orientation, or religion
- Verbal insults or profanity directed toward staff
- Physical fighting
- Gang clothing/affiliation
- Leaving class or the building without permission
- Other school based disruption that significantly disrupts the school environment
- Level 2 behaviors that are habitual or escalated

Tier 4: Certain behaviors require immediate and major interventions. These include assault, vandalism/graffiti, threats to staff, possession or use of a weapon, and arson and **will** result in suspension or expulsion. PBIS and RJ practices will still be used to the greatest extent possible.

- Assault
- Vandalism/graffiti
- High-level theft
- Direct threatening of staff member
- Use and/or possession of illegal substances
- Possession of and/or use of weapon
- Arson
- Gang recruiting

Restorative Justice Procedures and Consequences by Behavior Tier

We take a proactive approach to discipline and encourage students to meet behavior expectations through Positive Behavioral Interventions and Supports (PBIS), community building, and RJ practices. We set clear and consistent expectations and recognize and incentivize positive behavior. Our aim is to create a positive and supportive school environment where students are less likely to engage in negative behaviors in the first place.

Before classes start (or at the time of enrollment for students who join WYLEES mid-year), we clearly communicate school-wide expectations. We ensure that grade levels have clear, common classroom expectations and that these expectations are clearly communicated to students and families and are revisited and reinforced throughout the school year. In Advisory classes especially—but also throughout the school day—we focus on teaching positive behavior strategies, similar to how we teach other subjects. These strategies include social skills, conflict resolution, and self-regulation.



Students are recognized in their classes and at school-wide events for behaviors that align with The WYLEES' Way, especially when those behaviors include being empathetic, kind, respectful, and inclusive of others. This recognition is intended to “catch students doing the right thing” and to uplift their actions as exemplars. Recognition can be as simple as a thank you or some other acknowledgement of positive behaviors, while other times, we may have special recognition ceremonies, lunches, awards, or privileges that accompany positive behaviors as a way of both reinforcing some students' intrinsic motivation and adding extrinsic motivators for students who need them.

In alignment with our whole-child approach, our use of PBIS and RJ practices, and our use of Multi-Tiered Systems of Support (MTSS) for students, WYLEES uses three tiers of support and intervention to meet the needs of students who engage in undesirable behaviors:

1. **Tier 1: Universal support for all students.** Teachers use consistent rules, routines, and positive reinforcement. They address minor behavioral issues promptly. School wide, we host assemblies, display posters, and engage in other campaigns to reinforce positive behaviors. RJ practices include the use of restorative language and Community Circles to build the habit of egalitarian discussion and community conversations about important subjects.
2. **Tier 2: Targeted interventions for students who need additional help.** This includes Check-In/Check-Out (CICO) where students meet with a mentor daily to review goals and receive feedback, Social Skills Groups for targeted instruction for specific skills (e.g., anger management, friendship-building), and Behavior Contracts, which are agreements between students and teachers outlining expectations and rewards for positive behaviors. RJ practices include the use of Restorative Circles, individual or small-group guided reflection, and the opportunity for any victims to share the impact of the offender's actions on them and the opportunity for the offending student to show remorse and make amends.
3. **Tier 3: Intensive, individualized support for students with significant challenges.** This includes Individualized Plans for students with significant behavioral challenges, Functional Behavior Assessment (FBA)¹ to identify the function of problem behavior, Behavior Intervention Plan (BIP) to customize strategies to address specific behaviors, and Wraparound Services which involve collaborative support involving families, counselors, and specialists. Restorative justice practices include the use of a Village Circle, individual reflection, and logical consequences which flow from the severity of the behavior that is being addressed.

Our discipline policy follows restorative practices to repair harm rather than punish. Students may be considered for suspension or expulsion if the severity of the incident qualifies. WYLEES has a zero-tolerance policy for behavior that threatens the safety or well-being of others, including acts of violence, vandalism, bullying, harassment, and substance abuse. Examples of tiered behavior consequences in WYLEES' discipline policy are as follows:

Tier 1: Individual teachers will determine their classroom expectations and responses to Tier 1 behaviors. Student behavior will be documented. Parent/Guardian may be contacted. Student(s) will engage in reflective and restorative practices such as a one on one conference, a reflection form, a behavior reflection form, and/or any of the Tier 1 interventions described above. Restorative interventions will take place with accountable consequences if necessary.

Tier 2: Student behavior will be documented in Infinite Campus. Parent/Guardian may be contacted. Student(s) must engage in a reflective practice. Restorative interventions such as the Tier 2 interventions described above will take place with accountable consequences.

Tier 3: Student behavior will be documented in Infinite Campus. Parent/Guardian will be contacted. Student(s) must engage in a reflective practice. Restorative interventions such as the Tier 3 interventions described above will be required. Accountable restorative consequences *may* include: 1-5 days of in-school suspension or out of school suspension, depending on the impact of the behavior on the overall WYLEES' community. Student(s) may be placed on a behavior contract.

¹ [ED595335.pdf](#)



Tier 4: Student behavior will be documented in Infinite Campus. Parent/Guardian will be contacted, as well as law enforcement. Restorative interventions such as the Tier 3 interventions described above will be required. Accountable restorative consequences **will generally, at a minimum**, include: 2-5 days of out of school suspension. Student(s) will be placed on an escalated behavior plan/contract.

Suspension and/or Expulsion: If the offense warrants a suspension, the student cannot return to school without a parent/guardian re-entry meeting. During the re-entry meeting, the student will be given a behavior contract that shall serve as a binding agreement between parents, students and the school. If a student has accumulated 10 days of out of school suspension, WYLEES may request an expulsion hearing. The board or a panel of its designees will review the case to determine if the student may return to school, or be expelled. In the event of a student suspension or expulsion, WYLEES will notify the student and family of the consequence (suspension or expulsion) in writing and of the appeals process (and the family's right to an appeal).

Suspension and/or Expulsion and Due Process:

Prior to beginning proceedings for any suspension or expulsion, WYLEES will:

- Empower the principal to investigate the facts, obtain witness statements, and ensure adherence to the due process procedures under Nevada Revised Statutes (NRS) and/or Nevada Administrative Code (NAC),
- Use a Restorative Conference (description below) as an opportunity to present the charges against the student, present evidence, and provide the student the opportunity to be heard,
- Make a recommendation for suspension or expulsion (see below), and
- In the case of expulsion, ensure that the student is at least 11 years old.

Additionally, the principal will:

- Report to the Las Vegas Metropolitan Police Department and all appropriate agencies, including the State Public Charter School Authority any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons as outlined in NRS and/or NAC,
- Notify families of WYLEES' due process (see below), and
- Place expelled students on suspension pending any appeals of the expulsion.

In the case of suspensions or expulsions, WYLEES uses a Restorative Conference to serve as the structure in which we will discuss the student's action, provide space to acknowledge any harm or damage that was caused, and discuss logical consequences for restoring our school community. Though we will make every effort to convene a Restorative Conference on the same date that a proposed suspension or expulsion is to take effect, in some cases this will not be possible due to the severity of the incident or other reasons out of WYLEES' control; in cases of a suspension, the principal or their designee will hold a hearing in which the student is notified of the charges and evidence against them, and they will be given the opportunity to be heard. Restorative Conferences will take place within three school days of a proposed suspension or expulsion, and will include the offending student, one or more parents or guardians, and a staff advocate, such as their Advisory teacher or school counselor. The conference facilitator, generally the principal or their designee, will recommend the logical consequence that best matches the severity of the behavior being addressed, up to and including suspension or expulsion. At this point, the student and their family are advised both of their right to due process and the school's procedure for providing it.

WYLEES' due process for suspensions and expulsions includes:

- **Written Notice:** WYLEES shall provide written notification of the proposed suspension or expulsion, including the length of the suspension (if applicable), the reason(s) for the consequence, any requirements to be fulfilled by the student and/or family upon the student's return (in the case of a suspension), and the student and family's right to an appeal, along with the appeal process. If a proposed suspension or expulsion must be effectuated in advance of a Restorative Conference, written notice will be provided on the start date of the suspension or expulsion.
- **School Hearing:** The student and their family must be provided with an opportunity to be heard before the school board or an impartial designee/designees appointed by the school board. To initiate an appeal,



the family must submit a written request within 5 school days. The school hearing will take place within 10 school days of the written appeal.

- Suspension appeals are heard by the principal as the designee of the school board.
- Expulsion appeals are heard by either the school board or a fair and impartial panel of representatives assigned by the board; the board will, at its sole discretion, make a final determination regarding who will preside over the hearing.
- At the school hearing, the student may present evidence, testimony, and/or witnesses in support of their case.
- The student's disciplinary history may be considered as a part of the appeal process.
- **Decision:** The board or its designee must make an impartial decision based on the evidence presented at the hearing. The decision must be in writing and must include the reasons for the decision.
 - Suspension appeal decisions are final.
- **Appeal:** If a panel of school board designees upholds a student's expulsion at the school hearing, the student and family may request an appeal of the decision to the school board itself within 10 days of receiving the school's written decision. The appeal must be in writing and include the reasons for the appeal.
- **Review:** The school board will review the evidence presented at the hearing and make a decision based on the evidence presented. The decision of the board is final.

Specific Behavioral Policies and Procedures

Bullying and/or Cyberbullying

Bullying is not tolerated in any form at any time at WYLEES. WYLEES defines bullying as when a student is the target of any behavior that is harmful or intended to be harmful, is repeated regularly or occurs over a period of time, and involves an imbalance of power such that the victim does not feel that they can stop the interaction. When bullying occurs using electronic communication, it is considered cyberbullying. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. Such negative behavior can take a variety of forms such as:

- Pervasive intimidation, teasing, coercion, humiliating or harming of another
- Hurting someone physically by hitting, kicking, tripping, pushing, etc.
- Stealing or damaging another person's property
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs
- Spreading rumors and gossiping about someone
- Leaving someone out on purpose or trying to get other students to exclude someone
- Using technology/electronic communication as a medium for bullying behavior

All **adults** at our school will do the following things to prevent bullying and help children feel safe:

- Assure that our community has a clear understanding of how we define bullying
- Closely supervise students in all areas of the school
- Be alert to signs of bullying and stop it when it happens
- Teach and model appropriate behavior for all students at all times
- Respond quickly and sensitively to bullying reports
- Take families' concerns about bullying seriously
- Investigate all reported bullying incidents
- Assign consequences for bullying based on the school discipline code
- Assign immediate consequences for retaliation against students who report bullying



All **students** at our school will do the following things to prevent bullying:

- Model WYLEES' school-wide behavioral expectations on campus and in the community
- Refuse to bully others
- Refuse to let others be bullied – be an upstander and stick together
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone in activities, especially those who are new or often left out
- Report bullying immediately to an adult

Repeated acts of bullying in any form will result in enhanced behavior interventions and/or consequences.

Every WYLEES student is expected to act conscientiously and courageously in situations where they perceive the following:

- Another person is the subject or instigator of teasing, bullying, verbal abuse, harassment, physical abuse, unsportsmanlike conduct, lying, cheating, stealing, or vandalism
- Another student's behaviors are clearly disrespectful of another person or person's property

Courageous action in these situations often requires overcoming fear of doing the wrong thing or being ostracized by peers. Students are expected to report any witnessed infraction. Teachers will foster the students' understanding of these situations and of appropriate actions through our Advisory courses, role-playing, and revisiting specific situations. If, however, the student bystander is deemed to be an enabler or encourager in such situations, the student will be subject to restorative interventions and/or disciplinary action at a level less than or equal to the person(s) actively involved.

Alcohol, Drugs, Tobacco, Marijuana, and Vaping Products

WYLEES is a no-use campus and does not condone the use of any kind of substance by its students. Possession, distribution, or use of alcoholic beverages, illegal or controlled drugs of any kind (including tobacco, marijuana and vaping products) while under school jurisdiction is forbidden. There are no circumstances under which it is permissible to have alcoholic beverage containers or other drug paraphernalia on any part of our campus.

Repeated suspicion of drug, alcohol or tobacco/marijuana/vaping product use may result in restorative interventions and/or disciplinary consequences. The school reserves the right to conduct searches as needed and determined by the Principal. All searches will be conducted with two employees as witnesses. The school also reserves the right to request a drug/alcohol screening when a student's behavior indicates an incident of substance abuse or a pattern of abuse.

Misuse of over-the-counter (OTC) medications (e.g. cold medication or pain relievers) is strictly forbidden. A student possessing any medication (prescription and/or OTC) without required approval is subject to dismissal. Possession and/or use of any other medicinal substances are also strictly forbidden. This includes, but is not limited to, herbal substitutes for prescription medication, herbal supplements of any kind, diet pills and diet aids, laxatives, energy drinks, caffeine pills, sleeping pills, or anything deemed inappropriate or dangerous.

Violations of the drug, alcohol and tobacco/marijuana/vaping products rules will require intervention by identified staff. They may also result in outside referrals, restorative interventions and/or disciplinary consequences up to and potentially including suspension or expulsion, depending upon the circumstances of the rule infraction. Misuse of prescription medications or providing alcohol, drugs, or tobacco/marijuana/vaping products to others may also have similar consequences.

Theft

Unauthorized taking or use of personal or school property is prohibited. Acts of stealing include, but are not limited to, borrowing/taking items without the owner's permission, unauthorized use of another's property or money,



claiming “found” items, and unsanctioned removal of books or other learning tools from academic areas. Theft can be grounds for suspension. Students should label their property to protect against loss and leave all valuables at home. WYLEES is not responsible for damage to and/or loss of student property. WYLEES reserves the right to conduct random searches at any time.

Gang-Related Dress & Behavior

This policy has been adopted pursuant to the requirements of state law, in recognition of the fact that gang activities at school impose a threat to the welfare and safety of students and others in the school community and cause substantial disruption to the educational process. The term “gang” as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

Gang activity in schools is often marked by the prominent display of certain colors or other indicia in student apparel, graffiti with distinctive symbols, and the use of signals and gestures known to denote gang membership. Students who adopt a dress style suggestive of such displays, even when unassociated with gang activity, may become targets of antisocial behavior.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

- Any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang **will not be allowed** in school buildings, on school grounds, at school sanctioned activities and events, or while being transported in school-approved vehicles.
- Gestures, signals, or graffiti which denote gang membership or activities **are prohibited** in the school building and on school grounds, at school-sanctioned activities and events, and while being transported in school-approved vehicles.
- Gang graffiti on school premises will be quietly removed, washed down, or painted over as soon as discovered and photographed. The photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
- Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership will be referred to the administrative team for restorative interventions and/or disciplinary action.
- Restorative interventions and/or disciplinary action for violation of these standards will include notification of the violation where applicable; the requirement that the apparel be changed before reentering class, and at the discretion of the administrative team, a parental conference. More severe restorative interventions and/or disciplinary consequences, including suspension or recommendation for expulsion will result from repeated or serious violation.
- WYLEES’ administration will establish open lines of communication with local law enforcement regarding this policy in order to further its purposes.

Sexual Behavior

Sexual activity of any kind, between anyone, is inappropriate and unacceptable on school grounds or during school activities. This is a community in which everyone should feel welcome in school spaces and should never be made to feel uncomfortable by another’s inappropriate behavior.

Destruction of School Property

Students are expected to treat personal and school property with care. Anyone defacing or damaging property will face restorative interventions and/or disciplinary consequences, including being held responsible for restitution, making amends, and reimbursing the school for the replacement costs of damaged items.



Dishonesty and Deception

Misrepresentation of the truth, either through lying or lying by omission, or through acts of deception, is destructive of trust, can be dangerous to others, and is absolutely unacceptable, for it undermines the spirit of the community that we all must work to maintain. Any member of our school community engaged in dishonesty, deception, or misrepresentation will face restorative interventions and/or disciplinary consequences.

Community Interactions and Behavior

Inappropriate behavior includes actions that are disrespectful, embarrassing or potentially damaging to WYLEES. All members of WYLEES' community are its representatives and should always act and dress in a manner that upholds the principles of the school when interacting with outside community members or in the outside community.



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 5: ANNUAL SCHOOL CALENDAR



OPERATIONS CALENDAR 2025-2026

Month/ Day	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	Student Days	CPPDs / Conferences	Teacher Wellness Days	Student & Staff Days Off	Total Work Days	
JUL		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	14	0	9	14	
AUG					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	16	4	1	0	21	
SEP	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				16	3	1	2	20	
OCT			1	2	3	6	7	8	9	10*	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	17	3	1	2	21	
NOV	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						10	3	0	7	13	
DEC	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		12	3	0	8	15		
JAN				1	2	5	6	7	8	9*	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	15	2	1	4	18	
FEB	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27					14	3	1	2	18		
MAR	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			14	2	1	5	17		
APR			1	2	3	6	7	8	9	10	13	12	15	16	17	20	21	22	23	24	27	28	29	30	17	2	2	1	21		
MAY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	12	4	0	5	16	
JUN	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			0	0	0	22	0		
TOTAL DAYS:																											143	43	8	58	194

LEGEND

SD	First/Last Day of Teacher Contract
	First Day of Instruction
	Last Day of Instruction
SD	WYLEES' Collaborative Planning/PD Days*
SD	Student Led Family Conferences
W	Staff Wellness Day*
NS	No School, WYLEES & CCSD
NS	No School, WYLEES ONLY
NS	Summer Break, Students & Teachers
NS	WYLEES' Contingency Days
	First/Last Day of CCSD Instruction
	CCSD SDDs/Contingency Days/PTC Days, No School for CCSD Students
	*No School for students on WYLEES' CPPD, Student Led Conference, & Wellness Days

2025-26 SCHOOL YEAR IMPORTANT DATES

7/14 - 8/1/25	Summer Set Up For Success
8/4/25	First Day of WYLEES
8/11/25	First Day of CCSD
9/1/25	No School: Labor Day
9/15/25	SDD CCSD (No School @ WYLEES
10/20/25	No School (CCSD Conferences)
10/31/25	No School: Nevada Day Observed
11/10-11/11/26	No School: Veterans' Day Observed
11/24-11/28/26	No School: Thanksgiving Break
12/20/25-1/5/26	No School: Winter Break

1/19/26	No School: MLK Jr. Day
1/26/26	No School: SDD CCSD
2/9/26	No School: CCSD & WYLEES
2/16/26	No School: President's Day
3/14-3/22/26	No School: Spring Break
4/3/26	No School: CCSD Contingency Day
4/27/26	No School: SDD CCSD
5/21/26	Last Day of School, WYLEES
5/22/26	Last Day of School, CCSD
WYLEES' Contingency Days: 11/24/25, 4/27/26, and 5/25/26	

CALENDAR / TIME ROLL-UP

6-8 Grades- Quarters / Semesters			
Q1	Aug 4 - Oct 7	36	Semester 1
Q2	Oct 8 - Dec18	35	71 Days
Q3	Jan 5 - Mar 12	37	Semester 2
Q4	Mar 23 - May 21	35	72 Days

Time Calculation		
Start	End	Time
8:15 AM	4:00 PM	7.25 hrs
435 Minutes (7.25 hrs)	143 Days	62,205 Total Minutes of Instruction

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 6: TEACHER AND STUDENT SCHEDULES

WYLEES' SAMPLE STUDENT & TEACHER DAILY SCHEDULES

284 of 576

Time	Mon	Tues	Weds	Thurs	Fri
	"A" Day	"B" Day	"A" Day	"B" Day	No school for students. WYLEES will contract to provide enrichment activities for students and supervision for families who need it from 8-3 on Fridays.
8:15-8:45	Advisory	Advisory	Advisory	Advisory	
8:45-10:15	PBL Block	PBL Block	PBL Block	PBL Block	
10:15-11:45	Math Workshop	Math Workshop	Math Workshop	Math Workshop	
11:45-12:15	Lunch A	Lunch A	Lunch A	Lunch A	
12:15-12:45	WIN Time	WIN Time	WIN Time	WIN Time	
12:45-2:15	ELA Workshop	Social Studies	ELA Workshop	Social Studies	
2:15-3:45	Explorations	Science	Explorations	Science	
3:45-4:00	Advisory	Advisory	Advisory	Advisory	

SAMPLE 6TH, 7TH, OR 8TH GRADE STUDENT SCHEDULE

Notes: All grade levels feature the same classes, though individual student schedules will vary. Students may have Lunch A or Lunch B, depending on their WIN Time homeroom (Lunch B and WIN Time are flipped on the alternate schedule).

Time	Mon	Tues	Weds	Thurs	Fri
	"A" Day	"B" Day	"A" Day	"B" Day	CPPD Day
7:30-8:00	Morning Prep Time	Morning Prep Time	Morning Prep Time	Morning Prep Time	Opening Circles, Staff Meeting, and/or Uniform PD
8:00-8:45	Advisory	Advisory	Advisory	Advisory	
8:45-10:15	ELA Workshop	ELA / Social Studies	ELA Workshop	ELA / Social Studies	ELA Dept. PLC
10:15-11:45	ELA Workshop	ELA / Social Studies	ELA Workshop	ELA / Social Studies	6th Grade PLC
11:45-12:15	WIN Time	WIN Time	WIN Time	WIN Time	Professional Lunch
12:15-12:45	Duty Free Lunch B	Duty Free Lunch B	Duty Free Lunch B	Duty Free Lunch B	
12:45-2:15	ELA Workshop	Prep Period	ELA Workshop	Prep Period	Teacher WIN Time
2:15-3:45	PBL Block	PBL Block	PBL Block	PBL Block	SPED Collab. Time
3:45-4:00	Advisory	Advisory	Advisory	Advisory	Closing Circles

SAMPLE 6TH GRADE ELA TEACHER SCHEDULE

Notes: Teacher contract is 7:30-4pm daily. 7:30-8:00 is generally for personal planning, but may be used for Family Conferences. Advisory opens at 8, starts at 8:15 for students. Prep period is for personal planning, grading, collaboration, and/or Family Conferences. CPPD Days only have a fixed opening, closing, lunch, & WIN Time; other elements are based on needs and PLC meeting structures.



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 9: BOARD MEMBERSHIP ROSTER

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

Proposed Board Member Name	Proposed Position on Board, if applicable (ex. Chair, Vice Chair, Treasurer, etc.)	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) (select one for each member)				Committee Assignment(s), if applicable
			(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Kimberly Izumo	Chair	Owner, New Vector Consulting	X				Executive Committee Academic Committee
Felicia Gonzales	Member	Vice President of Community and Government Relations, Leadership Institute of Nevada; Owner and Education Consultant, FGonzales Consulting LLC		X			Academic Committee
Frank Endellicate	Member	Owner, Endellicate Real Estate Group; Owner and Area Director, Apex Leadership Company				X	Facilities Committee
Tara Meierkord	Treasurer	Chief Financial Officer, CloudOne				X	Finance Committee Executive Committee
Elizabet Perez-Najera	Secretary	Clark County School District, Teacher Assistant for Special Education					Finance Committee



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 10: BYLAWS, CODE OF ETHICS & CONFLICT OF INTEREST POLICY



BYLAWS

ARTICLE I NAME AND OFFICE

1.01 Name

The name of this corporation shall be The Western Youth Leadership, Engagement, and Empowerment School ("WYLEES," the "School," or the "Corporation"). The business of the Corporation may be conducted under the name "The Western Youth Leadership, Engagement, and Empowerment School".

1.02 Office

The principal office of the Corporation shall be located at a location approved by the Board of Directors (the "Board") and, if necessary, State Public Charter School Authority or other School authorizer (the "Authorizer"). The Corporation may have other such offices as the Board and Authorizer may determine or deem necessary or as the affairs of the Corporation may find a need from time to time.

ARTICLE II PURPOSES AND POWERS

2.01 Purpose

The Corporation is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or the corresponding section in any future Federal tax code.

The general purpose of the Corporation is to address, educate, coordinate, and provide an education to students in Clark County, Nevada.

To maximize our impact on current efforts, the Corporation may seek to collaborate with other non-profit organizations which fall under the 501(c)(3) section of the Code and are operated exclusively for educational and charitable purposes.

At times, per the discretion of the Board, the Corporation may provide internships or volunteer opportunities which shall provide opportunities for involvement in said activities and programs in order to have a greater impact for change in education.

In addition, the Corporation has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

2.02 Powers

The Corporation shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of Nevada and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation. At no time and in no event shall the Corporation participate in any activities which have not been permitted to be carried out by an organization exempt under Section 501(c) of the Code. The powers of the Corporation may include, but shall not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 Nonprofit Status and Exempt Activities Limitation

- A. **Nonprofit Legal Status.** The Corporation is a Nevada non-profit corporation recognized as tax exempt under Section 501(c)(3) of the Code.
- B. **Exempt Activities Limitation.** Notwithstanding any other provision of these Bylaws, no Director, Officer, employee, member, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code as it now exists or may be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of such Code and the Federal tax regulations (the “*Regulations*”) as they now exist or may be amended from time to time. No part of the net earnings of the Corporation shall inure to the benefit or be distributable to any Director, Officer, member, or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.
- C. **Distribution Upon Dissolution.** Upon termination or dissolution of the Corporation, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the Code (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving Corporation. The organization to receive the assets of the Corporation hereunder shall be selected at the discretion of a majority of the Board, and if the Directors (as defined below) cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the Corporation, by one (1) or more of its Directors which verified petition shall contain such statement as reasonably indicate the applicability of this section. The court, upon a finding that this section is applicable, shall select the qualifying organization or organizations located within the State of Nevada. In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose which, at least generally, includes a purpose similar to the Corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of Nevada to be added to the General Fund.

ARTICLE III MEMBERSHIP

3.01 No Membership Classes

The Corporation shall have no members who have any right to vote or title or interest in or to the Corporation, its properties and franchises.

3.02 Non-Voting Affiliates

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the Corporation. The Board, a designated committee of the Board, or a duly elected Office (defined below) in accordance with Board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates’ rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate’s consent. At the discretion of the Board, affiliates may be given endorsement, recognition, or media coverage at fundraising activities, clinics, other events or on the Corporation website. Affiliates have no voting rights and are not members of the Corporation.

3.03 Dues

Any dues for affiliates shall be determined by the Board.

ARTICLE IV BOARD OF DIRECTORS

4.01 Number of Directors

The Corporation shall have a Board consisting of at least five (5) and no more than fifteen (15) Directors (the “*Directors*”). Within these limits, the Board may increase or decrease the number of Directors serving on the Board, including for the purpose of staggering the terms of Directors. At any time, at least fifty-one percent (51%) of all Directors must be permanent residents of Nevada.

4.02 Powers

All corporate powers shall be exercised by or under the authority of the Board and the affairs of the Corporation shall be managed under the direction of the Board, except as otherwise provided by law.

4.03 Terms

- A. All Directors shall be elected to serve a three (3) year term; however, the term may be extended until a successor has been elected.
- B. Director terms shall be staggered so that approximately one-third of the Directors will end their terms in any given year.
- C. Directors may serve two terms in succession.
- D. The term of office for Directors shall be considered to begin July 1 and end June 30 of the third year in office, unless the term is extended until such time as a successor has been elected.

4.04 Qualifications and Election of Directors

In order to be eligible to serve as a Director on the Board, the individual must be at least eighteen (18) years of age and an affiliate within affiliate classifications created by the Board. Directors may be elected at any Board meeting by a majority vote of the existing Board. The election of Directors to replace those who have fulfilled their term of office shall take place in July of each year. The Board shall comply with specified membership guidelines pursuant to Nevada Revised Statutes (“*NRS*”) 388A.320.

4.05 Vacancies

The Board may fill vacancies due to the expiration of a Director’s term of office, resignation, death, or removal of a Director or may appoint new Directors to fill a previously unfilled Board position, subject to the maximum number of Directors under these Bylaws. Vacancies in the Board due to resignation, death, or removal shall be filled by the Board for the balance of the term of the Director being replaced.

4.06 Removal of Directors

A Director may be removed by a majority vote of the Directors then comprising the Board, if:

- (a) the Director is absent and unexcused from two or more meetings of the Board in a twelve (12) month period. The Board Chair (defined below) is empowered to excuse Directors from attendance for a reason deemed adequate by the Board Chair. The Board Chair shall not

have the power to excuse him/herself from the Board meeting attendance and in that case, the Board Vice Chair (defined below) shall excuse the Board Chair; or

- (b) for cause or no cause, if before any meeting of the Board at which a vote on removal will be made the Director in question is given electronic or written notification of the Board's intention to discuss his/her case and is given the opportunity to be heard at a meeting of the Board.

4.07 Board of Directors Meetings

- A. Regular Meetings. The Board shall have a minimum of five (5) regular meetings each calendar year at times and places fixed by the Board. Board meetings shall be held upon not less than 9 a.m. on the third (3) working day after by first-class mail, electronic mail, or facsimile transmission or seventy-two (72) hours' notice delivered personally or by telephone. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.
- B. Special Meetings. Special meetings of the Board may be called by the Board Chair (defined below), Secretary (defined below), Treasurer (defined below), or any two (2) other Directors of the Board. A special meeting must be preceded by at least two (2) days' notice to each Director of the date, time, and place, but not the purpose, of the meeting.
- C. Waiver of Notice. Subject to Section 4.07(d), any Director may waive notice of any meeting, in accordance with Nevada law.
- D. Open Meeting Law. If and to the extent required by the Corporation's charter contract with its authorizer (the "*Charter Contract*") and/or applicable law, all Board meetings shall be held in accordance with Nevada's Open Meeting Law, codified at NRS Chapter 241. If any provision of these Bylaws conflicts with the Open Meeting Law, the law shall prevail.

4.08 Manner of Acting

- A. Quorum. A majority of the Directors in office immediately before a Board meeting shall constitute a quorum for the transaction of business at that meeting. No business shall be considered by the Board at any meeting at which a quorum is not present.
- B. Majority Vote. Except as otherwise required by law or by the Articles of Incorporation, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.
- C. Hung Board Decisions. On the occasion that the Directors of the Board are unable to make a decision based on a tied number of votes, the Board Chair (defined below) or Treasurer (defined below) in the order of presence shall have the power to swing the vote based on his/her discretion.
- D. Participation. Except as may be required otherwise by law, the Articles of Incorporation, or these Bylaws, Directors may participate in a regular or special meeting through the use of any means of communication by which all Directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting, or by telephonic conference call.

4.09 Compensation for Board Service

Directors shall receive no compensation for carrying out their duties as Directors. The Board may adopt policies providing for reasonable reimbursement of Directors for expenses incurred in

conjunction with carrying out Board responsibilities, such as travel expenses to attend Board meetings.

ARTICLE V COMMITTEES

5.01 Committees

The Board may, by the resolution adopted by a majority of the Directors then in office, designate one (1) or more committees, each consisting of two (2) or more Directors, to serve at the pleasure of the Board. Any committee, to the extent provided in the resolution of the Board, shall have all the authority of the Board, except that no committee, regardless of Board resolution, may:

- (a) take any final action on matters which also require approval of the Board or approval of a majority of all members;
- (b) fill vacancies on the Board or in any committee which has the authority of the Board;
- (c) amend or repeal Bylaws or adopt new Bylaws;
- (d) amend or repeal any resolution of the Board which by its express terms is not so amendable or able to be repealed;
- (e) appoint any other committees of the Board or the members of these committees; (f) expend corporate funds to support a nominee for Director; or
- (g) approve any transaction to which the Corporation is party and one or more Directors have a material financial interest, or between the Corporation and one or more of its Directors, or between the Corporation or any person in which one or more of its Directors have a material financial interest.

5.02 Meetings and Actions of Committees

Meetings and action of the committees shall be governed by and held and taken in accordance with the provisions of Article IV of these Bylaws concerning meetings of the Directors (including Section 4.07(d)), with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the Board and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of the committee may also be called by resolution of the Board. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaws.

5.03 Informal Action by The Board of Directors

Any action permitted to be taken by the Board outside of a public meeting (after first complying with Section 4.07(d)) may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by a majority of the Board members. For purposes of this section an e-mail transmission from an e-mail address on record constitutes a valid writing. The intent of this provision is to allow the Board to use e-mail to approve actions, as long as a quorum of Directors consent to the use of email communications.

ARTICLE VI OFFICERS

6.01 Board Officers

The Officers of the Corporation (each, an “*Officer*” and collectively, the “*Officers*”) shall be a Board Chair (defined below), Board Vice Chair (defined below), Secretary (defined below), and Treasurer (defined below), all of whom shall be chosen by, and serve at the pleasure of, the Board. In order to be eligible to serve as an Officer, the individual must be a Director in good standing on the Board. Each Officer of the Corporation shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the Board or by direction of an Officer authorized by the Board to prescribe the duties and authority of other Officers. One person may hold two or more Board offices, except those of the Board Chair and Treasurer, but no Officer may act in more than one capacity where action of two or more Officers is required.

6.02 Election of Officers

Officers may be elected at any Board meeting by a majority vote of the existing Board. The election of Officers to replace those who have fulfilled their term of office shall take place in July of each year.

6.03 Removal and Resignation

The Board may remove an Officer at any time, with or without cause. Any Officer may resign at any time by giving written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise directed by the notice. The acceptance of the resignation shall not be necessary to make it effective.

6.04 Board Chair

The Board Chair (the “*Board Chair*”) shall lead the Board in performing its duties and responsibilities, including, if present, presiding at all meetings of the Board, and shall perform all other duties incident to the office or properly required by the Board. The Board Chair is authorized to execute, in the name of the Corporation, any and all contracts or other documents which may be authorized, either generally or specifically, and shall be entitled to sign as the President of the Corporation where required.

6.05 Board Vice Chair

The Board Vice Chair (the “*Board Vice Chair*”) shall chair meetings and fulfill all responsibilities of the Board Chair in absence or vacancy of the Board Chair.

6.06 Secretary

The Secretary (the “*Secretary*”) shall keep or cause to be kept a book of minutes of all meetings and actions of Directors and committees of Directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with these Bylaws and other applicable laws and regulations. The Secretary shall cause notice to be given of all meetings of Directors and committees as required by the Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board or the Board Chair.

6.07 Treasurer

The Treasurer (the “*Treasurer*”) shall be the lead Director for oversight of the financial condition and affairs of the Corporation, acting as a liaison between the Corporation’s chief financial officer (or similar executive) (the “*CFO*”) and the Board. The Treasurer shall cause the CFO to (i) keep the Board informed of the financial condition of the Corporation; (ii) be responsible for procuring the audit of the Corporation as required by law; (iii) handle budget preparation and related recommendations to the Board; and (iv) prepare appropriate financial reports, including an account

of major transactions and the financial condition of the Corporation, and make the same available to the Board on a timely basis or as may be required by the Board..

ARTICLE VII FINANCIAL MATTERS

7.01 Contracts and Other Writings

Except as otherwise provided by resolution of the Board or Board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the Corporation shall be executed on its behalf by the Board Chair, Treasurer, and such other person(s) to whom the Corporation has delegated authority to execute such documents in accordance with Board resolutions and policies approved by the Board, including, but not limited to, the Corporation's executive, the CEO.

7.02 Checks and Drafts

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

7.03 Deposits

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depository as the Board or a designated committee of the Board may select.

7.04 Loans

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the Board. Such authority may be general or confined to specific instances.

7.05 Indemnification

- A. Definitions. For purposes of this Section 7.05 "*Agent*" means any person who is or was a Director, Officer, employee, or other agent of the Corporation, or is or was serving at the Corporations' request as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, or was a Director, Officer, employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation. "*Proceeding*" means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative.
- B. Indemnification Against Expenses. The Corporation, to the extent permitted by NRS Chapter 82 (a) shall indemnify any Agent of the Corporation against expense, including reasonable attorney's fees, actually and responsibly incurred in defense of any Proceeding in which the Agent was, is, or is threatened to be made a party by reason of being or having been an Agent of the Corporation, to the extent that the Agent was successful on the merits in the defense and shall have the power to advance to such Agent such expenses incurred by such Agent in defending any such Proceeding upon receipt of an undertaking by such Agent to repay such amounts if such Agent is not entitled to be indemnified for such amounts, and (b) shall indemnify any person who was, is, or is threatened to be made a party to any Proceeding by or in the right of the Corporation to procure a judgment in its favor by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorney's fees, actually and reasonably incurred in defense or settlement of the Proceeding,

if the person acted in good faith and in a manner the person believed to be in the best interests of the Corporation.

- C. **Indemnification Against Losses.** The Corporation shall, to the extent permitted by NRS Chapter 82 and the Articles of Incorporation, indemnify any person who was, is, or is threatened to be made a party to any Proceeding (other than an action by or in the right of the Corporation) by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorney's fees, judgements, fines, settlements, and other amounts actually and reasonably incurred in connection with the Proceeding if the person (a) acted in good faith and in a manner the person believed to be in the best interests of the Corporation, and (b) had no reasonable cause to believe the conduct of the person was unlawful, in the case of a criminal Proceeding.
- D. **Indemnification Rights Not Exclusive: Insurance.** The foregoing rights of indemnification and advancement of expense shall be in addition to and not exclusive of any other rights to which any Director or Officer may be entitled by applicable law, the Articles of Incorporation, action or resolution of the Board, or any agreement with the Corporation. The Corporation may, but shall not be required to, subject to the provisions of NRS Section 82.541, purchase and maintain insurance to indemnify any Agent against any liability asserted against or incurred by an Agent in that capacity or arising out of the Agent's status as an Agent, whether or not the Corporation would have the power to indemnify the Agent against that liability under NRS Section 82.541.

ARTICLE VIII MISCELLANEOUS

8.01 Books and Records

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its Board, a record of all actions taken by the Board without a meeting, and a record of all actions taken by committees of the Board. In addition, the Corporation shall keep a copy of the Corporation's Articles of Incorporation and Bylaws as amended to date.

8.02 Fiscal Year

The fiscal year of the Corporation shall be from July 1 to June 30 of each year.

8.03 Conflict of Interest

The Board shall adopt and periodically review a Conflict of Interest Policy to protect the Corporation's interest when it is contemplating any transaction or arrangement which may benefit any Director, Officer, employee, affiliate, or member of a committee with Board-delegated powers.

8.04 Nondiscrimination Policy

The Officers, Directors, committee members, employees, and persons served by this Corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of the Corporation not to discriminate on the basis of race of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, or selection or appointment to any office.

8.05 Bylaw Amendment

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the Board then in office at a meeting of the Board, provided, however:

- (a) that no amendment shall be made to these Bylaws which would cause the Corporation to cease to qualify as an exempt corporation under Section 501(c)(3) of the Code, or the corresponding section of any future Federal tax code;
- (b) that an amendment does not affect the voting rights of Directors. An amendment that does affect the voting rights of Directors further requires ratification by a two-thirds ($\frac{2}{3}$) vote of a quorum of Directors at a Board meeting; and
- (c) that all amendments be consistent with the Articles of Incorporation.

ARTICLE IX COUNTERTERRORISM AND DUE DILIGENCE POLICY

In furtherance of its exemption by contributions to other organizations, domestic or foreign, the Corporation shall stipulate how the funds will be used and shall require the recipient to provide the Corporation with detailed records and financial proof of how the funds were utilized.

Although adherence and compliance with the U.S. Department of the Treasury's publication the "Voluntary Best Practice for U.S. Based Charities" is not mandatory, the Corporation willfully and voluntarily recognizes and puts into practice these guidelines and suggestions to reduce, develop, reevaluate, and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks.

The Corporation shall also comply and put into practice the federal guidelines, suggestions, laws, and limitations set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limit to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

ARTICLE X DOCUMENTATION RETENTION POLICY

10.01 Purpose

The purpose of this document retention policy section is to establish standards for document integrity, retention, and destruction and to promote the proper treatment of the Corporation's records.

10.02 Public Records Law. If and to the extent required by the Corporation's Charter Contract and/or applicable law, all Corporation policies and procedures with respect to document retention shall be in accordance with Nevada's Public Records Law, codified at NRS Chapter 239. If any provision of these Bylaws conflicts with the Public Records Law, such law shall prevail.

10.03 Policy

A. General Guidelines

Records shall not be kept if they are no longer needed for the operation of the Corporation or required by law. Unnecessary records should be eliminated from the files. From time to time, the Corporation may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

B. Exception for Litigation Relevant Documents

The Corporation expects all Officers, Directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all Officers, Directors, and employees should note the following general expectation to any stated destruction schedule: If you reasonably believe, or the Corporation informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

C. Minimum Retention Periods for Specific Categories

- (1) **Corporate Documents.** Corporate records include the Corporation's Articles of Incorporation, these Bylaws, and IRS form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.
- (2) **Tax Records.** Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the Corporation's revenues. Tax records should be retained for at least seven (7) years from the date of filing the applicable return.
- (3) **Employment Records/Personnel Records.** State and federal statutes require the Corporation to keep certain recruitment, employment, and personnel information. The Corporation should also keep personnel files that reflect performance reviews and any complaints brought against the Corporation or individual employees under applicable state and federal statutes. The Corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three (3) years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven (7) years.
- (4) **Board and Board Committee Materials.** Meeting minutes should be retained in perpetuity in the Corporation's minute book. A clean copy of all other Board and Board committee material should be kept for no less than three (3) years.
- (5) **Press Releases / Public Filings.** The Corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the Corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the Corporation.
- (6) **Legal Files.** Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten (10) years.
- (7) **Marketing and Sales Documents.** The Corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three (3) years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at last three (3) years beyond the life of the agreement.
- (8) **Development/Intellectual Property and Trade Secrets.** Development documents are often subject to intellectual property protection in their final form (e.g., patents and

copyrights). The documents detailing the development process are often also of value to the Corporation and are protected as a trade secret where the Corporation:

- i. derives independent economic value from the secrecy of the information; and
- ii. has taken affirmative steps to keep the information confidential.

The Corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

- (9) Contracts. Final, executed copies of all contracts entered into by the Corporation should be retained. The Corporation should retain copies of the final contracts for at least three (3) years beyond the life of the agreement, and longer in the case of publicly filed contracts.
- (10) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy section, correspondence should generally be saved for two (2) years.
- (11) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven (7) years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three (3) years. Any inventories of products, materials, and supplies and any invoices should be kept for seven (7) years.
- (12) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.
- (13) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three (3) years.

D. Electronic Mail

Emails that need to be saved should be either printed in hard copy and kept in the appropriate file or downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the email, as covered above in this policy section.

ARTICLE XI TRANSPARENCY AND ACCOUNTABILITY DISCLOSURE OF FINANCIAL INFORMATION WITH THE GENERAL PUBLIC

11.01 Purpose

By making full and accurate information about its mission, activities, finances, and governance publicly available, the Corporation practices and encourages transparency and accountability to the general public. This transparency and accountability disclosure policy section will:

- (a) indicate which documents and materials produced by the Corporation are presumptively open to staff and/or the public
- (b) indicate which documents and materials produced by the Corporation are presumptively closed to staff and/or the public
- (c) specify the procedures whereby the open/closed status of documents and materials can be altered.

11.02 Financial and IRS Documents

The Corporation shall provide its Internal Revenue forms 990, 990-T, 1023, and 5227, Bylaws, Conflict of Interest Policy, and financial statements to the general public for inspection free of charge.

11.03 Means and Conditions of Disclosure

The Corporation shall make “widely available” the aforementioned documents on its website to be viewed and inspected by the general public.

- (a) The documents shall be posted in a format that allows an individual using the internet to access, download, view, and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).
- (b) The website shall clearly inform readers that the document is available and provide instructions for how to download it.
- (c) The Corporation shall not charge a fee for downloading the information.
- (d) Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- (e) The Corporation shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within seven (7) days for mailed or emailed requests.

11.04 IRS Annual Information Returns (Form 990)

The Corporation shall submit the Form 990 to its Board prior to the filing of the Form 990. While neither the approval of the Form 990 nor a review of the 990 is required under Federal law, the Corporation’s Form 990 shall be submitted to each Director via a hard copy and/or email at least ten (10) days before the Form 990 is filed with the IRS.

11.05 Board

- (a) All Board deliberations shall be open to the public except where the Board passes a motion, consistent with Section 4.07(D), to make any specific portion confidential.
- (b) All Board minutes shall be open to the public once accepted by the Board, except where the Board passes a motion, consistent with Section 4.07(D), to make any specific portion confidential.
- (c) All papers and materials considered by the Board shall be open to the public following the meeting at which they are considered, except where the Board passes a motion, consistent with Section 4.07(D), to make any specific paper or material confidential.

11.06 Staff Records

- (a) Upon written request, all staff records shall be available for consultation by the staff member concerned or by their legal representatives.
- (b) No staff records shall be made available to any person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.
- (c) Within the Corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that staff records shall be made available to the Board when requested.

11.07 Donor Records

- (a) Upon written request, all donor records shall be available for consultation by the members and donors concerned or by their legal representatives
- (b) No donor records shall be made available to any other person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.
- (c) Within the Corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that donor records shall be made available to the Board when requested.

11.08 Annual Financial Statements

The Corporation shall prepare annual financial statements using generally accepted accounting principles. Such financial statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation shall make these financial statements available to the Nevada Attorney General and members of the public for inspection no later than sixty (60) days after the close of the fiscal year to which the financial statements relate.

11.09 Annual Reports

The Board shall ensure an annual report is sent to all Directors within sixty (60) days after the end of the fiscal year of the Corporation, which shall contain the following information:

- (a) the assets and liabilities, including trust funds, of the Corporation at the end of the fiscal year;
- (b) the principal changes in assets and liabilities, including trust funds, of the Corporation during the fiscal year;
- (c) the expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year; and,
- (d) the information required by applicable law concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized Officer of the Corporation that such financial statements were prepared without audit performed on the books and records of the Corporation.

ARTICLE XII CODES OF ETHICS AND WHISTLEBLOWER POLICY SECTION

12.01 Purpose

The Corporation requires and encourages Directors, Officers, and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the Corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of the Corporation to adhere to all laws and regulations that apply to the Corporation and the underlying purpose of this policy section is to support the Corporation's goal of legal compliance. The support of all corporate staff is necessary to maintain compliance with various laws and regulations.

12.02 Reporting Violations

If any Director, Officer, staff, or employee reasonably believes that some policy, practice, or activity of the Corporation is in violation of the law, a written complaint must be filed by that person with the Board Chair.

12.03 Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of this code of ethics section must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of this code of ethics section. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

12.04 Retaliation

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of the Corporation and provides the Corporation with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

The Corporation shall not retaliate against any Director, Officer, staff, or employee who, in good faith, has made a protest or raised a complaint against some practice of the Corporation or of another individual or entity with whom the Corporation has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

The Corporation shall not retaliate against any Director, Officer, staff, or employee who discloses or threatens to disclose to a supervisor or a public body, any activity, policy, or practice of the Corporation that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

12.05 Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

12.06 Handling of Reported Violations

The Board Chair shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation. This section shall be made available to all Directors, Officers, staff, or employees and they shall have the opportunity to ask questions about the code of ethics policy.

ARTICLE XIII

AMENDMENT OF ARTICLES OF INCORPORATION

13.01 Amendment

Any amendment of the Articles of Incorporation may be adopted by approval of two-thirds ($\frac{2}{3}$) of the Board. Any amendment of the Bylaws may be adopted in accordance with Section 8.05.

[The remainder of this page is intentionally blank and the Secretarial Certification follows.]

CERTIFICATE OF SECRETARY

I, _____, certify that I am the current elected and acting Secretary of the Board of Directors of the Corporation and the above Bylaws are the Bylaws of this Corporation as adopted by the Board on _____ and that they have not been amended or modified since such date.

EXECUTED on this day of _____ in the county of Clark in the State of Nevada.

Duly Elected Secretary



CODE OF ETHICS

All Directors of the Corporation must:

- Uphold and abide by all laws, regulations, and rules pertaining to charter schools issued by the Nevada State Board of Education, the State Public Charter School Authority, the courts, and any other relevant authority.
- Effectuate desired changes only through lawful and ethical processes.
- Make decisions grounded in the educational welfare and wellbeing of the children served by the school without consideration to race, religion, color, sex, income level, or any other classification protected by applicable law.
- Use their individual, independent judgment in reaching all decisions.
- Not use their position as Director for personal gain or profit.
- Conduct themselves in a manner that reflects positively on the school and its reputation.
- Make all reasonable efforts to support the school's mission and personnel.

More specifically, each Director of the Corporation agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive sessions of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Enforcement

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board.

The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter.

The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter.

If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction.

A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the State Board of Education, if permissible, in accordance with the rules and regulations of the State Board of Education.

A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.



CONFLICT OF INTEREST POLICY

A. Purpose

The purpose of the conflict of interest policy is to protect the interests of Battle Born Academy when it is contemplating entering into a transaction or arrangement that might directly or indirectly benefit the private interest of an Officer, Director, or employee of the charter school or might result in a possible excess benefit transaction.

This policy is intended to supplement, but not replace, (i) any applicable state and federal laws and regulations governing conflicts of interest applicable to charter schools; (ii) the Charter Contract; and (iii) the Board's Bylaws, as they may be amended from time to time. (In the event of an unavoidable conflict, those laws, regulations, Charter Contract, and Bylaws trump this Policy.)

Among other things, the applicable laws referenced above are intended to be consistent with and include the Nevada Code of Ethical Standards (the "*Nevada Ethical Code*"), codified at NRS 281A.400 *et seq.*, a copy of which is available online, as of February of 2021, at <https://www.leg.state.nv.us/NRS/NRS-281A.html>, with each Director constituting a "*Public Officer*" pursuant to NAC 388A.525(7), even if NRS Chapter 281A were inapplicable (now or in the future).

B. Definitions

1. **Interested Person:** Any Director, Officer, employee or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:
 - a. An ownership or investment interest in any entity with which the Charter School has a transaction or arrangement;
 - b. A compensation arrangement with the Charter School or with any entity or individual with which the Charter School has a transaction or arrangement;
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Charter School is negotiating a transaction or arrangement; or,
 - d. Received compensation from the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

C. Procedures

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest in accordance with NRS 281A.420(1), and be given the opportunity to disclose all material facts to the Directors and members of committees considering the proposed transaction or arrangement.

For Open Meeting Law purposes, a conflict-of-interest discussion is deemed to be a part of any agenda item in which an actual or potential conflict of interest is raised, even if the conflict-of-interest is not expressly stated in the agenda item and is only raised at the meeting.

2. **Procedures for Addressing the Conflict of Interest**

a. **Non-Directors.** When an Interested Person who is not a Director determines that they should not make a decision because of a financial interest, they should submit a written disclosure of the financial interest to their immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Principal, who shall formally note the employee's disqualification in writing. In the case of an Interested Person who is head of an agency (i.e., the Principal), this determination and disclosure shall be made in writing to their appointing authority (i.e., the Board).

b. **Directors.**

(1) A director shall recuse himself or herself at any time from involvement in any decision or advocacy (but not necessarily the discussion, generally) in which the director believes he or she has or may have a conflict of interest, when recusal is required by NRS 281A.420(3) and (4)(a) of the Nevada Ethical Code.

Generally, the test in those statutes is whether the "independence of judgment of a reasonable person in the public officer's situation would be materially affected" by the financial interest. That is an objective test, based on what a reasonable person would do under the circumstances.

(2) Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through any process for the other Directors determining whether a conflict of interest exists, but shall first consider the policy statement set forth in NRS 281A.420(4)(b) of the Nevada Ethical Code, which discourages abstention except in "clear cases."

(3) Upon recusal, the necessary quorum to act upon the matter, and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the Board, Committee, or Subcommittee. In the event of a tie vote among the remaining Directors, no approval or denial shall be deemed given (meaning it is as if the Board did not vote).

3. **Violations of the Conflicts of Interest Policy**

- a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.
- b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable. Any transaction entered into in violation of the Charter Contract or applicable law shall be either null and void or voidable, at the sole discretion of the Board.

4. Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, excepting a reasonable fixed sum that a member may receive for attendance at each regular or special meeting of the board of directors.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to the Board or any committee regarding compensation.

D. Records of Proceeding:

The minutes of the Board and all committees with Board-delegated powers shall contain:

- (1) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing Board's decision as to whether a conflict of interest in fact existed.
- (2) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

E. Annual Statements:

Each Director, Officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such a person (a) has received a copy of this Conflict of Interest Policy; (b) has read and understands the Policy; (c) has agreed to comply with the policy; and, (d) understands the charter school is a nonprofit corporation which operates a public charter school using taxpayer funding, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

F. Periodic Review

To ensure the charter school operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (1) Whether compensation arrangements and benefits, if any, are reasonable, based on competent survey information and are the results of arm's-length bargaining.
- (2) Whether partnership and joint venture arrangements and arrangements with management organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's tax-exempt purposes and do not result in inurement, an impermissible private benefit, or an excess benefit transaction.

This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

G. Use of Outside Experts

In conducting the periodic reviews provided for in Section F, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

**Acknowledgement of The Western Youth Leadership, Engagement, and Empowerment School
- Conflict of Interest Policy**

I, the undersigned, a The Western Youth Leadership, Engagement, and Empowerment School Director, Officer, or committee member with Board-delegated powers, have received a copy of the Conflict of Interest Policy. I have read and understand the Policy, and I agree to the terms and conditions that are set out in the Policy.

I understand that The Western Youth Leadership, Engagement, and Empowerment School is a nonprofit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. I also understand that The Western Youth Leadership, Engagement, and Empowerment School operates a public charter school, and is also subject to the conflict of interest laws applicable to public charter schools.

Director, Officer, or Committee Member Signature:

Signature: _____

Name: _____

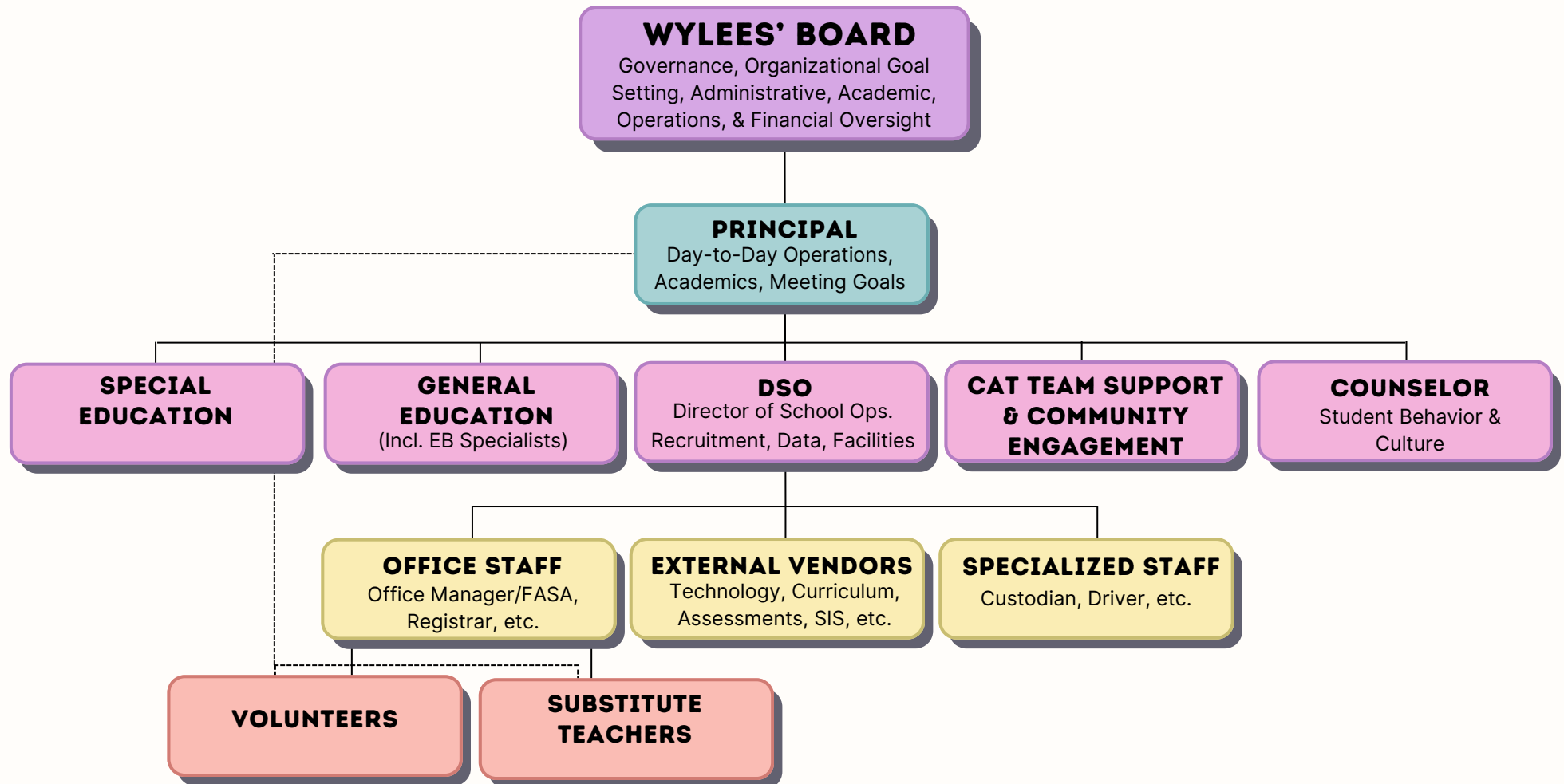
Date: _____

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



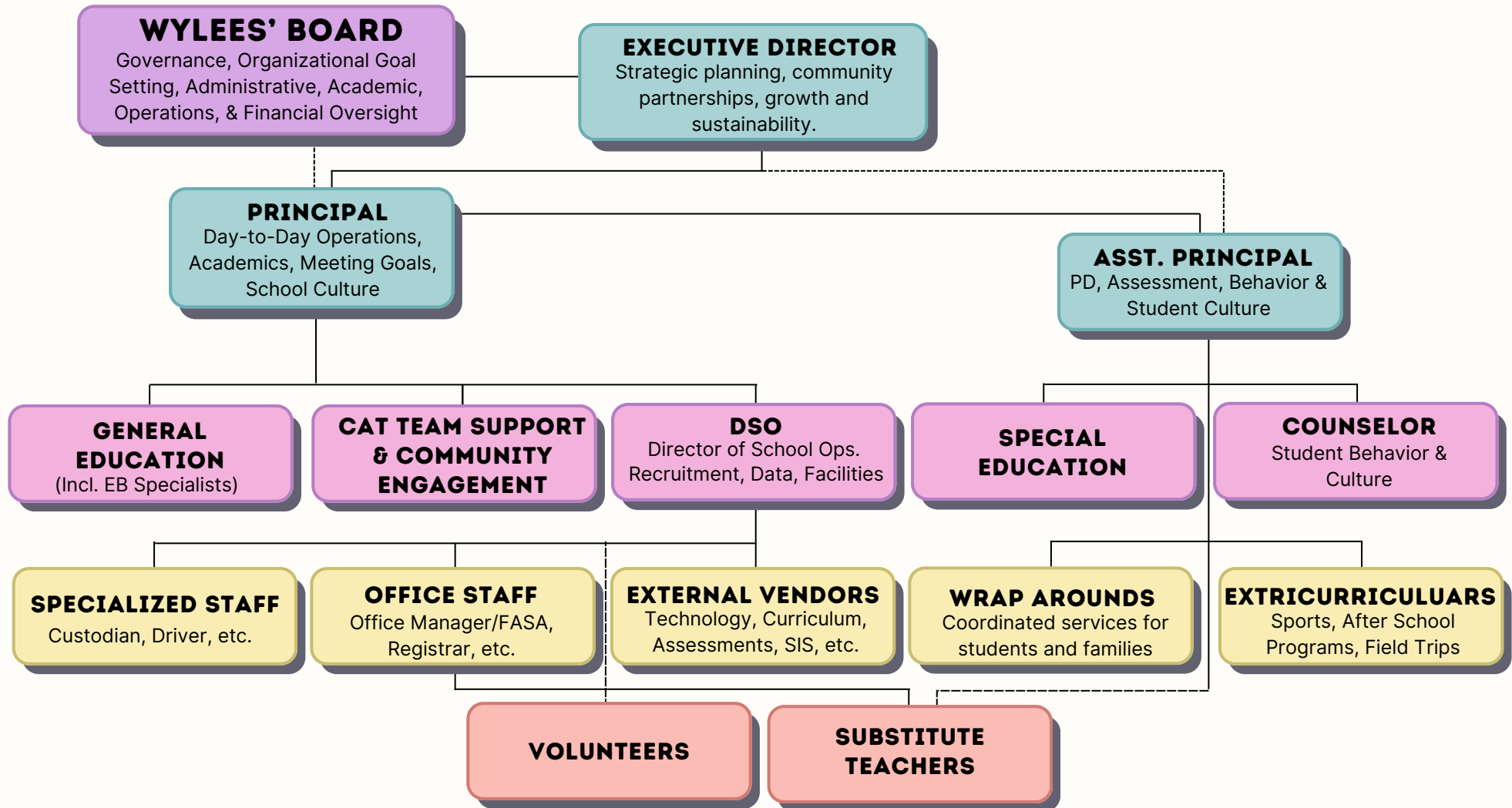
ATTACHMENT 11: SCHOOL ORGANIZATIONAL CHARTS

ORGANIZATIONAL CHART



YEAR ONE 2025-26

ORGANIZATIONAL CHART



YEAR SIX 2030-31

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 12: SCHOOL LEADER RESUME & RESULTS

MIKE TAACK

Email: mike@wylees.org, Phone: 702-580-5233

SKILLS

Enthusiastic and gregarious self-starter with a strong work ethic and drive for success. Bilingual in Spanish and English and adept at building relationships with people from diverse backgrounds. Skilled in computers, technology, and communication. Able to learn and adapt quickly, consistently meet deadlines, and find innovative solutions to complex and challenging situations. Reflective and receptive to feedback.

EXPERIENCE

Diverse Charter Schools Coalition, Remote – *UnifiED New Starter Fellow*

August 2023 – Present

- Selected through a competitive application process to become one of two UnifiED New Starter Fellows with Diverse Charter Schools Coalition (DCSC) for the 2023-2024 school year.
- Received personalized coaching, support, and professional development in the areas of charter school start up and authorization, including model development, application development, and community engagement, as well as coaching and development in Diverse By Design school recruitment principles, DEI, and leadership identity development.
- Collaborated with a DCSC coach to develop a writing plan for a high-quality application for authorization for a proposed public charter school-WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School-and am on-track to submit the application for the next authorization cycle in 2024.
- Visited high-quality Diverse By Design schools in Brooklyn and connected with school leaders from there and elsewhere to begin the development of a recruitment plan for intentional integration at WYLEES; will visit over 10 high-quality DBD schools by end of fellowship.
- Will begin flexible residencies at a variety of US schools in January to further develop my leadership competencies, WYLEES' model and application, and to gain greater exposure to existing exemplary models in a variety of contexts.

Opportunity 180, Las Vegas, NV – *Propel Fellow*

July 2023 – Present

- Selected through a competitive application process to become one of two Propel Fellows with Opportunity 180 for the 2023-2024 school year.
- Received personalized coaching, support, and professional development in the areas of charter school start up and authorization, including model development, application development, budget development, and community engagement, as well as coaching and development in executive leadership, DEI, and leadership identity development.
- Secured a \$20,000 planning grant to fund community engagement and application development activities, and managed the budget to maximize outcomes while minimizing expenses.
- Recruited a diverse and talented Committee to Form with complementary skills in the areas of education, business, real estate, finance, human resources, law, and insurance.

- Began the development of a high-quality application for authorization for a proposed public charter school-WYLEES, The Western Youth Leadership, Engagement, and Empowerment Middle School-and am on-track to submit the application for the next authorization cycle in 2024.
- Participated in high-quality school visits to develop and refine WYLEES' school model.
- Established WYLEES as a Nevada non-profit corporation.

Girls Empowerment Middle School (GEMS), Las Vegas, NV – Assistant Principal

August 2022 – July 2023

- Served as co-head-of-school, responsible for all aspects of operations with special emphasis on technology, registration, recruitment, scheduling, compliance and accountability reporting, grant writing, and school logistics.
- Developed numerous standard operating protocols (SOPs) and systems for the main office around technology deployment and service, student registration, supply purchasing and inventory, record keeping, etc., as well as SOPs and systems to ensure compliance with the National School Lunch Program and state and local requirements around foodservice.
- Developed bilingual marketing materials to help drive recruitment and coordinated marketing campaigns with external partners to develop thematic arcs for advertising and recruitment campaigns; assisted with management of the school's website and social media channels.
- Assisted with grant writing, successfully obtaining grants for the school in excess of \$700,000.
- Developed and coordinated professional development plans for teachers, as well as schoolwide testing plans and testing calendars for students.
- Supervised teachers, counselors, and office staff to provide support and to ensure maximum efficiency and effectiveness.

Fremont PDMS, Fremont Academy of Medical Sciences, Las Vegas, NV – Magnet Theme Coordinator & Recruiter, On-Site Professional Development School Coordinator

August 2021 – August 2022

- Served as member of the school Leadership Team and Steering Committee to develop and codify school procedures, mission, vision, and values during a transition in school leadership.
- Developed a new logo and branding for the school's new medical magnet program and produced bilingual marketing materials that were thematically coordinated for in-person, online, and mailed communications.
- Developed social media channels and created promotional posts while also serving as webmaster of the school's website. Created, curated, and organized content promoting the school.
- Formed collaborative relationships with elementary school and community partners and leveraged my existing connections to develop recruiting pipelines for new students.
- Assisted families in all aspects of the application process in English and Spanish.
- As PDS On-Site Coordinator, established a systematic learning experience for student teachers which enabled greater collaboration and reflection; supported mentor teachers as regards coaching and providing interventions to teacher candidates; collaborated with UNLV's Office of Field Experiences.

Fremont PDMS / CCSD, Las Vegas, NV – Teacher and On-Site Professional Development School Coordinator

August 2010 – June 2021

- Taught sixth, seventh, and eighth grade English, Publications I and II, Explorations, and Computer Science.
- Contributed to school culture and success through active memberships on the School Organizational Team, SGF Committee, and Tech Team, among others.

- Collaborated with UNLV professors to establish the curriculum for the first “Rebel Academy” summer internship program for Alternative Routes to Licensure teacher candidates.
- Advocated for and helped organize families, teachers, and neighborhood organizations to have a say in proposals to reconstitute Fremont PDMS. Worked with stakeholders including CCSD executive leadership and community leaders to reach a mutually beneficial plan for the school and the community, culminating in the eventual creation of the Fremont Academy of Medical Sciences.
- Presented information about the PDS at the National Association of Professional Development Schools’ annual conferences in 2013, 2014, 2015, and 2016; participated in the Teacher & Principal Panel at UNLV’s 2017 Summit on Nevada Education; and was a panelist on PBS’ *Nevada Week* to discuss challenges with educational funding in 2019.

EDUCATION

University of Nevada, Las Vegas – M.Ed., Curriculum and Instruction – Secondary Education

August 2008 – May 2011

AWARDS AND HONORS

4.0 GPA, Phi Kappa Phi.

Opportunity 180’s Operation Design to Edrupt: Explore Inaugural Cohort Member

Opportunity 180’s Operation Design to Edrupt: Cultivate Inaugural Cohort Member

Public Education Foundation’s Teacher Leader Academy, Member, Cohort 6

New Leaders’ Exploring New School Models Fellowship, Cohort 4

Heart of Education Awards Finalist, 2022, 2020, 2019, 2018.

Background

As an educator who served WYLEES' proposed community in downtown Las Vegas for 12 years, a father whose children attended school in the neighborhood, and as a community organizer who helped students and families voice their opinions about their needs to the local school district's executive leadership, I am uniquely qualified to both understand what the community wants and to be able to help it design the school it deserves.

When the neighborhood was threatened with having its community middle school converted into an elementary school, I worked with colleagues and over 300 families to express the hardships this would cause. I communicated with families in Spanish, helped get them meetings with the president of the school board and members of the superintendent's cabinet, and facilitated them negotiating a plan to keep the middle school in place. After our success, the district changed plans, and the school became accessible only to those who could complete an online magnet school application in English. This is what started my journey to founding WYLEES.

I have been working to ensure that this neighborhood has a community school for over seven years. I have worked with students, parents, grandparents, and extended families to understand and express the importance of a community school in this area. I plan to give these families what they have worked to obtain for their community; I will not let them down.

Beyond just my credentials, we have assembled an all-star team with a variety of experiences that will help us to ensure that we are a successful, high-performing school that forever strives to meet the community's needs and co-create an educational experience with students that is aligned to their unique goals and values. Ms. Izumo, our proposed board chair, is a retired teacher, librarian, Title I specialist, and learning strategist who worked in our proposed community for nearly 30 years. Ms. Gonzales, another proposed board member, is a Latina leader with experience as a founding school principal for one of Clark County's high-performing high schools that features both PBL and personalized learning, and she is also a retired School Associate Superintendent for CCSD and a retired Deputy State Superintendent of Education. Ms. Meierkord, our proposed board treasurer, is a CPA by trade and a CFO professionally; she has been on the founding board of a Nevada charter school and she has served as the school's Executive Director. Ms. Perez-Najera, a Latina college student, resident of our proposed neighborhood, and our proposed board secretary, has deep connections to the community and recent experience in high school which has helped us to design with students' high school needs in mind. Finally, Mr. Endellicate, a proposed board member who owns the valley's leading fundraising company that works with middle and elementary schools to generate much-needed revenue, provides us much-needed perspective from the private sector and access to community partners who can help us execute our vision.

The team that I have been able to assemble for WYLEES is a small sampling of my ability to engage with diverse stakeholders to build a coalition of support for our developing school. My commitment to engaging with our community goes beyond just providing opportunities to get ideas and input from diverse perspectives; I instead purposefully invite potential students, families, staff, and other stakeholders from underrepresented groups to participate in discussions and decision making around school issues, procedures, and policies. I humbly acknowledge that I am imperfect, that I do not know everything, and that the more perspectives that I can draw from, the better my decisions will be.

While, as the proposed school leader, I am bolstered in my ability to lead the school by all of my professional experiences (including managing a restaurant, working in the insurance industry, and my experience in a small start-up), my fellowship experiences, over a dozen high-quality school visits, and—especially—my experience as an Assistant Principal in a struggling middle school, I will continue to need as yet unforeseeable support throughout the iterative development of our model. I have conscientiously surrounded myself with experts in a variety of fields in which I know that I will need

support (i.e. accounting, PBL start ups, business administration/fundraising, etc.), and as we hire, we will continue to build a repository of staff with talents and knowledge in a variety of areas to help us be able to source solutions to our challenges as much as possible from within our school and school community. As I expect of our students, I am committed to continuous improvement and perpetual growth, and I will seek out professional development aligned to the goals developed by WYLEES' board, my own identified opportunities for growth, and any areas in which circumstances reveal a gap in my knowledge or abilities regarding running a successful and sustainable school.

Below, I have included two concrete examples of student achievement results I have been responsible for at the administrative and classroom levels.

Student Achievement Results, Mike Taack

Example One: 29% Growth Year Over Year on WIDA Testing

One example of student achievement results that were a result of my leadership is that 21.4% of GEMS Emerging Bilingual (EB) students / English Language Learners (ELLs) met their growth targets in the 22-23 school year, as compared to 16.6% who did so in the 21-22 school year. This represented 29% growth from the previous year's scores during a period of significant change and upheaval in the school.

It is important to note that, under any circumstances, nearly 30% improvement in student achievement on the WIDA test would be cause for celebration. We set ambitious goals at the beginning of the year under the twin assumptions that we would have stable staffing and a much earlier award of CSP funds; unfortunately, those assumptions proved to be incorrect. Despite the setbacks that we faced, I was able to make adjustments and work with what we had available to us and we still made a remarkable impact on student achievement.

Example Two: Highest School Growth on Criterion Referenced Tests (SBAC)

A second example of student achievement results that were a result of my leadership is when, in my final year as an ELA teacher at Fremont Professional Development Middle School in the 2018-19 school year, my students led the school in growth on the state criterion-referenced tests, the SBAC. Though I don't have access to the disaggregated data for my classes anymore, the school scored a 10/10 on the Nevada Department of Education's School Rating in the area of English Proficiency that year, exceeding the results achieved by the district, and data I still have available to me shows that my students improved from 70% proficient to 81.5% proficient on grade level writing assessments.

The achievement was particularly notable given some of the demographic factors of the school as a whole and the manner in which students were assigned to grade level teams. Fremont exceeded the district averages in percentages of students who were identified as EB / ELL (14.82% for the district and 27.86% at Fremont) and in the percentage of students who qualified for Free or Reduced Lunch, a proxy for the percentage of students living at or below the poverty level (61.22% for the district and 100% at Fremont). Additionally, due to the fact that students who received special education were assigned only to one of the two grade level teams, I had all of the sixth grade students who were identified to receive special education services.

Despite these potential barriers for my students, I was able to lean on my years of experience working with students from our neighborhood and the many strategies I had learned for working with students with special needs and those who were learning English as a second language to provide high-quality instruction that led to exceptional outcomes for all.

As regards my results at Fremont, it is important to know that these were not isolated results. I was consistently rated as a Highly Effective teacher by my supervisors, and I was particularly adept at working with special populations such as EB students or those receiving special education services. I was often chosen to be on the grade level team that supported our special education students, regardless of whether I was teaching 6th, 7th, or 8th grade ELA, and I was often charged with mentoring novice teachers (including interns, in my capacity as the school's PDS Coordinator) with strategies to assist EB students in language acquisition.

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 13: SCHOOL LEADERSHIP JOB DESCRIPTIONS

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

321 of 576

Principal Job Description

About WYLEES

The Western Youth Leadership Engagement & Empowerment School (WYLEES) is a charter middle school serving 6th - 8th grade students. WYLEES provides Project Based Learning (PBL) experiences that are co-created with students and families and focus on improving the community through real world service learning. WYLEES vision is to empower tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

We offer a small, personalized schooling option for families interested in empowering their children to solve problems through innovation, advocacy, and action to create a better world for all. WYLEES is an independent, non-profit charter corporation with its own staff, budget, and governing board of directors drawn from across the Las Vegas community. For more information about WYLEES' mission, model, and team, please visit our website at www.wylees.org.

Commitment to Diversity

WYLEES is actively building an experienced and diverse team. WYLEES does not discriminate in the administration of its policies and programs on the basis of race, color, national or ethnic origin, age, sex or gender, gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, religion or religious creed, disability or handicap, or any other characteristic protected under applicable federal, state or local law.

Principal

Position Overview

- Job Status: Full Time, Exempt
- Location: Las Vegas, NV 89104
- Reports to: Executive Director and/or WYLEES' Board of Directors
- Compensation: Salary for this position is competitive and commensurate with experience
- How to apply: See posting on www.wylees.org
- Summary: The Principal is a passionate school leader who nurtures, empowers, and drives both staff and students to grow and meet their full potential at WYLEES. The Principal serves as the operational and instructional leader of the school and bears primary responsibility for ensuring the organization meets its academic, culture, and behavior goals, securing the school's long-term sustainability. The Principal reports to either the Executive Director (or Board of Directors, in the absence of an

Executive Director) and is responsible for the overall day-to-day operations of the school. The Principal leads both in instructional and school culture and assists the Executive Director in key initiatives. The Principal is a creative and inspiring educator with a desire to help staff, students, and families to create a supportive, growth-oriented school environment. Possessing strong initiative, excellent organizational abilities, and a talent for creating a positive environment for children and adults, the Principal has a strong desire to develop leadership capacity in students, staff, and families for the benefit of all and to continuously develop his/her own skills.

- **In the absence of an Executive Director, the Principal shall fulfill the roles set out in the Executive Director's job description until such time as an Executive Director is hired.**

Responsibilities

Operational Leadership and Strategic Planning

- Establishes a school climate that promotes equal opportunities for all students, positive conduct and attitudes, and values; accepts responsibility for the attendance, conduct, health, and safety of students.
- Provides a safe and respectful learning environment with a positive culture for all students and staff by establishing a set of culturally responsive standard operating procedures, practices, and routines.
- Establishes and/or maintains a Community Activation Team (CAT), which must include parents/guardians, students, licensed, administrative, and support professional personnel, to serve as a community advisory board for the school.
- Leads diverse staff, student body, and the community in development and implementation of building-level goals focused on the improvement of student learning, including both growth and achievement.
- Establishes building-level priorities in the context of community and student/staff needs.
- Plans and develops the school strategic budget with input from the CAT, allocates and adjusts fiscal and material resources; ensuring resources are aligned with student achievement data to target services, and supports school improvement.
- Takes responsibility for improving school outcomes and implementing initiatives to accomplish sustainable results by adopting various approaches and engaging a variety of stakeholders to support school goals; is accountable for results of the school's academic and extracurricular programs, including the evaluation and reporting of student learning and development.
- Responsible and accountable for appropriately managing all site-based contracting, purchasing, risk management, and legal matters.
- Manages the condition of the physical assets, including the neatness and cleanliness of the buildings and grounds and the safety, security, and state of maintenance and repair of the buildings, grounds, furnishings, and equipment.
- Leads the supervision and evaluation process for all staff and administrators in



alignment with the Nevada Educator Performance Framework (NEPF) Evaluation System.

- In collaboration with the Executive Director and with the Board's approval, develops an annual academic calendar to meet state instructional requirements.
- In collaboration with the Executive Director, the Director of School Operations, and/or the Assistant Principal, develops a daily schedule for students aligned to the school's academic calendar and the needs of WYLEES' model.

Instructional Leadership

- Develops both their own and faculty's understanding of adopted instructional curriculum and lesson planning approach that embraces the neurodiversity of students
- Provides coaching, feedback, and ongoing support to classroom teachers in both academic content and classroom culture
- Supports the Special Education Team in ensuring that differentiated teaching practices are implemented in programming (e.g., through observation and feedback, modeling, building collaborative structures between general education and special education, etc.)
- Plans and delivers high-quality professional development to faculty and staff to drive key academic and socio-emotional learning outcomes
- Leads faculty and staff in regular data analysis – including special education metrics - to ensure compliance is upheld, progress is made toward key school goals, and ensures the alignment of the curriculum, instruction, and assessment to promote continuous school improvement.
- Manages special education timeline and service delivery compliance at site
- Acts as the Administrator in IEP meetings
- Coordinates the high school matriculation process to ensure that 8th grade students enroll in rigorous, college-preparatory high schools, including, coordinating SBAC test preparation and designating staff to coordinate applications to charter high schools and/or CCSD magnet schools, overseeing mock interviews, and designing/hosting the annual High School Fair.

School Culture

- Implements a school-wide culture system, emphasizing an asset-based and collaborative approach to character development that prioritizes learning and minimizes reactive student disciplinary practices
- Works closely and effectively with children who have behavior challenges and their families; partners with counselors, social workers, teachers, and parents to execute individualized behavior interventions
- Regularly monitors and supports key culture data points, including attendance and discipline data; creates and executes systems and structures (e.g., attendance support meetings) to proactively address students' areas of need
- Designs incentives and activities to maintain positive school culture and reinforce habits of success (e.g., incentives for good attendance, citizenship, etc.)



- Supports student field lessons
- Manages key transitions of the school day, including arrival, breakfast, recess, lunch, dismissal, and transitions to ensure they are positive and orderly
- Partners with parents and families to build school community
- Collaborates with after school and/or enrichment programming providers to ensure programming offers strong enrichment and support
- Models and supports a community of care both inside and outside of the classroom for all WYLEES' stakeholders, including students, families, and staff

Talent Management

- Responsible for the selection, professional growth, training, assignment, discipline, supervision, and reassignment of all staff.
- Engages staff in the development of professional learning activities designed to support individual school goals and programs to improve student learning.
- Coaches teachers in both academic and socio-emotional learning; evaluates teachers and staff using the Nevada Educator Performance Framework (NEPF) Evaluation System with licensed staff
- Conducts frequent classroom observations with actionable feedback conversations in alignment with the NEPF Teacher Professional Responsibilities Standards and Indicators to promote reflection and growth.
- Recruits, interviews, and selects staff with support from the Director of School Operations and/or Assistant Principal
- Provides support to special education staff
- Ensures faculty and staff adhere to WYLEES' policies and procedures
- Promotes positive employee relationships and morale by monitoring key data and creating and implementing effective action plans (e.g., culture surveys, family surveys, etc.)

School Administration

- Leads administrative and leadership team meetings
- Supports the Executive Director in various meetings and acts as the organization's leader in the absence of the Executive Director
- Works closely with the staff to support strong academic growth and positive, asset-based socio-emotional learning; engages in visioning, delegating, and/or doing whatever is necessary to ensure the school is place for all students and staff to learn and grow
- Models WYLEES' core values at all times; is a visible and highly engaged leader in the school community

Miscellaneous

- Engages in leadership capacity development under the coaching and mentorship of the Executive Director
- Other duties as assigned to support academic, cultural, and operational excellence at



WYLEES

- In the absence of a separate Executive Director, the Principal shall fulfill the roles set out in the Executive Director's job description, until such time as a Executive Director is hired.

Skills and Characteristics

- Bilingual (Spanish/English) highly preferred
- Possesses a work ethic and personal belief system that aligns with the mission and vision of WYLEES
- Prioritizes building own leadership skills
- Is consistently self-reflective and seeks feedback from stakeholders on their leadership skills and mindsets
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in positive school and class culture and the ability to articulate effective strategies to teachers and staff
- Proven track record of supporting strong academic and socio-emotional growth with students

Education and Experience

- At least 5 years of successful urban teaching experience, preferably with English language learners / Emerging Bilingual students
- Successful past experience leading adults as an Assistant Principal, department head/content leader, Instructional Coach, or Dean, or demonstrated promise to become an effective school leader
- Possession of a valid Nevada teaching license required; Administrative Licensure highly preferred
- Bachelor's degree required; master's degree highly preferred



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

326 of 576

Director of School Operations (DS) Job Description

About WYLEES

The Western Youth Leadership Engagement & Empowerment School (WYLEES) is a charter middle school serving 6th - 8th grade students. WYLEES provides Project Based Learning (PBL) experiences that are co-created with students and families and focus on improving the community through real world service learning. WYLEES vision is to empower tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

We offer a small, personalized schooling option for families interested in empowering their children to solve problems through innovation, advocacy, and action to create a better world for all. WYLEES is an independent, non-profit charter corporation with its own staff, budget, and governing board of directors drawn from across the Las Vegas community. For more information about WYLEES' mission, model, and team, please visit our website at www.wylees.org.

Commitment to Diversity

WYLEES is actively building an experienced and diverse team. WYLEES does not discriminate in the administration of its policies and programs on the basis of race, color, national or ethnic origin, age, sex or gender, gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, religion or religious creed, disability or handicap, or any other characteristic protected under applicable federal, state or local law.

Director of School Operations (DSO)

Position Overview

- Job Status: Full Time, Exempt
- Location: Las Vegas, NV 89104
- Reports to: Principal
- Compensation: Salary for this position is competitive and commensurate with experience
- How to apply: See posting on www.wylees.org
- Summary: The Director of School Operations (DSO) is a passionate leader who assists the Principal in key initiatives related to the school's growth and operational goals and student and staff recruiting. The DSO is a creative, attentive, and results-oriented individual with a commitment to helping WYLEES maintain financial and staffing stability in the short-term in order to achieve long-term sustainability. Possessing strong initiative, excellent organizational abilities, and a

talent for creating a positive environment for children and adults, the DSO has a strong desire to continue to grow in their leadership capacity to become a school or organizational leader in the future.

Responsibilities

Student and Staff Recruitment and Development

- Develops a marketing, recruitment, and enrollment plan, including strategies for community engagement, a social media calendar, community engagement calendar, and student and staff recruiting calendars to ensure WYLEES can meet and track its progress towards key staffing and student enrollment goals
- Develops marketing, recruitment, employee onboarding, and enrollment materials to support execution of the marketing, recruitment, and enrollment plan and to track and report progress towards goals
- Supports the Principal and Director of School Operations in recruiting, interviewing, and selecting teachers
- Manages the school's application, lottery, and enrollment processes
- Responsible for all staff recruitment and student recruitment goals being met
- Responsible for all student and staff onboarding (all required forms and documents are completed and collected, securely stored, etc.)

Data Management and Compliance

- Develops and maintains systems of data collection and data management to aid in tracking WYLEES' operational and strategic goals
- Responsible for complete and accurate record keeping, including student and staff files, financial records, health records, etc. to ensure operational success and compliance with all WYLEES' policies and state and federal laws
- With the Principal, leads faculty and staff in regular data analysis – including special education metrics - to ensure compliance is upheld and progress is made toward key school goals
- Promotes positive employee and family relationships and morale by monitoring key data and creating and implementing effective action plans (e.g., culture surveys, family surveys, etc.)
- Ensures faculty and staff adhere to WYLEES' policies and procedures
- Responsible for the collection and reporting of data to the Principal, Executive Director, Board of Directors, and state and federal agencies, and required

School Culture

- Contributes to a school-wide culture system, emphasizing an asset-based and collaborative approach to character development that prioritizes learning and minimizes reactive student disciplinary practices
- Regularly monitors and supports key culture data points, including attendance and



discipline data; creates and executes systems and structures (e.g., attendance support meetings) to proactively address students' areas of need

- Designs incentives and activities to maintain positive school culture and reinforce habits of success (e.g., incentives for good attendance, citizenship, etc.)
- Manages key transitions of the school day, including arrival, breakfast, recess, lunch, dismissal, and transitions to ensure they are positive and orderly
- Partners with parents and families to build school community
- Collaborates with after school and/or enrichment programming providers to ensure programming offers strong enrichment and support
- Models and supports a community of care both inside and outside of the classroom for all WYLEES' stakeholders, including students, families, and staff
- Coordinates the high school matriculation process to ensure that 8th grade students enroll in rigorous, college-preparatory high schools, including, coordinating SBAC test preparation, application to charter high schools and/or CCSD magnet schools, overseeing mock interviews, and designing/hosting the annual High School Fair.

Miscellaneous

- Participates in administrative and leadership team meetings
- Supports the Principal in meetings
- Works closely with the Principal to use data to support strong academic growth and positive, asset-based socio-emotional learning; supports in school administration in both visioning, delegating, and/or doing whatever is necessary to ensure the school is place for all students and staff to learn and grow
- Models WYLEES' core values at all times; is a visible and highly engaged leader in the school community
- Engages in leadership capacity development under the coaching and mentorship of the Principal and/or Executive Director
- Other duties as assigned to support academic, cultural, and operational excellence at WYLEES

Skills and Characteristics

- Bilingual (Spanish/English) highly preferred
- Possesses a work ethic and personal belief system that aligns with the mission and vision of WYLEES
- Prioritizes building own leadership skills
- Is consistently self-reflective and seeks feedback from stakeholders on their leadership skills and mindsets
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in managing people, projects, and timelines to ensure timely completion of tasks with competing deadlines
- Expertise in building/maintaining positive school/work culture and the ability to articulate effective strategies to teachers and staff



Education and Experience

- At least 3 years of successful experience building and executing strategic plans, recruiting students and/or staff, marketing, management, or school administration and/or leadership, OR
- Demonstrated promise to become an effective leader and manage complex and often competing priorities
- Knowledge of and experience with state reporting requirements for charter schools highly preferred
- Possession of a valid Nevada teaching license preferred; Administrative Licensure highly preferred
- Bachelor's degree required; master's degree highly preferred



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

330 of 576

Assistant Principal Job Description

About WYLEES

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We offer a small, personalized schooling option for families interested in empowering their children to solve problems through innovation, advocacy, and action to create a better world for all. WYLEES is an independent, non-profit charter corporation with its own staff, budget, and governing board of directors drawn from across the Las Vegas community. For more information about WYLEES' mission, model, and team, please visit our website at www.wylees.org.

Commitment to Diversity

WYLEES is actively building an experienced and diverse team. WYLEES does not discriminate in the administration of its policies and programs on the basis of race, color, national or ethnic origin, age, sex or gender, gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, religion or religious creed, disability or handicap, or any other characteristic protected under applicable federal, state or local law.

Assistant Principal

Position Overview

- Job Status: Full Time, Exempt
- Location: Las Vegas, NV 89104
- Reports to: Principal
- Compensation: Salary for this position is competitive and commensurate with experience
- How to apply: See posting on www.wylees.org
- Summary: The Assistant Principal is a passionate school leader who nurtures, empowers, and drives both staff and students to grow and meet their full potential at WYLEES. In addition to serving on the school's leadership team, the Assistant Principal leads both in instructional and school culture and assists the Principal in key initiatives. The Assistant Principal is a creative and inspiring educator with a desire to help staff, students, and families to create a supportive, growth-oriented

school environment. Possessing strong initiative, excellent organizational abilities, and a talent for creating a positive environment for children and adults, the Assistant Principal has a strong desire to continue to grow in their leadership capacity to become a school leader in the future.

Responsibilities

Instructional Leadership

- Develops both their own and faculty's understanding of adopted instructional curriculum and lesson planning approach that embraces the neurodiversity of students
- Provides coaching, feedback, and ongoing support to classroom teachers in both academic content and classroom culture
- Supports the Principal and Special Education Team in ensuring that differentiated teaching practices are implemented in programming (e.g., through observation and feedback, modeling, building collaborative structures between general education and special education, etc.)
- Plans and delivers high-quality professional development to faculty and staff to drive key academic and socio-emotional learning outcomes
- With the Principal, leads faculty and staff in regular data analysis – including special education metrics - to ensure compliance is upheld and progress is made toward key school goals
- Manages special education timeline and service delivery compliance at site
- Acts as the Administrator in IEP meetings
- Coordinates the high school matriculation process to ensure that 8th grade students enroll in rigorous, college-preparatory high schools, including, coordinating SBAC test preparation, application to charter high schools and/or CCSD magnet schools, overseeing mock interviews, and designing/hosting the annual High School Fair.

School Culture

- Implements a school-wide culture system, emphasizing an asset-based and collaborative approach to character development that prioritizes learning and minimizes reactive student disciplinary practices
- Works closely and effectively with children who have behavior challenges and their families; partners with counselors, social workers, teachers, and parents to execute individualized behavior interventions
- Regularly monitors and supports key culture data points, including attendance and discipline data; creates and executes systems and structures (e.g., attendance support meetings) to proactively address students' areas of need
- Designs incentives and activities to maintain positive school culture and reinforce habits of success (e.g., incentives for good attendance, citizenship, etc.)
- Supports student field lessons
- Manages key transitions of the school day, including arrival, breakfast, recess, lunch, dismissal, and transitions to ensure they are positive and orderly



- Partners with parents and families to build school community
- Collaborates with after school and/or enrichment programming providers to ensure programming offers strong enrichment and support
- Models and supports a community of care both inside and outside of the classroom for all WYLEES' stakeholders, including students, families, and staff

Talent Management

- Coaches teachers in both academic and socio-emotional learning; evaluates teachers as requested by the Principal
- Supports the Principal and Director of School Operations in recruiting, interviewing, and selecting teachers
- Provides support to special education staff
- Ensures faculty and staff adhere to WYLEES' policies and procedures
- Promotes positive employee relationships and morale by monitoring key data and creating and implementing effective action plans (e.g., culture surveys, family surveys, etc.)

School Administration

- Participates in and leads administrative and leadership team meetings
- Supports the Principal in meetings and acts as charter administrator in the absence of the Principal
- Works closely with the Principal to support strong academic growth and positive, asset-based socio-emotional learning; supports in school administration in both visioning, delegating, and/or doing whatever is necessary to ensure the school is place for all students and staff to learn and grow
- Models WYLEES' core values at all times; is a visible and highly engaged leader in the school community

Miscellaneous

- Engages in leadership capacity development under the coaching and mentorship of the Principal and/or Executive Director
- Other duties as assigned to support academic, cultural, and operational excellence at WYLEES

Skills and Characteristics

- Bilingual (Spanish/English) highly preferred
- Possesses a work ethic and personal belief system that aligns with the mission and vision of WYLEES
- Prioritizes building own leadership skills
- Is consistently self-reflective and seeks feedback from stakeholders on their leadership skills and mindsets
- Strong written and verbal communication skills and the ability to interact and forge



- relationships with students, parents, staff and community members
- Expertise in positive school and class culture and the ability to articulate effective strategies to teachers and staff
- Proven track record of supporting strong academic and socio-emotional growth with students

Education and Experience

- At least 5 years of successful urban teaching experience, preferably with English language learners / Emerging Bilingual students
- Successful past experience leading adults as an Assistant Principal, department head/content leader, Instructional Coach, or Dean, or demonstrated promise to become an effective school leader
- Possession of a valid Nevada teaching license required; Administrative Licensure highly preferred
- Bachelor's degree required; master's degree highly preferred



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

334 of 576

Executive Director Job Description

About WYLEES

The Western Youth Leadership Engagement & Empowerment School (WYLEES) is a charter middle school serving 6th - 8th grade students. WYLEES provides Project Based Learning (PBL) experiences that are co-created with students and families and focus on improving the community through real world service learning. WYLEES vision is to empower tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement.

We offer a small, personalized schooling option for families interested in empowering their children to solve problems through innovation, advocacy, and action to create a better world for all. WYLEES is an independent, non-profit charter corporation with its own staff, budget, and governing board of directors drawn from across the Las Vegas community. For more information about WYLEES' mission, model, and team, please visit our website at www.wylees.org.

Commitment to Diversity

WYLEES is actively building an experienced and diverse team. WYLEES does not discriminate in the administration of its policies and programs on the basis of race, color, national or ethnic origin, age, sex or gender, gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, religion or religious creed, disability or handicap, or any other characteristic protected under applicable federal, state or local law.

Executive Director

Position Overview

- Job Status: Full Time, Exempt
- Location: Las Vegas, NV 89104
- Reports to: WYLEES' Board of Directors
- Compensation: Salary for this position is competitive and commensurate with experience
- How to apply: See posting on www.wylees.org
- Summary: The Executive Director bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability. The Executive Director reports to the Board of Directors and is responsible for the overall operations of the school, collaborating with the Principal, who is the instructional leader of the school.

- **In the absence of a separate Principal, the Executive Director shall fulfill the roles set out in the Principal's job description, until such time as a Principal is hired.**

Essential Duties and Responsibilities

Planning and Operations:

- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the school is versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruit, develop, evaluate, and retain (and as needed, discipline and terminate) high performing individuals who are passionate about our mission
- Recruit, hire (in collaboration with the Board), supervise, and evaluate the school's Principal
- Collaborate with the Principal to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist Principal with data analysis and oversee all reporting related to student performance
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook, and Family Handbook, and ensure that all parties receive and acknowledge receipt
- Establish and oversee compliance with the school's emergency and safety plans
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision and ensure that formal evaluations are conducted at least once annually
- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Collaborate with the Principal to establish school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.

Fundraising and Financial Oversight:

- Develop appropriate budget projections, in collaboration with back office services provider.
- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability.
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work with the Board on fundraising, including a capital campaign to secure



and develop a permanent school site.

- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office staff.

Facilities:

- Pursue appropriate temporary facilities for the school as needed.
- Secure permanent site for school.
- Oversee relevant planning, construction and other activities for school site and occupancy.
- Secure appropriate furnishing, materials, supplies and equipment for school operations.

Outreach and Collaboration:

- Develop and maintain effective relationships with the Nevada Department of Education, and oversee all aspects of charter renewal, review, and compliance.
- Oversee the accreditation process and any related activities.
- Represent the school as a leader in the Nevada charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community.
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses and local councils and residents.
- Assist the Principal, as requested, in coordinating parent involvement and volunteering.

Communications:

- Oversee the school's website, email / listservs, newsletter and other means of communication with the parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist the Principal in coordinating parent education workshops, Town Hall meetings and other forums to discuss the school's mission, vision and operations with parents and other stakeholders.

Miscellaneous

- Engages in leadership capacity development under the coaching and mentorship of the Board



- Other duties as assigned to support academic, cultural, and operational excellence at WYLEES
- In the absence of a separate Principal, the Executive Director shall fulfill the roles set out in the Principal's job description, until such time as the position is filled.

Qualifications include:

The ideal candidate will demonstrate visionary leadership and strong administrative skills, as well as the ability to work collaboratively with the school community to establish, execute, and fulfill WYLEES' vision of empowering tomorrow's leaders to change the world today through creativity, collaboration, and civic engagement and accelerating learning for all students. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision maker and possess the ability to facilitate collaboration and teamwork.

Skills and Characteristics

- Bilingual (Spanish/English) highly preferred
- Possesses a work ethic and personal belief system that aligns with the mission and vision of WYLEES
- Prioritizes building own leadership skills
- Is consistently self-reflective and seeks feedback from stakeholders on their leadership skills and mindsets
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in positive school and class culture and the ability to articulate effective strategies to teachers and staff
- Proven track record of supporting strong academic and socio-emotional growth with students

Education and Experience

- Extensive experience in nonprofit management, fundraising, budgeting, government relations, communications and marketing.
- The ability to multitask and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long term thinking.
- At least 5 years of successful urban teaching experience, preferably with English language learners / Emerging Bilingual students strongly preferred.
- Successful past experience leading adults as a Principal, department head/content leader, Instructional Coach, or Dean, or demonstrated promise to become an effective school leader.
- Possession of a valid Nevada teaching license preferred; Administrative Licensure highly preferred.
- Master's degree or higher is required.



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



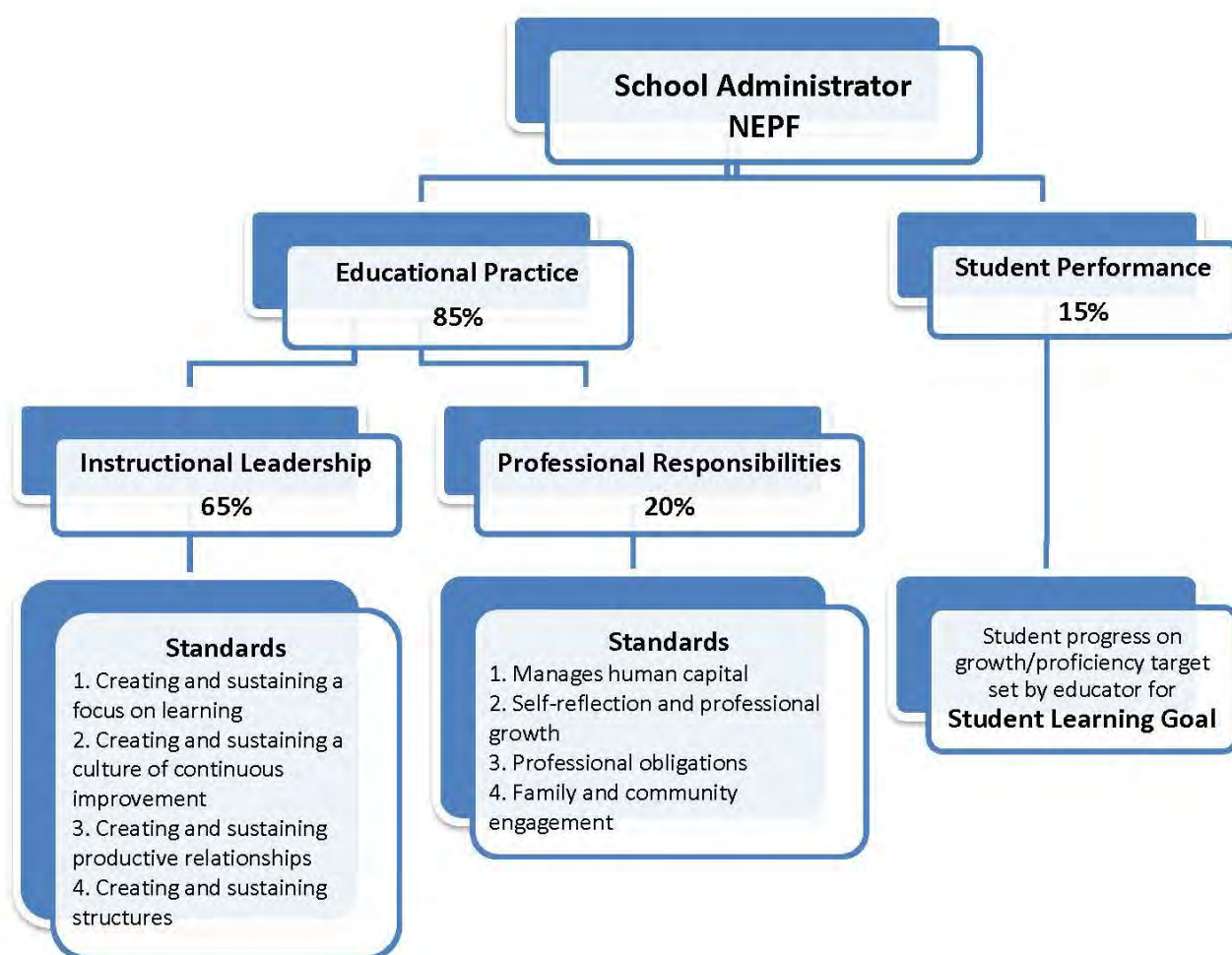
ATTACHMENT 14: SCHOOL LEADER EVALUATION TOOL

Appendix A – School Administrator Framework

Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education (see Figure 6 below).

Figure 6: School Administrator Category Weights



Educational Practice

The School Administrator Framework and Teacher Framework align in structure as well as in orientation to stakeholder values. The Instructional Leadership Domain sets the parameters for measuring administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The School Administrator Standards and Indicators were determined as a result of a rigorous review of existing administrator leadership standards, including but not limited to the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

School Administrator Instructional Leadership Standards and Indicators

Standard 1: Creating and Sustaining a Focus on Learning

- **Indicator 1:** The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.
- **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

- **Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability, and socio-economic status.

Standard 3: Creating and Sustaining Productive Relationships

- **Indicator 1:** The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community.
- **Indicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.
- **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.

- **Indicator 4:** The school-level administrator has structures and processes in place to communicate and partner with teachers, and parents in support of the school's learning goals.

Standard 4: Creating and Sustaining Structures

- **Indicator 1:** The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- **Indicator 2:** The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

School Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital

- **Indicator 1:** The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.
- **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities.
- **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

- **Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Standard 3: Professional Obligations

- **Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families.
- **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community.
- **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.
- **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

- **Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment.
- **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts.
- **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.

Student Performance

The school administrator evaluation system contains a Student Performance Domain, which includes data reflecting student growth and proficiency over time. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. Many variables can affect the relationship between student growth and educator performance. As new educator evaluation models are implemented, advances in research and best practices are anticipated. Nevada's approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 1 Creating and Sustaining a Focus on Learning	STANDARD 2 Creating and Sustaining a Culture of Continuous Improvement	STANDARD 3 Creating and Sustaining Productive Relationships	STANDARD 4 Creating and Sustaining Structures
INDICATOR 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	INDICATOR 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	INDICATOR 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.	INDICATOR 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
INDICATOR 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	INDICATOR 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	INDICATOR 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	INDICATOR 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
INDICATOR 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	INDICATOR 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	INDICATOR 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	INDICATOR 3 Administrator allocates resources effectively, including organizing time, to support learning goals.
INDICATOR 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	INDICATOR 4 Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.	INDICATOR 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.	

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING - INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
INDICATOR 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator notes • Administrator pre/ post conference 	<ul style="list-style-type: none"> • Vision reflects an emphasis on high levels of student learning • Vision articulates the direction in which the organization is heading • Involves staff, parents, students, and the larger community in the decision-making process • Conducts a formalized yearly review of the school's vision to ensure it reflects the cultural and organizational intent of the community
INDICATOR 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/ post conference • Administrator notes • Student work • Teacher work • School performance data 	<ul style="list-style-type: none"> • Monitors data for accountability • Leads shift from how well teachers teach to how well students learn • Provides opportunities for teachers and students to participate in the monitoring and analysis process (SIP Team, data team, focus groups, testing committee, etc.)
INDICATOR 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Supports teacher reflection • Supports learning and growth goals for teachers • Regular learning team meetings focus on the details of lessons and adjustments made based on assessment results • Builds capacity of teachers to effectively implement rigorous curriculum for college and career readiness
INDICATOR 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/ post conference • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Supports teacher planning for student success. • Creates differentiated professional development and training to reflect the needs of the teachers and students • Provides ongoing, job-embedded, content-specific professional development to support teachers

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING - *PERFORMANCE LEVELS*

INDICATOR 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	INDICATOR 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	INDICATOR 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	INDICATOR 4 Administrator systematically supports each teacher's short-term and long-term planning for student learning through a variety of means.
Level 4 Administrator engages a broad range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals.	Level 4 Administrator holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data.	Level 4 Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.
Level 3 Administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate.	Level 3 Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Level 3 Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 3 Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.
Level 2 Administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision.	Level 2 Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Level 2 Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 2 Administrator provides limited support of teachers' short-term and long-term planning for student learning.
Level 1 Administrator engages no, or almost no stakeholders in the development of a vision for high student achievement and college and career readiness, with no, or almost no review of the vision.	Level 1 Administrator holds no, or almost no teachers and students accountable for learning.	Level 1 Administrator structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 1 Administrator provides no, or almost no support of teachers' short-term and long-term planning for student learning.

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT - *INDICATORS*

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
INDICATOR 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Communicates clear and explicit expectations for teachers and students • Monitors expectations for the teaching and learning process within a learning community • Provides ongoing reflection and adjustment of practices through systematic feedback • Seeks out root causes for problems and searches for solutions
INDICATOR 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews 	<ul style="list-style-type: none"> • Develops teachers as learners through coaching and other structures • Plans for teacher observation and conferencing to promote teacher growth and development • Develops and implements a system for professional learning opportunities and coaching • Tailors supports to teacher's learning styles and growth needs
INDICATOR 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Uses a range of evidence (qualitative and quantitative) to determine who is learning, who is not, and why • Disaggregates data to identify and address learning deficits • Monitors the effectiveness of school programs and their impact on student learning • Builds capacity of teachers to analyze student work and learning data
INDICATOR 4 Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Serves all students well regardless of family background, socioeconomic status, or ability • Expects all children can achieve at high levels • Builds school's collective capacity to help students reach their potential • Takes an active role in ensuring that students have equitable opportunities to achieve

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT - *PERFORMANCE LEVELS*

INDICATOR 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	INDICATOR 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	INDICATOR 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	INDICATOR 4 Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status.
Level 4 Administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Level 4 Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Level 4 Administrator gathers and analyzes multiple sources and a wide variety of data to systematically and consistently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 4 Administrator models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability and builds collective school responsibility to ensure that students have equitable opportunities to achieve.
Level 3 Administrator sets clear and adequate expectations for teacher performance and student performance and creates an adequate system for monitoring and follow-up on growth and development.	Level 3 Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Level 3 Administrator gathers and analyzes adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 3 Administrator models and demonstrates high expectations that all children can learn at high levels regardless of family background, socioeconomic status, or ability.
Level 2 Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.	Level 2 Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Level 2 Administrator gathers and analyzes limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 2 Administrator demonstrates minimal expectations that children can learn at high levels regardless of family background, socioeconomic status, or ability.
Level 1 Administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development.	Level 1 Administrator provides no, or almost no support for teacher development.	Level 1 Administrator gathers and analyzes no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 1 Administrator demonstrates little expectation that children can learn at high levels regardless of family background, socioeconomic status, or ability.

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS - *INDICATORS*

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
INDICATOR 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school's community.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Teacher interviews • Student performance data • Administrator notes 	<ul style="list-style-type: none"> • Creates a trustful learning environment • Knows adults and students • Ensures that each student and staff member is valued • Creates a school-wide culture where all school community members feel included
INDICATOR 2 Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Enables and supports collaborative decision-making. • Structures opportunities for dialogue that will impact the teaching and learning environment • Creates and supports shared leadership responsibilities • Actively provides meaningful leadership opportunities to effective teachers
INDICATOR 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Designs time for teacher and administrator collaboration to support achievement of school goals • Engages staff in analyzing student data to determine appropriate differentiations and interventions based on students' learning needs • Multiple staff members serve as instructional leaders in the school
INDICATOR 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Develops system to communicate and partner with stakeholders to support and promote the identified school's learning goals • Fosters a positive school climate by seeking assistance from community members

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS - *PERFORMANCE LEVELS*

INDICATOR 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.	INDICATOR 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	INDICATOR 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	INDICATOR 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.
Level 4 Administrator fully demonstrates a welcoming, mutually respectful, and caring environment and an interest in all adults' and students' well-being to create a positive affective experience for all members of the school community.	Level 4 Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.	Level 4 Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals.	Level 4 Administrator has effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals.
Level 3 Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for members of the school community.	Level 3 Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 3 Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.	Level 3 Administrator has adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.
Level 2 Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to minimally create a positive affective experience for members of the school community.	Level 2 Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 2 Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 2 Administrator has limited structures and processes in place and inadequately communicates and partners with teachers and parents in support of the school's learning goals.
Level 1 Administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults' and students' well-being and does not create a positive affective experience for all members of the school community.	Level 1 Administrator provides no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 1 Administrator does not structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 1 Administrator has no, or almost no structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 4: CREATING AND SUSTAINING STRUCTURES - *INDICATORS*

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
INDICATOR 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Utilizes the school's vision and mission to set goals, design systems and procedures • Assesses current reality of systems and processes for effectiveness and impact on learning • Reviews and evaluates alignment of teaching and learning practices to support student success
INDICATOR 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Monitors school-wide practices to ensure coherent and cohesive learning program • Builds capacity of teachers to analyze standards, curricula, and aligned assessments for coherent learning program
INDICATOR 3 Administrator allocates resources effectively, including organizing time, to support learning goals.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student performance data 	<ul style="list-style-type: none"> • Maximizes resources to support learning success • Actively accesses additional resources that align to strategic priorities • Allocates all resources in alignment with school goals and priorities

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

STANDARD 4: CREATING AND SUSTAINING STRUCTURES - *PERFORMANCE LEVELS*

INDICATOR 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	INDICATOR 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	INDICATOR 3 Administrator allocates resources effectively, including organizing time, to support learning goals.
Level 4 Administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Level 4 Administrator develops effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Level 4 Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.
Level 3 Administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate.	Level 3 Administrator develops sufficient systems and processes to adequately implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate.	Level 3 Administrator allocates resources adequately, including organizing time, to support learning goals.
Level 2 Administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.	Level 2 Administrator develops limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 2 Administrator allocates resources inadequately including organizing time, to minimally support learning goals.
Level 1 Administrator implements no, or almost no systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.	Level 1 Administrator develops no, or almost no systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 1 Administrator allocates no or almost no resources to support learning goals.

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS

Four-Point Rating Scale

Level 4. The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities.

Level 3. The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities.

Level 2. The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations are unclear and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities.

Level 1. The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate professional learning responsibilities.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR SELF-ASSESSMENT TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Teacher Name: [Click here to enter text.](#)

School Name: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Information from this tool is discussed and utilized to inform the development of one Student Learning Goal (SLG) and one Professional Practice Goal (PPG) on the Goal Setting and Planning Tool document.

Instructional Leadership Standards

Standard 1: Creating and Sustaining a Focus on Learning

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	Click here to enter text.
Indicator 2: Holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Click here to enter text.
Indicator 3: Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Click here to enter text.
Indicator 4: Systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	Click here to enter text.
Areas of Strength and Growth for Standard 1	
Click here to enter text.	

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR SELF-ASSESSMENT TOOL

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 2: Supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Click here to enter text.
Indicator 3: Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Click here to enter text.
Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	Click here to enter text.
Areas of Strength and Growth for Standard 2	
Click here to enter text.	

Standard 3: Creating and Sustaining Productive Relationships

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.	Click here to enter text.
Indicator 2: Provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Click here to enter text.
Indicator 3: Structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Click here to enter text.
Indicator 4: Has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.	Click here to enter text.
Areas of Strength and Growth for Standard 3	
Click here to enter text.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK SCHOOL ADMINISTRATOR SELF-ASSESSMENT TOOL

Standard 4: Creating and Sustaining Structures

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Click here to enter text.
Indicator 2: Develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Click here to enter text.
Indicator 3: Allocates resources effectively, including organizing time, to support learning goals.	Click here to enter text.
Areas of Strength and Growth for Standard 4	
Click here to enter text.	

Professional Responsibilities Standards

Standard 1: Manages Human Capital

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Collects high-quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.	Click here to enter text.
Indicator 2: Uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.	Click here to enter text.
Indicator 3: Supports the development of teacher leaders and provides leadership opportunities.	Click here to enter text.
Indicator 4: Complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.	Click here to enter text.
Areas of Strength and Growth for Standard 1	
Click here to enter text.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR SELF-ASSESSMENT TOOL

Standard 2: Self-Reflection and Professional Growth

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.	Click here to enter text.
Indicator 2: Seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.	Click here to enter text.
Indicator 3: Pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.	Click here to enter text.
Areas of Strength and Growth for Standard 2	
Click here to enter text.	

Standard 3: Professional Obligations

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	Click here to enter text.
Indicator 2: Models integrity in all interactions with colleagues, staff, students, families, and the community.	Click here to enter text.
Indicator 3: Respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.	Click here to enter text.
Indicator 4: Follows policies, regulations, and procedures specific to role and responsibilities.	Click here to enter text.
Areas of Strength and Growth for Standard 3	
Click here to enter text.	

Standard 4: Family and Community Engagement

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 1: Involves families and the community in appropriate policy implementation, program planning, and assessment.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR SELF-ASSESSMENT TOOL

Indicators	Level of Performance and Evidence in Traditional Settings
Indicator 2: Involves families and community members in the realization of vision and in related school improvement efforts.	Click here to enter text.
Indicator 3: Connects students and families to community health, human, and social services as appropriate.	Click here to enter text.
Areas of Strength and Growth for Standard 4	
Click here to enter text.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Teacher Name: [Click here to enter text.](#)

School Name: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

This tool, an alternative for the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year. Leadership and professional practices may be stronger in one type of environment than in another; this difference should be used to drive conversation to identify areas for professional supports. This tool may be updated throughout the year to encourage conversation and drive continuous reflection.

Instructional Leadership Standards

Standard 1: Creating and Sustaining a Focus on Learning

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	Click here to enter text.	Click here to enter text.
Indicator 2: Holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Click here to enter text.	Click here to enter text.
Indicator 3: Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Click here to enter text.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK SCHOOL ADMINISTRATOR SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 4: Systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 1		
Click here to enter text.		

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Click here to enter text.	Click here to enter text.
Indicator 2: Supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Click here to enter text.	Click here to enter text.
Indicator 3: Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Click here to enter text.	Click here to enter text.
Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 2		
Click here to enter text.		

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Standard 3: Creating and Sustaining Productive Relationships

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.	Click here to enter text.	Click here to enter text.
Indicator 2: Provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Click here to enter text.	Click here to enter text.
Indicator 3: Structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Click here to enter text.	Click here to enter text.
Indicator 4: Has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 3		
Click here to enter text.		

Standard 4: Creating and Sustaining Structures

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Click here to enter text.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK SCHOOL ADMINISTRATOR SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 2: Develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Click here to enter text.	Click here to enter text.
Indicator 3: Allocates resources effectively, including organizing time, to support learning goals.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 4		
Click here to enter text.		

Professional Responsibilities Standards

Standard 1: Manages Human Capital

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Collects high-quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.	Click here to enter text.	Click here to enter text.
Indicator 2: Uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.	Click here to enter text.	Click here to enter text.
Indicator 3: Supports the development of teacher leaders and provides leadership opportunities.	Click here to enter text.	Click here to enter text.
Indicator 4: Complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.	Click here to enter text.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Areas of Strength and Growth for Standard 1

Click here to enter text.

Standard 2: Self-Reflection and Professional Growth

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.	Click here to enter text.	Click here to enter text.
Indicator 2: Seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.	Click here to enter text.	Click here to enter text.
Indicator 3: Pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.	Click here to enter text.	Click here to enter text.

Areas of Strength and Growth for Standard 2

Click here to enter text.

Standard 3: Professional Obligations

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	Click here to enter text.	Click here to enter text.
Indicator 2: Models integrity in all interactions with colleagues, staff, students, families, and the community.	Click here to enter text.	Click here to enter text.
Indicator 3: Respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.	Click here to enter text.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK SCHOOL ADMINISTRATOR SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 4: Follows policies, regulations, and procedures specific to role and responsibilities.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 3		
Click here to enter text.		

Standard 4: Family and Community Engagement

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Involves families and the community in appropriate policy implementation, program planning, and assessment.	Click here to enter text.	Click here to enter text.
Indicator 2: Involves families and community members in the realization of vision and in related school improvement efforts.	Click here to enter text.	Click here to enter text.
Indicator 3: Connects students and families to community health, human, and social services as appropriate.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 4		
Click here to enter text.		

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR PRE/POST OBSERVATION CONFERENCE TOOL

*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

Administrator Name: [Click to enter text.](#)

Evaluator Name: [Click to enter text.](#)

School Name: [Click to enter text.](#)

Activity to Be Observed: [Click to enter text.](#)

Proposed Observation Date: [Click to enter a date.](#)

Observation Time/Duration: [Click to enter text.](#)

Date of Pre/Post Conference: [Click to enter text.](#)

This tool is for the school administrator and evaluator to discuss an upcoming scheduled observation, or to discuss recent scheduled and/or unscheduled observations. It is intended to guide thinking and conversation. **The questions on this form serve as a guide to start conversation and are not required.** Every question may not be answered or be relevant to every observation.

Instructional Leadership Standards

Questions to Guide Discussions:	Notes
<ul style="list-style-type: none"> • How will/did you create and sustain a focus on learning in your school? • How will/did you create and sustain a culture of continuous improvement? • How will/did you demonstrate productive relationships with your staff and school community? • How will/did you develop, implement, and support structures and processes to meet the needs of the school community? 	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR PRE/POST OBSERVATION CONFERENCE TOOL

Professional Responsibilities Standards

Questions to Guide Discussions:	Notes/Evidence Reviewed:
<ul style="list-style-type: none"> • How will/did you create and sustain a focus on learning in your school? • How will/did you create and sustain a culture of continuous improvement? • How will/did you demonstrate productive relationships with your staff and school community? • How will/did you develop, implement, and support structures and processes to meet the needs of the school community? 	<p>Click here to enter text.</p>

Student Learning and Professional Practice Goals

Progress Toward Student Learning Goal and Professional Practice Goal
<p>Discuss progress made toward the SLG or PPG and log evidence of discussion here:</p> <p>Click here to enter text.</p>

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

SCHOOL ADMINISTRATOR OBSERVATION/EVIDENCE REVIEW TOOL

*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

Educator Name: Click to enter text.

Evaluator Name: Click to enter text.

School Name: Click to enter text.

Observation Date: Click to enter a date.

Time/Duration: Click to enter text.

Event/Activity Observed: Click to enter text.

This tool is to be used by the evaluator to note evidence throughout the observation and review evidence during the post-observation conference. The evaluator uses this tool to record feedback provided to the educator, review the evidence presented/observed in alignment with the Standards and Indicators, and check progress toward goals.

Observation Evidence:	Confirmatory Evidence Review:	Aligned Standard(s)/ Indicator(s)
<i>What did the educator say and do? (Staff, student, and parent/stakeholder interactions may also be considered.)</i>	<i>What evidence did you review/discuss during the observation, pre-observation conference, or post-observation conference that supports the observation?</i>	<i>Identify specific standards and indicators observed. Example: ILS 1.3 (Instructional Leadership Standard 1 Indicator 3)</i>
Click here to enter text.	Click here to enter text.	Click here to enter text.

Feedback to Educator
Click here to enter text.

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 15: TEACHER EVALUATION TOOL

NEVADA EDUCATOR PERFORMANCE FRAMEWORK (NEPF) EVALUATION SYSTEM

2023 – 24
SCHOOL ADMINISTRATOR
AND
TEACHER PROTOCOLS



Table of Contents

Introduction to the Nevada Educator Performance Framework	3
TLC Beliefs	3
Evaluation System Goals	3
Main Purposes of the Evaluation Framework.....	4
The Evaluation Cycle	5
Step 1: Educator Self-Assessment.....	8
Step 2: Pre-Evaluation Conference, Goal Setting, and Plan Development.....	9
Step 3: Plan Implementation - Observations, Conferences, and Review of Evidence	11
Step 4: Mid-Cycle Goals Review	14
Step 5: Summative Evaluation and Post-Evaluation Conference	15
Glossary.....	18
Appendix A – School Administrator Framework.....	22
Appendix B – Teacher Framework	26
Appendix C – Key Words in the Performance Descriptors	30
Appendix D – Goal Setting and Planning Guide	34

Table of Figures

Figure 1: Evaluation Cycle	5
Figure 2: Typical Evaluation Cycle.....	5
Figure 3: Differentiated Evaluation Components and Timeline per NRS 391.675-391.730.....	6
Figure 4: Differentiated Observation Cycle per NRS 391.675-391.730	12
Figure 5: NEPF Scoring Ranges.....	17
Figure 6: School Administrator Category Weights	22
Figure 7: Teacher Category Weights.....	26
Figure 8: Student Learning Goal Scoring Rubric	38

Introduction to the Nevada Educator Performance Framework

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

TLC Beliefs

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- “All educators* (see definition in glossary) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system; and
- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves.

Evaluation System Goals

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth
- Goal 2: Improve educators’ effective instructional practices
- Goal 3: Inform human capital decisions based on a professional growth system
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership of their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators.

Main Purposes of the Evaluation Framework

The overall purpose of Nevada’s Educator Performance Framework (NEPF) is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (goals 1, 2, 3, and 4);
- Information on which to base human capital decisions including rewards and consequences (goal 3); and
- Whether educators are:
 - Using data to inform decision making (goals 1, 2, and 4),
 - Helping students meet achievement targets and performance expectations (goals 1 and 4),
 - Effectively engaging families (goals 1 and 2), and
 - Collaborating effectively (goals 1, 2, and 3).

Please see the Nevada Department of Education’s [Nevada Educator Performance Framework \(NEPF\)](#) webpage for current tools, protocols, and resources.

The Evaluation Cycle

The following guidelines are designed to help educators and their evaluators implement the Nevada Educator Performance Framework. The evaluation cycle is a year-long process with multiple components (Figure 1). While the typical evaluation cycle is presented in Figure 2, it is important to note that the evaluation cycle is differentiated for educators based on the level of experience and/or previous evaluation ratings (Figure 3).

Figure 1: Evaluation Cycle



At the beginning of the school year, the educator receives a complete set of materials that includes the **Teacher Instructional Practice Standards (Administrator Instructional Leadership Standards)** and the **Teacher Professional Responsibilities Standards (Administrator Professional Responsibilities Standards)** rubrics with Standards, Indicators, Performance Levels, and evidence sources, as well as access to the current year's **NEPF Protocols** outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of the evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen a shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

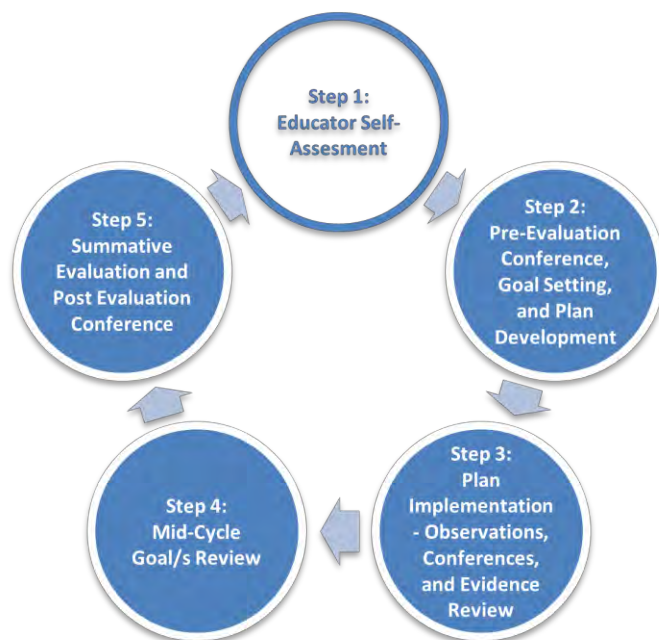
Figure 2: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference, Goal Setting, and Plan Development	Early Fall
Step 3: Plan Implementation - Observations, Conferences, and Evidence Review	Throughout School Year
Step 4: Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
Step 5: Summative Evaluation and Post-Evaluation Conference	Late Spring/Summer

Figure 3: Differentiated Evaluation Components and Timeline per [NRS 391.675-391.730](#)

Evaluation Component	Probationary educators in the first year of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	Post-probationary educators with a rating of highly effective for the two immediately preceding years
Self-Assessment	Prior to pre-evaluation conference	Prior to pre-evaluation conference	Prior to pre-evaluation conference	Prior to pre-evaluation conference
Pre-Evaluation Conference	Prior to first observation/ evidence review	Prior to first observation/ evidence review	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction
Plan Implementation: Observation Cycle(s) <ul style="list-style-type: none"> • Pre-observation conference (s) • Observation(s) • Post-observation conference (s) and evidence review 	<ul style="list-style-type: none"> • 1st scheduled observation cycle must occur within 40 days after the first day of instruction • 2nd scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction • 3rd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction 	<ul style="list-style-type: none"> • 1st scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction • 2nd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction of the school year 	<ul style="list-style-type: none"> • One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year 	<ul style="list-style-type: none"> • One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year
Mid-Cycle Goal/s Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
The Summative Evaluation (Admin: Summative Evaluation) and Conference	Performance rating is based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	Performance rating is based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	Performance rating is based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool .

During the summer of 2020, Department staff worked with representatives from around the State, ranging from district personnel and heads of professional organizations to administrators and teachers, to establish additional guidance around the implementation of the NEPF in-person, hybrid, and distance learning environments. The **NEPF In-Person, Hybrid, and Distance Learning Guide** was created to support educators and their evaluators as they navigate observation, feedback, coaching, and evaluation in digital or blended education. The purpose is to provide guidance that proves useful in each educator's individual context across the state of Nevada. The recommendations presented align to the expectations found in the NEPF protocols and NRS 391.650-730. Because of this, it is suggested to utilize this document alongside the standard NEPF Protocols.



Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. A guiding principle for the NEPF is that evaluation should be done with educators, not to them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

Self-Assessment:

Using the **Self-Assessment Tool** (Admin: **Self-Assessment Tool**) or the revised tool for in-person, hybrid, or distance learning **Self-Monitoring Tool** (Admin: **Self-Monitoring Tool**) and examining a wide range of evidence (including previous evaluations if applicable), the educator assesses his/her practice based on the levels of performance.

Goal Setting:

The educator uses the **Goal Setting and Planning Tool** to:

- Set proposed goals, including but not necessarily limited to:
 - One Student Learning Goal (SLG), and
 - One Professional Practice Goal (PPG) related to improving the educator's own practice that supports the achievement of the SLG;
- Develop action steps for each goal; and
- Record evidence to be used.



Step 2: Pre-Evaluation Conference, Goal Setting, and Plan Development

The second step of the evaluation cycle is the pre-evaluation conference between the educator and evaluator. The educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals as needed. During this initial conference, the educator and evaluator must engage in a conversation that incorporates all of the components identified below, as appropriate to the context of the educator.

Goal Setting and Planning:

The educator presents the **Goal Setting and Planning Tool** with proposed Student Learning Goal, Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

Student Learning Goal:

- The educator and evaluator discuss the proposed SLG and use the criteria column of the **Goal Setting and Planning Tool** to review goal requirements, revise (if necessary), review baseline data, and identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale. The educator and evaluator review the SLG Scoring Rubric and discuss expectations and learning targets associated with each level 1 to 4. Expectations must be clear to both the evaluator and educator.
- **NOTE:** Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. A turnaround school is defined as a school that has been determined to be a turnaround pursuant to NRS 388G.400 only; however, these educators are still required to set a Student Learning Goal and Professional Practice Goal as expected within the NEPF.

- **Professional Practice Goal:**

The educator uses the **Self-Assessment Tool** (Admin: **Self-Assessment Tool**) or the **Self-Monitoring Tool** (Admin: **Self-Monitoring Tool**) and/or previous evaluation to identify and set a professional practice goal. The goal should align with and provide support for the SLG.

Pre-Evaluation Conference Conversation:

The educator and evaluator review the rubrics and engage in conversation. This conversation must:

- Ensure that the standard identified as the focus for SLG aligns with an area of high need for the educator's current students through a review of a needs assessment.
- Clearly identify and agree on the source(s) of growth or achievement used to measure the SLG.
- Ensure that the source(s) of student growth or achievement clearly measures the standard identified as the focus through the needs assessment and goal-setting process.
- Discuss procedures to be utilized if the same source(s) of growth or achievement is to be used by multiple teachers to measure their SLG.
- Clarify the points in time when the identified assessment will be administered and/or what "multiple points in time" means for the given educator.
- Identify students to be included in the SLG and provide a rationale for any exclusion.
- Discuss how the SLG scoring rubric will be applied to the given educator and determine how the educator will be scored. The educator-evaluator team must discuss and consider any contextual variables that may impact the educator's ability to perform his or her professional responsibilities and/or instruction. Such variables include, but are not limited to, class size and needs of student groups (e.g. English Learners).
- Answer the question, *"Are there any assumptions about specific Indicators that need to be shared because of the school/classroom context?"* For example, if several students in the class are limited English speakers or are non-verbal, in what ways will the educator address Instructional Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies?
- Answer the questions, *"Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?"*
- Answer the question, *"Are there any Indicators that previous performance identified as an area for growth and will need to be a specific focus for part or all of the year?"*
- Pursuant to NRS 391.465, there must be, "consideration of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher recommended by the State Board pursuant to NRS 388.890 and, if so, the degree to which the ratios affect: (1) The ability of the employee to carry out his or her professional responsibilities; and (2) The instructional practices of the employee."

Educator Plan:

As a result of the conference, the educator should have a clear understanding of the expectations for performance as aligned to the Instructional Practice/ Instructional Leadership Standards and Professional Responsibilities Standards, clearly defined goals to support both student achievement and the educator's professional growth and improvement, and a plan of action for moving forward.



Step 3: Plan Implementation - Observations, Conferences, and Review of Evidence

The third step of the evaluation cycle is implementing the plan. For the duration of the cycle, the educator pursues the attainment of high-level performance on all Standards and Indicators and monitors progress on his/her goals (SLG and PPG). The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance. A single evidence source can be used to support evidence of performance on multiple Indicators and/or Standards. Additionally, the educator may choose to collect evidence for review throughout the cycle but should not create artifacts specifically for the evidence review. Educators should use documents that occur as part of everyday practice.

The observation cycle provides a foundation for dialogue, collaboration, and action. The educator and evaluator use the **Pre/Post-Observation Conference Tool** (Admin: **Pre/Post-Observation Conference Tool**), the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor student performance, and determine evidence to review.

Evidence Review:

- The evaluator reviews evidence and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**), aligning observation data to corresponding NEPF Standards and Indicators.
- The evaluator reviews preliminary SLG data to monitor educator progress on the SLG/PPG and to provide guidance and/or supports as needed.
- In addition to the NEPF frameworks, a variety of additional resources have been created to help educators identify potential evidence sources:
 - **Digital and Blended Learning Evidence and Examples-In-Practice**
 - **Teacher Examples in Action: Instructional Practice and Professional Responsibilities**

- School Administrator Examples in Action: **Instructional Leadership** and **Professional Responsibilities**

Observation and Conference Process:

- For scheduled observations only, the educator and evaluator use the **Pre/Post-Observation Conference Tool** (Admin: **Pre/Post-Observation Conference Tool**) to discuss the upcoming observation. **NOTE:** The questions on the tool are a guide, and all questions are not required for every observation.
- The evaluator conducts the observation. Using the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**), the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators. Observations are **NOT** scored.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** (Admin: **Pre/Post-Observation Conference Tool**) to discuss the observation, provide feedback, and identify professional learning needs.

Observation Cycle: The observation cycle consists of a pre-observation conference with the educator and the evaluator, an observation focused on the Standards, and a post-observation conference. The pre- and post-observation conferences include guiding questions and potential evidence review, as requested by the evaluator.

Figure 4: Differentiated Observation Cycle (NRS 391.675-391.730)

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
<ul style="list-style-type: none"> • Probationary educators in year one of their initial or additional probationary period • Educators whose previous year rating was ineffective or developing 	1 time per year	<ul style="list-style-type: none"> • 3 scheduled observation cycles (minimum) • Supervising administrator must conduct 2 of the 3 required observations
<ul style="list-style-type: none"> • Probationary educators whose immediately preceding year rating was effective or highly effective 	1 time per year	<ul style="list-style-type: none"> • 2 scheduled observation cycles (minimum) • Supervising administrator must conduct 1 of the 2 required observations
<ul style="list-style-type: none"> • Probationary educators whose rating for two consecutive years were effective or highly effective • Post-probationary educators whose previous year rating was effective or highly effective 	1 time per year	<ul style="list-style-type: none"> • 1 scheduled observation cycle (minimum) • Supervising administrator must conduct the 1 required observation
<ul style="list-style-type: none"> • Post-probationary educators with rating of highly effective for the two immediately preceding years 	No summative evaluation for 1 year	<ul style="list-style-type: none"> • 1 scheduled observation cycle (minimum) • Supervising administrator must conduct the 1 required observation

Pre-Observation Conferences: Each scheduled observation is preceded by a pre-observation conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the educator being evaluated leads these discussions and provides the rationale for the basis of his/her instructional practices. It is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

Observations: “Scheduled” (announced) observations are those observations for which prior notice is given AND a pre-observation conference has been held. The minimum number of scheduled observations that must be conducted by the supervising administrator is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle (Refer to Figures 3 and 4 above). For educators, each scheduled classroom observation, as one component of the educator evaluation, needs to be conducted for a minimum of twenty minutes. Observations may be conducted by other authorized personnel.

“Unscheduled” observations follow the same procedure as scheduled observations, with the exception of the requirements for a Pre-Observation Conference and the minimum twenty-minute duration for educators. Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum. Best practices suggest more frequent observations paired with brief reflective conferences support a greater improvement of instruction.

Frequent observations provide invaluable insight into the educator’s performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator’s practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**) to document the reviewing of evidence for both types of observations. Observations should **NOT** be scored as ratings should only be assigned after multiple observations are conducted to assess levels of performance.

Post-Observation Conferences: Following all observations, the post-observation conference should be a joint discussion between the educator and evaluator. This is a time during which the evaluator provides explicit feedback on performance and identifies and discusses professional learning needs. Post-observation conferences for scheduled and unscheduled observations within an observation cycle can be combined into a single meeting, regardless of the length of time between the observations, but it is recommended that a post-observation conference should be conducted no later than a week after the observation to provide the educator with timely, constructive feedback.

Based on observations and evidence, if an educator’s performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.



Step 4: Mid-Cycle Goal/s Review

The fourth step, the Mid-Cycle Goals Review, is the time when the educator and evaluator formally meet to review identified evidence. The conference should be held mid-year to discuss educator progress and performance on all NEPF Standards and Indicators and progress toward attaining goals. This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice. If appropriate, the educator and evaluator may choose to revise the SLG and/or PPG at this time. If the evaluator and educator agree that an adjustment should be made to the SLG at this time, then a follow-up conference should be scheduled to review data again and re-evaluate the progress on the SLG.

In addition, if there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no “surprises” during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required to address areas of concern (NRS 391.695 & 391.715). Evaluators use the **Educator Assistance Plan Tool** to provide recommendations for improvements in the performance of the educator and to describe the actions that will be taken to assist the educator [NRS 391.695 1(e)].

Mid-Cycle Conference: Educator and evaluator develop a shared understanding of progress and the educator’s performance on the Standards and Indicators and the goals detailed in the **Goal Setting and Planning Tool**. The evaluator will identify mid-course adjustments if needed.



Step 5: Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**) data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. A constructive summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

Scoring of the Educational Practice Category:

- The evaluator uses the data from the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**) and any additional evidence documented throughout the cycle to identify the appropriate performance levels for each Indicator following the **Teacher Instructional Practice Standards (Administrator Instructional Leadership Standards)** and the **Teacher Professional Responsibilities Standards (Administrator Professional Responsibilities Standards)** rubrics.
- The evaluator inputs the performance levels into the **Summative Evaluation Tool** (Admin: **Summative Evaluation**). Performance levels selected may range from 1 to 4 (whole numbers only).
- The Indicator performance levels are then used to calculate the score for each Standard. This is done by averaging all performance levels for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) and Professional Responsibilities are calculated by averaging the scores for each Standard.

- The final Educational Practice score (unadjusted) is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities scores on the **Summative Evaluation Tool** (Admin: **Summative Evaluation**). See Appendix A (administrator) or Appendix B (teacher) for the weights.
- Post-probationary teachers who are designated as effective or highly effective will be awarded an additional weight (adjusted score) in certain Standards and Indicators equivalent to the percentage by which the ratio of pupils for which the teacher is responsible exceeds the recommended ratio of pupils per licensed teacher set by the State Board of Education (see recommended ratios below). The adjusted score is not to exceed the maximum score that would otherwise be possible for a teacher rated as highly effective (4). The Standards and Indicators that are eligible for the additional weight are:
 - The manner in which the teacher employs the cognitive abilities and skills of all pupils, Instructional Practice Standard 2 Indicator 1 (IPS 2.1),
 - The manner in which the teacher provides an opportunity for extended discourse (IPS 3.1),
 - The manner in which the teacher structures a classroom environment (IPS 3.4),
 - The manner in which the teacher engages with the families of pupils, Professional Responsibilities Standard 4 (PRS 4), and
 - The perception of pupils of the performance of the teacher (PRS 5).

Grades	State Board of Education Recommendations for the Ratio of Pupils
K-3	15 pupils per 1 licensed teacher
4-12	25 pupils per 1 licensed teacher

- Band, choir, and orchestra teachers; teachers who teach grade levels other than K-12; and teachers who do NOT provide direct, regular instruction to students are not eligible for the class size adjustment. Teachers who teach multiple subjects should receive the class size adjustment for all eligible courses (e.g., a band teacher who teaches 4 sections of band and 2 sections of guitar should receive an adjustment for the 2 guitar classes).
- Teachers who teach multiple grade levels should receive an adjustment based on the lowest grade level taught (e.g., a teacher who teaches grades 3 and 4 should receive an adjustment based on the 15:1 ratio).

Scoring of the Student Performance Category:

Student performance is an important part of the evaluation and is measured via the Goal Setting and Planning Guide (see Appendix D). The educator shares the data gathered throughout the SLG process. The evaluator reviews the data and uses the SLG Scoring Rubric to determine an SLG score of 1 to 4 based on the progress made toward previously set targets. This number is then weighted and becomes the Student Performance Domain score of the Summative Evaluation. See Appendix A (administrator) or Appendix B (teacher) for the weight.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation.

Evaluation Conference:

During the final evaluation conference, the educator and evaluator review the evidence on which the final rating was determined and discuss the scores and feedback given within the **Summative Evaluation Tool**. (Admin: **Summative Evaluation**).

The final scoring ranges used to determine the final rating for educators were recommended by the TLC and approved by the State Board of Education for the 2021-22 school year and beyond.

Figure 5: NEPF Scoring Ranges

Overall Score Range	Final Rating
3.6 - 4.0	Highly Effective
2.8 - 3.59	Effective
1.91 - 2.79	Developing
1.0 - 1.9	Ineffective

Educators must:

- Demonstrate an SLG rubric score of 2, 3, or 4 to be eligible to receive an Effective summative rating.
- Demonstrate an SLG rubric score of 3 or 4 to be eligible to receive a Highly Effective summative rating.

For educators who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year; however, educators who meet this criterion are expected to participate in the evaluation cycle. Evaluators complete the **Summative Evaluation Exemption Verification Tool**. During the subsequent school year, educators who met this criterion will once again participate in the evaluation cycle and receive a summative evaluation (three-year cycle: 2 years of earning a Highly Effective summative rating + one year of a summative evaluation waiver).

NOTE: [NRS 391.725](#), as updated by SB 475 passed during the 80th Legislative Session, describes the statement that must be included on the evaluation of a probationary educator if he or she is to receive a rating of 'Ineffective.' The statement reads as follows:

“Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an ‘ineffective’ evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance.”

Glossary

Administrator Instructional Leadership Standards - Instructional leadership practices intended to support the practice of effective teaching in the classroom.

Administrator Professional Responsibilities Standards - Practices intended to promote collaboration and teamwork, personal growth and leadership, professionalism, and importance of building positive relationships with all stakeholders.

Administrators – Per [NRS 391.650](#), an administrator is any employee who holds a license as an administrator and who is employed in that capacity by a school district. NAC 391.569 further clarifies that an administrator means a person employed by a school district who provides primarily administrative services at the school level and who does not provide primarily direct instructional services to pupils, regardless of whether such a person is licensed as a teacher or administrator, including, without limitation, a principal and vice principal.

All Students – For the purpose of the NEPF, ‘all students’ refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES). A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach all students. The student learning goal allows for a targeted student population within an educator’s caseload. Within the SLG, ‘all students’ refers to that targeted population.

Data – Information, including classroom observations, student achievement scores, and artifacts, gathered during the evaluation process for determining educator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Diverse Learners – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

Domain – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Performance. NEPF Domains are made up of standards.

Educator – The individual upon whom an evaluation is performed.

Educator Assistance Plan Tool - Tool used by the educator and evaluator to develop and implement an assistance plan as necessary pursuant to NRS 391.695 (teachers) & 391.715 (administrators) as part of the Mid Cycle Review, but it may be completed earlier if appropriate.

Evaluation Cycle – Consists of the goal-setting and self-assessment processes and a number of supervisory observation cycles with feedback provided to educators with feedback throughout the process. The number of observation cycles within an evaluation cycle is differentiated based on educator status. See Figure 3.

Evaluator – The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to provide feedback and support, and to make judgments regarding performance.

Evidence – Data gathered through the evaluation cycle to support educators' progress on NEPF indicators, standards, and domains. Includes supervisor observation and progress towards meeting the Student Learning Goal.

Feedback – Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and make overall performance decisions. For example, the NEPF is a framework.

Goal Setting and Planning Tool – Tool used by teachers and school administrators to set a Student Learning Goal (SLG) and Professional Practice Goal to measure the Student Performance Domain.

Indicator – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the NEPF standard or professional practice being measured. Indicators are the building block of NEPF standards.

Level – The position or rank of an educator's performance for each indicator, as determined using the rubric, observations, and evidence.

Measure – An instrument or basis for comparison used to assess educator or student performance. Examples of measures could be published assessments or a specific classroom observation rubric.

NEPF Protocols – Per [NAC 391.579](#) the NDE document specifies the requirements to support the implementation of the Nevada Educator Performance Framework. It is updated annually.

Observation/Evidence Review Tool (Admin: Observation/Evidence Review Tool) - Tool used by the evaluator to note evidence throughout the observation and review evidence during the post observation conference. The evaluator uses this tool to record feedback provided to the educator, review the evidence presented/observed for alignment with Standards and Indicators, and check progress toward goals.

Performance Criteria – The specific performance thresholds that need to be met for an established goal/standard.

Pre/Post-Observation Conference Tool (Admin: Pre/Post-Observation Conference Tool) - Tool used by the educator and evaluator to discuss an upcoming scheduled observation, or to discuss recent scheduled and/or unscheduled observations. It is intended to guide thinking and conversation. The questions on this form serve as a guide to start conversation and are not required.

Professional Learning – The process by which educators’ competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

Reliability – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- **Intra-rater** – the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- **Inter-rater** – the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- **Internal consistency** – the degree to which individual components of an assessment consistently measure the same attribute
- **Test/Retest** – the degree to which an assessment of the same educator yields the same result over time

Self-Assessment Tool (Admin: Self-Assessment Tool) - Tool used by the educator to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence.

Self-Monitoring Tool (Admin: Self-Monitoring Tool) - This tool, an alternative for the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year.

Source of Growth or Achievement: the assessment(s) or tool(s) used to measure student progress for the Student Learning Goal. Acceptable sources of student growth or achievement include, but are not limited to, course-embedded, teacher-developed, or published assessments that align with the standard identified as the area of highest student need.

Standard – Clearly defined statements and/or illustrations within NEPF domains that capture what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals. For example, the Professional Practice Standards. NEPF standards are made up of individual indicators.

Standard Score – The overall point value for each standard. Each score is based on the Indicator levels of performance determined by quality observation data and evidence collected throughout the evaluation cycle.

Student Achievement – The performance of a student on any particular measure of academics.

Summative Evaluation Exemption Verification Tool – Tool used for educators who received a Highly Effective rating for two consecutive years and are eligible to have the final summative evaluation requirement waived.

Summative Evaluation Tool (Admin: Summative Evaluation) – Tool used to provide educators with their final summative evaluation scores, evidence-based narrative of the teacher’s strengths and areas for growth according to his/her performance on the Instructional Practice and Professional Responsibilities Standards and Indicators, and final rating.

Teacher Instructional Practice Standards – Five high-leverage instructional practices intended to reflect the practice of effective teaching in the classroom.

Teacher Professional Responsibilities Standards – Five practices intended to promote collaboration and teamwork, personal growth and leadership, professionalism, and importance of building positive relationships with all stakeholders.

Teachers – Pursuant to [NRS 391.650](#), teacher means a licensed employee the majority of whose working time is devoted to the rendering of direct educational service to pupils of a school district.

Teachers and Leaders Council (TLC) – Sixteen member council consisting of: The Superintendent of Public Instruction, or his or her designee; the Chancellor of the Nevada System of Higher Education, or his or her designee; four public school teachers; two public school administrators; one superintendent of schools; two school board members; one representative of the regional professional development programs; one parent or legal guardian; one school counselor, psychologist, speech-language pathologist, audiologist or social worker who is licensed; and two persons with expertise in the development of public policy relating to education. The purpose of the TLC is to make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system.

Validity – The extent to which an assessment or tool measures what it intends to measure. There are several types of validity:

- **Content Validity** – Refers to the match between the items of a measurement tool and the entire domain in purports to measure
- **Construct Validity** – Whether a test actually measures the construct it intends to measure, including the ability to distinguish among types of performance and types of performers.
- **Face Validity** – According to those familiar with the measure, measures with high face validity appear to be measuring what they purport to measure.
- **Predictive Validity** – Refers to whether a measurement tool actually predicts scores on another measure that it should theoretically predict.

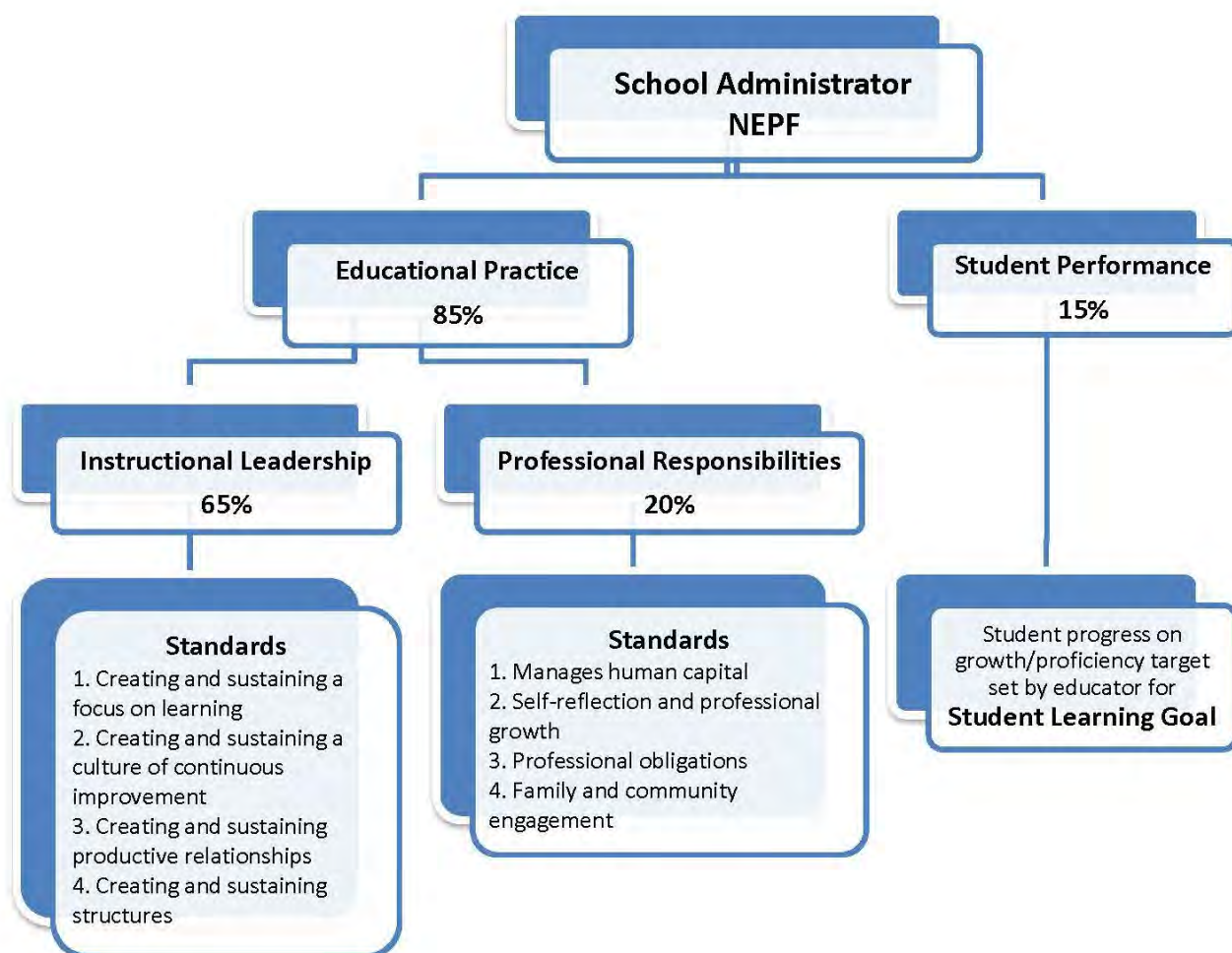
Weight – The relative importance applied to an NEPF domain in determining an educators’ final NEPF rating.

Appendix A – School Administrator Framework

Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education (see Figure 6 below).

Figure 6: School Administrator Category Weights



Educational Practice

The School Administrator Framework and Teacher Framework align in structure as well as in orientation to stakeholder values. The Instructional Leadership Domain sets the parameters for measuring administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The School Administrator Standards and Indicators were determined as a result of a rigorous review of existing administrator leadership standards, including but not limited to the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

School Administrator Instructional Leadership Standards and Indicators

Standard 1: Creating and Sustaining a Focus on Learning

- **Indicator 1:** The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.
- **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

- **Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability, and socio-economic status.

Standard 3: Creating and Sustaining Productive Relationships

- **Indicator 1:** The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community.
- **Indicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.
- **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.

- **Indicator 4:** The school-level administrator has structures and processes in place to communicate and partner with teachers, and parents in support of the school's learning goals.

Standard 4: Creating and Sustaining Structures

- **Indicator 1:** The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- **Indicator 2:** The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

School Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital

- **Indicator 1:** The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.
- **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities.
- **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

- **Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Standard 3: Professional Obligations

- **Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families.
- **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community.
- **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.
- **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

- **Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment.
- **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts.
- **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.

Student Performance

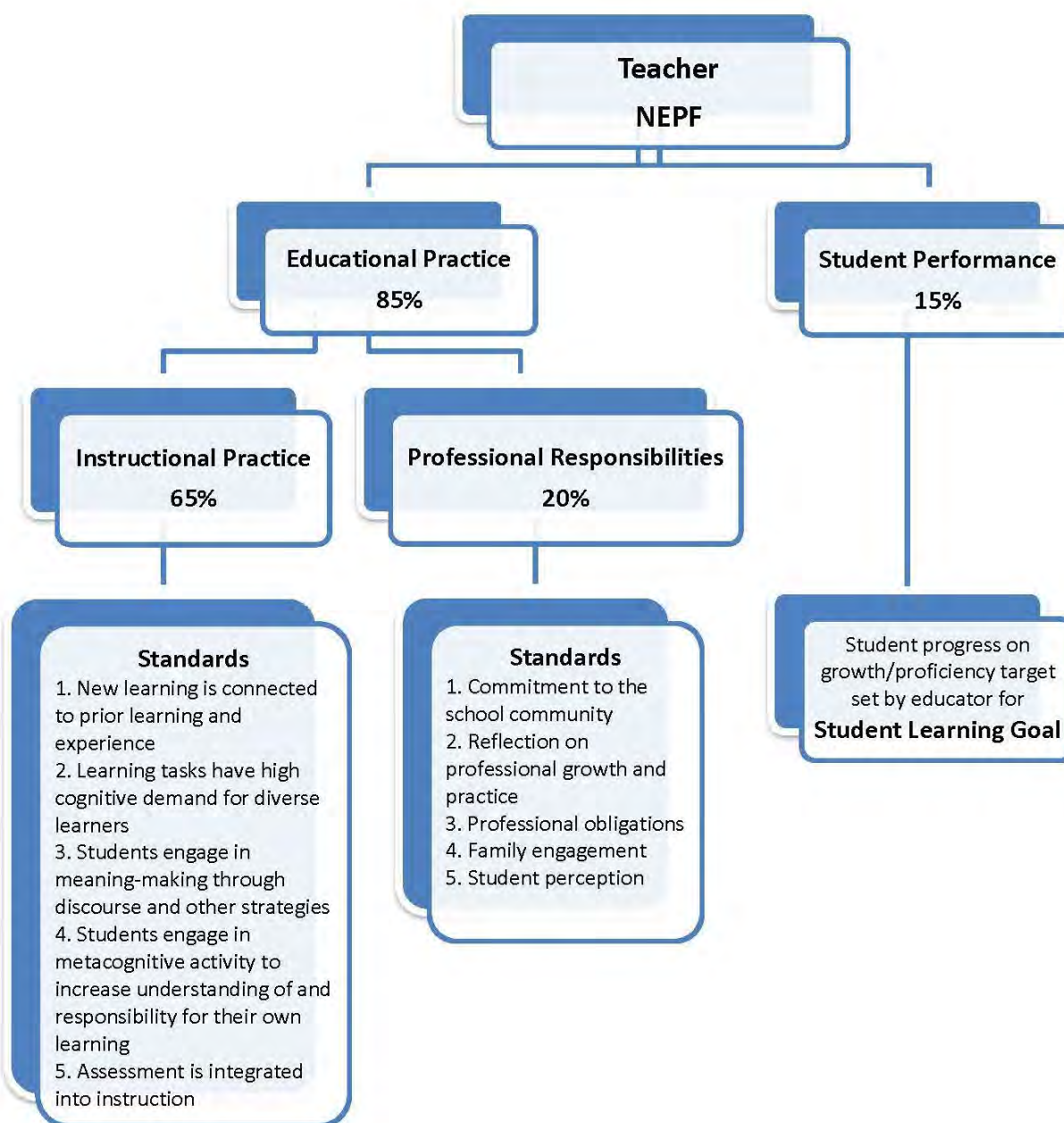
The school administrator evaluation system contains a Student Performance Domain, which includes data reflecting student growth and proficiency over time. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. Many variables can affect the relationship between student growth and educator performance. As new educator evaluation models are implemented, advances in research and best practices are anticipated. Nevada's approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Appendix B – Teacher Framework

Overview of the Framework

The NEPF for Teachers consists of two categories and three domains. The Educational Practice Category consists of the Instructional Practice and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education (see Figure 7 below).

Figure 7: Teacher Category Weights



Educational Practice

The Teacher Framework assesses teacher performance across two domains: Instructional Practice and Professional Responsibilities. The Instructional Practice Domain identifies and defines the standards for measuring teacher behavior as he/she delivers instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher does outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom and to promote the effectiveness of the school community.

The teacher domains were determined as a result of a rigorous national review of existing standards, including but not limited to the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS), and examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards broadens the depth and breadth of the system. The Standards are based on a vast body of empirical evidence, as detailed in the Literature Review, demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage and her team at the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The rubrics and associated performance levels to assess the Indicators were designed to look at teacher and student behavior, with a focus on outcomes versus processes.

Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience

- **Indicator 1:** The teacher activates **all** students' initial understandings of new concepts and skills.
- **Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for **all** students.
- **Indicator 3:** The teacher makes clear the purpose and relevance of new learning for **all** students.
- **Indicator 4:** The teacher provides **all** students opportunities to build on or challenge initial understandings.

Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners

- **Indicator 1:** The teacher assigns tasks that purposefully employ **all** students' cognitive abilities and skills.
- **Indicator 2:** The teacher assigns tasks that place appropriate demands on each student.
- **Indicator 3:** The teacher assigns tasks that progressively develop **all** students' cognitive abilities and skills.
- **Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

- **Indicator 1:** The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- **Indicator 2:** The teacher provides opportunities for **all** students to create and interpret multiple representations.
- **Indicator 3:** The teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships.
- **Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- **Indicator 1:** The teacher and **all** students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- **Indicator 2:** The teacher structures opportunities for self-monitored learning for **all** students.
- **Indicator 3:** The teacher supports **all** students to take actions based on the students' own self-monitoring processes.

Standard 5: Assessment is Integrated into Instruction

- **Indicator 1:** The teacher plans on-going learning opportunities based on evidence of **all** students' current learning status.
- **Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria.
- **Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of **all** students.
- **Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for **all** students.

Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community

- **Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- **Indicator 2:** The teacher takes an active role in building a professional culture that supports school and district initiatives.
- **Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

Standard 2: Reflection on Professional Growth and Practice

- **Indicator 1:** The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- **Indicator 3:** The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

- **Indicator 1:** The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.
- **Indicator 2:** The teacher models integrity in all interactions with colleagues, students, families, and the community.
- **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family Engagement

- **Indicator 1:** The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress.
- **Indicator 2:** The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- **Indicator 3:** The teacher informs and connects families and students to opportunities and services according to student needs.

Standard 5: Student Perception

- **Indicator 1:** The students report that the teacher helps them learn.
- **Indicator 2:** The students report that the teacher creates a safe and supportive learning environment.
- **Indicator 3:** The students report that the teacher cares about them as individuals and their goals or interests.

Student Performance

The teacher evaluation system contains a Student Performance Domain, which includes data reflecting student growth and proficiency over time. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. Many variables can affect the relationship between student growth and educator performance. As new educator evaluation models are implemented, advances in research and best practices are anticipated. Nevada's approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Appendix C – Key Words in the Performance Descriptors (Teachers)

Level 4

All Students: To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach all students.

Fully: The descriptor fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).

Clearly: This descriptor is used for Level 4 teachers and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).

Effective/Effectively: The descriptors effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor “the teacher uses effective strategies to help students see connections and relationships between previous and present learning” (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

Appropriate: This descriptor is used only in Standard 2: Indicator 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students’ individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

Level 3

Most Students: To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher’s intention to address all students’ initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

Adequately/Adequate: The descriptor adequately, which is only included for Level 3 performances conveys that the teacher’s practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher’s intended purpose (Standard 3: Indicator 1).

Generally: The descriptor generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, “generally engages student thinking” and “generally supports their understanding” indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding but has not reached the standard indicated by ‘effective’ – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for Level 2 performances, for example, “student reflection is generally unrelated to learning goals...” (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

Sufficiently: The descriptor sufficiently is included for Level 3 performances and conveys that the teacher has provided enough information or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1: Indicator 3)

Level 2

Some or Few: A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (Standard 2: Indicator 2).

Insufficiently: This descriptor is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, “performance criteria are insufficiently specified” indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).

Inadequately: The descriptor inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students’ initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).

Minimally: This descriptor is reserved for the Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept, but the attempt was not successful (Standard 3: Indicator 1).

Limited: This descriptor is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher “uses limited strategies” indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are “only limited opportunities” for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).

Somewhat: This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students' understanding (Standard 3: Indicator 3).

Level 1

No, or almost no: A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students' initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).

Key Words in the Descriptors of NEPF Admin Performance

A review of this resource should make it clear that a performance level of 4 is the high bar for which educators should strive, but it is not that easy to attain.

Level 4

The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities. Common words to describe this performance level include fully, clearly, effectively, and continually. Performance Level 4 denotes highly effective practice.

Level 3

The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities. Common words to describe this performance are adequately, generally, and sufficiently. Performance Level 3 denotes effective practice.

Level 2

The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations, and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities. Common words to describe this performance are inadequately, insufficiently, minimally, limited, or somewhat. Performance Level 2 denotes developing practice (minimally effective).

Level 1

The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate. Common words to describe this performance are does not, rarely. Performance Level 1 denotes ineffective practice.

Appendix D – Goal Setting and Planning Guide

Student Learning Goals – Teachers

SLGs are an approach to measuring student learning and the impact a teacher has on student learning. The SLG process provides an opportunity for teachers to collaborate with other teachers and with their evaluators to set meaningful academic goals for their students. SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if available), reviewing student academic and social data, setting a long-term goal for students, measuring the long-term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers teachers to set a goal for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach the goal.

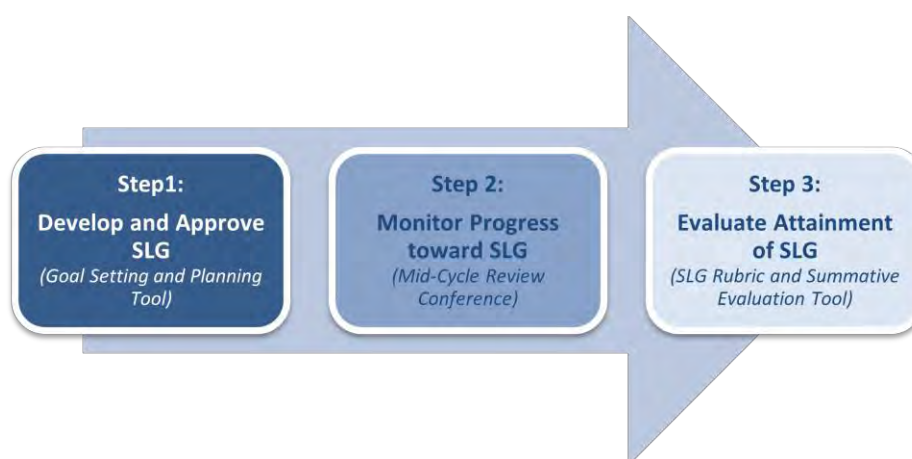
- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of teachers across grade levels or subject areas to identify the “most important” content.
- SLGs reinforce and can help formalize good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress, and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teaching skills. Teachers have input on how student learning is measured.
- SLGs are adaptable. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student needs.

Student Learning Goals – School Administrators

The SLGs serve much the same purpose for school administrators as for teachers. Collaboration among school administrators within the school and across schools helps to ensure that the SLGs are aligned with the school and district vision. School administrators review student academic and social data, set a long-term goal for students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Administrators are responsible for creating the culture, climate, and organizational structure that allows teachers to perform at their most effective levels.

SLG Process

Student Learning Goals are not just about the goal that an educator sets for his/her students - they also emphasize the process educators use to set and monitor student progress towards the desired goal. The collaboration and analysis required for successful SLG implementation align with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below:



Step 1: Develop and Approve the SLG

- Review course objectives and standards and identify the most important learning for the year
- Identify the assessment/s that will be used to measure student progress toward the SLG
- Review and collect baseline data
- Draft the SLG, using the **Goal Setting and Planning Tool**, and set performance targets based on baseline data
- Evaluation of the proposed SLG and approval by the evaluator

The SLG must align with Nevada Academic Content Standards (NVACS) or other approved standards. There must be a conversation between the educator and the evaluator to establish and reach agreement on the final student learning target and the measure of student growth and achievement for the SLG. Student need within the content area must be a part of that conversation. Measures of student growth and achievement used for the SLG may be part of course-embedded assessments and grading practices and may occur as part of everyday practice; SLG measures do not have to be mutually exclusive.

When possible, educators should work together (e.g., in grade level or content teams) to review and determine the most important standards and content for students to master. Additionally, educators should work together to analyze student performance trends and select or develop common measures for assessing student content knowledge and skills. The administrator should create teams of teachers to work together to review standards, identify priorities, select common measures, and establish goals.

The SLG should be horizontally and vertically aligned, when applicable. To develop horizontally aligned goals, all teachers in the same grade level and/or content area should collaborate to set SLGs and then each teacher should set specific targets based upon his or her own students' baseline knowledge and skills. When developing a vertically aligned SLG, teachers across grade levels and/or departments should communicate and collaborate to ensure that students are progressing as expected.

Setting targets for the SLG can be complex. Educators should use baseline and trend data to help set appropriate SLG targets. Targets should be ambitious and feasible for the students identified. The SLG target may address an educator's caseload, a single class, or a subset of students. Tiered targets may be necessary to address the needs of all identified students (e.g. students performing differently on baseline measures of student achievement or students whose growth may have a different end of course target than other students of the identified population.) If a subset of students is used or if tiered targets are set, the rationale should be provided.

The main questions the evaluator should ask are:

SLG

- Does the SLG focus on a standard that aligns with an area of high need?
- Does it align with department and/or school goals?
- What data was collected to set the baseline?
- How was the target goal set? Were different student populations accounted for by setting differentiated targets?
- How were students selected to be in the target group and why were they selected?
- What assessment/s will be used to measure student growth and why was it selected?
- How will students' progress be monitored? When will data be collected?
- Is the goal S.M.A.R.T. (Specific and Strategic; Measurable; Action-Oriented and Achievable; Realistic, Relevant and Results-Focused; Timed and Tracked)?

PPG

- Does the PPG support the educator's ability to meet the SLG?
- Does the PPG align with one of the NEPF Standards/ Indicators?
- How will the educator measure progress on meeting the PPG?
- Is the goal S.M.A.R.T. (Specific and Strategic; Measurable; Action-Oriented and Achievable; Realistic, Relevant and Results-Focused; Timed and Tracked)?

There must be a conversation between the educator and the evaluator to establish and reach an agreement on the final student-learning target and the measure of student growth and achievement for the SLG. In addition, the conversation should include a review of the SLG Rubric to ensure there is a shared understanding of how the SLG will be scored. The SLG must be approved by the evaluator.

Step 2: Monitor the Progress of the SLG

- Delivery of instruction/instructional leadership
- Adapt instruction/instructional leadership plans based on data collected
- Monitor progress and discuss with team and/or evaluator
- Revise supports and interventions as needed
- Educator and evaluator adjust SLG at the Mid-Cycle Goal/s Review conference if necessary

The educator evaluates students' progress throughout the course of instruction. This information is part of an ongoing conversation between the educator and evaluator via observation conferences. Progress toward the SLG and the educator performance observed should be closely linked and discussed throughout the evaluation cycle.

The Mid-Cycle Goal/s Review conference is the time when the educator and evaluator formally meet to discuss progress toward the SLG and the educator's performance to date. The evaluator and educator review the evidence (data collected) to determine whether the SLG has been met or is on track to be met. If it becomes clear that the SLG can be improved or is no longer appropriate, adjustments may be considered if:

- Based on new information gathered since the SLG was set, the goal fails to address the most important learning challenges in the classroom and/or school.
- New, more reliable sources of evidence are available.
- The class composition has significantly changed.
- Teaching schedule, assignment, or personal circumstance has significantly changed.

If the evaluator and educator agree that an adjustment should be made to the SLG at this time, then a follow-up conference should be scheduled to review data again and re-evaluate the progress on the SLG. In addition, the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/ instructional leadership guidance.

As a reminder, as part of the review process, the evaluator and educator should also review progress on the Professional Practice Goal (PPG) to determine if it has been met, if it needs to be adjusted, or if any additional support is needed to meet that goal.

Step 3: Evaluate the Attainment of the SLG

- Assess students' progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric (Figure 8)
- Educator and evaluator reflect on process and results to improve student learning and educator practice

Near the end of the evaluation cycle, students are assessed, and results are then compared to expectations set in the SLG. Based on previously set targets, the Student Learning Goal Scoring Rubric (Figure 8) is used to determine the educator's score from 1 to 4. This number becomes the raw Student Performance Domain score of the **Summative Evaluation Tool** (Admin: **Summative Evaluation**). The evaluator and educator discuss this information during the Post Evaluation Conference for the purposes of reflection and to inform the improvement of the process for the following school year.

Figure 8: Student Learning Goal Scoring Rubric

SLG Scores	Score Descriptors
High = 4	At least one source of growth or achievement from multiple points in time shows evidence of high growth and high impact for all or nearly all students on which the SLG was set.
Moderate = 3	At least one source of growth or achievement from multiple points in time shows clear evidence of growth and impact for most students on which the SLG was set.
Low = 2	At least one source of growth or achievement from multiple points in time shows clear evidence of growth and impact for some students on which the SLG was set.
Unsatisfactory = 1	The educator has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

NOTE: State law requires that the evaluation of a probationary educator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data. It also stipulates that the evaluation of educators at a school designated as a turnaround school (**NRS 388G.400**) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school (**NRS 391.695** and **391.715**)

Student Learning Goals – Choosing Quality Assessments

Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. For assessment data to facilitate collaborative inquiry and conversations between educators and evaluators, assessment data from multiple points in time should be available. For clarification, it is not required to have more than one type of assessment to measure the SLG. It is necessary to have assessment data available from multiple points in time to facilitate conversations around the educators' impact on student learning.

Nevada regulations (R138-17) require that the assessments must show ALL of the following:

- Alignment with content standards/NVACS and curriculum,
- Alignment with the intended level or rigor,
- Psychometric quality of validity and reliability to the highest degree feasible.

If practical, educators should use standardized assessments to measure their SLG. If no assessment matches the identified content standards on which the SLG has been set, the educator may choose to modify an existing assessment or develop a new assessment so long as it is reviewed to ensure validity and reliability.

Additionally, steps should be taken between educators and evaluators to collaboratively monitor the use of each source of student growth and achievement and calibrate the scoring thereof. Further, a school or school district should continually monitor the assessments used to measure the Student Learning Goal to ensure that they incorporate the features above.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-ASSESSMENT TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Teacher Name: [Click here to enter text.](#)

School Name: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Information from this tool is discussed and utilized to inform the development of one Student Learning Goal (SLG) and one Professional Practice Goal (PPG) on the Goal Setting and Planning Tool document.

Instructional Practice Standards

Standard 1: New Learning is Connected to Prior Learning and Experience

Indicators	Level of Performance and Evidence
Indicator 1: Activates all students' initial understandings of new concepts and skills.	Click here to enter text.
Indicator 2: Makes connections explicit between previous learning and new concepts and skills for all students.	Click here to enter text.
Indicator 3: Makes clear the purpose and relevance of new learning for all students.	Click here to enter text.
Indicator 4: Provides all students opportunities to build on or challenge initial understandings.	Click here to enter text.
Areas of Strength and Growth for Standard 1	
Click here to enter text.	

Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners

Indicators	Level of Performance and Evidence
Indicator 1: Tasks purposefully employ all students' cognitive abilities and skills.	Click here to enter text.
Indicator 2: Tasks place appropriate demands on each student.	Click here to enter text.
Indicator 3: Tasks progressively develop all students' cognitive abilities and skills.	Click here to enter text.
Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-ASSESSMENT TOOL

Areas of Strength and Growth for Standard 2

Click here to enter text.

Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies

Indicators	Level of Performance and Evidence
Indicator 1: Provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	Click here to enter text.
Indicator 2: Provides opportunities for all students to create and interpret multiple representations.	Click here to enter text.
Indicator 3: Assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	Click here to enter text.
Indicator 4: Structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.	Click here to enter text.

Areas of Strength and Growth for Standard 3

Click here to enter text.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicators	Level of Performance and Evidence
Indicator 1: Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.	Click here to enter text.
Indicator 2: Structures opportunities for self-monitored learning for all students.	Click here to enter text.
Indicator 3: Supports all students to take actions based on the students' own self-monitoring processes.	Click here to enter text.

Areas of Strength and Growth for Standard 4

Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK TEACHER SELF-ASSESSMENT TOOL

Standard 5: Assessment is Integrated into Instruction

Indicators	Level of Performance and Evidence
Indicator 1: Plans on-going learning opportunities based on evidence of all students' current learning status.	Click here to enter text.
Indicator 2: Aligns assessment opportunities with learning goals and performance criteria .	Click here to enter text.
Indicator 3: Structures opportunities to generate evidence of learning during the lesson of all students.	Click here to enter text.
Indicator 4: Adapts actions based on evidence generated in the lesson for all students.	Click here to enter text.
Areas of Strength and Growth for Standard 5	
Click here to enter text.	

Professional Responsibilities Standards

Standard 1: Commitment to the School Community

Indicators	Level of Performance and Evidence
Indicator 1: Takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	Click here to enter text.
Indicator 2: Takes an active role in building a professional culture that supports school and district initiatives.	Click here to enter text.
Indicator 3: Takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	Click here to enter text.
Areas of Strength and Growth for Standard 1	
Click here to enter text.	

Standard 2: Reflection on Professional Growth and Practice

Indicators	Level of Performance and Evidence
Indicator 1: Seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-ASSESSMENT TOOL

Indicators	Level of Performance and Evidence
Indicator 2: Pursues aligned professional learning opportunities to support improved instructional practice across the school community.	Click here to enter text.
Indicator 3: Takes an active role in mentoring colleagues and pursues teacher leadership opportunities.	Click here to enter text.
Areas of Strength and Growth for Standard 2	
Click here to enter text.	

Standard 3: Professional Obligations

Indicators	Level of Performance and Evidence
Indicator 1: Models and advocates for fair, equitable, and appropriate treatment of all students and families.	Click here to enter text.
Indicator 2: Models integrity in all interactions with colleagues, students, families, and the community.	Click here to enter text.
Indicator 3: Follows policies, regulations, and procedures specific to role and responsibilities.	Click here to enter text.
Areas of Strength and Growth for Standard 3	
Click here to enter text.	

Standard 4: Family Engagement

Indicators	Level of Performance and Evidence
Indicator 1: Regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	Click here to enter text.
Indicator 2: Values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	Click here to enter text.
Indicator 3: Informs and connects families and students to opportunities and services according to student needs.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK TEACHER SELF-ASSESSMENT TOOL

Areas of Strength and Growth for Standard 4

Click here to enter text.

Standard 5: Student Perception

Indicators	Level of Performance and Evidence
Indicator 1: Students report that the teacher helps them learn.	Click here to enter text.
Indicator 2: Students report that the teacher creates a safe and supportive learning environment.	Click here to enter text.
Indicator 3: Students report that the teacher cares about them as individuals and their goals or interests.	Click here to enter text.
Areas of Strength and Growth for Standard 5	
Click here to enter text.	

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

GOAL SETTING AND PLANNING TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Educator Information

Educator Name: [Click here to enter text.](#)

Course/Subject: [Click here to enter text.](#)

Academic Year: [Click here to enter text.](#)

Grade Level(s): [Click here to enter text.](#)

Student Learning Goal – Make it S.M.A.R.T.

(Specific and Strategic; Measurable; Action-Oriented and Achievable; Realistic, Relevant, and Results-Focused; Timed and Tracked)

All educators evaluated with the NEPF are required to set a Student Learning Goal (SLG) and Professional Practice Goal (PPG) as described in the NEPF protocols. An SLG is a long-term, measurable, academic goal set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if possible), reviewing student academic data, setting a long-term goal for identified students, measuring the long-term goal along the way, and evaluating student attainment of the goal at or near the end of the school year. **Although Nevada law states that the evaluation of a probationary teacher or administrator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data, these educators are still required to set an SLG as part of the NEPF protocol.**

The Professional Practice Goal focuses on an educator's practices and should be aligned to one or more of the NEPF Standards and Indicators to support the achievement of the SLG.

Directions: Use the sections below to write a Student Learning Goal (SLG) and Professional Practice Goal (PPG). Questions and criteria are designed to help guide the goal-writing process.

1. Complete the details for each goal element in the descriptions column.
2. The educator and evaluator use the criteria column and its contents as a guide/rubric to create the SLG/PPG and throughout the review and approval process.
3. Guiding questions in the description column are provided for reference and may not pertain to all SLG/PPGs.
4. The final step is for the educator and evaluator to agree to the goals and sign the form signifying understanding of the SLG/PPG expectations.

The SLG and PPG will be reviewed as part of the Mid-Cycle Goals Review. At that time, if necessary, the goal may be revised. The evaluator will add comments to the appropriate section below to record any changes made and provide a brief summary of the Mid-Cycle Goals Review discussion.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

GOAL SETTING AND PLANNING TOOL

Determining Needs

Question: What is the priority content and learning that is expected/needed?

Element	Criteria	Description
Needs Assessment	<ul style="list-style-type: none"> Identifies priority content and learning based on current students' abilities and/or trend data (strategic) Focuses on appropriate knowledge/skill for the course, grade level and student population Uses data to identify student needs and identifies sources of information about students (e.g., test scores/performance from prior years etc.) 	<p><i>What is the biggest learning challenge(s)?</i></p> <p>Click here to enter text.</p>
Rationale	<ul style="list-style-type: none"> Provides a clear explanation why the content is an appropriate focus and/or area of need (relevant) Explains how identified priorities align with school/district goals 	<p><i>Why is this topic/ focus important/ priority? How is it essential to present and future content learning?</i></p> <p>Click here to enter text.</p>
Aligned Standards	<ul style="list-style-type: none"> Represents big ideas or essential skills students need to attain for success at the next level Focuses on standards-based enduring skill which students are expected to master 	<p><i>Need/focus is aligned to the following standards...</i></p> <p>Click here to enter text.</p>

Goal Setting and Development of S.M.A.R.T. Goal

Question: Where are the students at the beginning of instruction with respect to the goal?

Element	Criteria	Description
Baseline Data or Information	<ul style="list-style-type: none"> Data about current student performance is included (measurable)(includes trend data, if appropriate/available) Summarizes the educator's analysis of the baseline data by identifying student strengths and weaknesses (specific) 	<p><i>What information is being used to inform the creation of the SLG and establish the amount of growth/achievement that should take place within the time period?</i></p> <p>Click here to enter text.</p>

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

GOAL SETTING AND PLANNING TOOL

Question: Based on what is known about the students, where should they be performing by the end of the interval of instruction, and how will they demonstrate their knowledge/skills?

Element	Criteria	Description
Target(s)	<ul style="list-style-type: none"> Identifies the expected outcomes for either the whole class or tiered targets as appropriate (this is the group on which the score on the SLG will be based) Uses baseline or pretest data to determine appropriate growth/proficiency target with clear explanation of how targets are determined Sets rigorous yet attainable/realistic targets that are developmentally appropriate and measurable 	<p><i>Considering all available data and content requirements, what target(s) can students be expected to reach, and which students will be included in the SLG? Include course, grade level, and number of students.</i></p> <p>Click here to enter text.</p>
Rationale for Target	<ul style="list-style-type: none"> Includes explanations for growth/proficiency targets that establish and differentiate expected performance for identified students (measurable, attainable, results-focused) Describes student population and considers any contextual factors that may impact student growth/proficiency, if subgroups are excluded, explain which students, why they are excluded 	<p><i>What is the rationale for setting the target(s) for student growth/proficiency within the interval of instruction?</i></p> <p>Click here to enter text.</p>
Evidence Source(s)	<ul style="list-style-type: none"> Identifies data sources used to meet the assessment criteria outlined in NEPF Protocols Provides a plan for combining assessments if multiple summative assessments are used Uses appropriate measures for baseline, mid-course, and end-of-interval data collection (timed/tracked) 	<p><i>What assessment(s) will be used to measure student progress toward the goal?</i></p> <p>Click here to enter text.</p>

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

GOAL SETTING AND PLANNING TOOL

Student Learning Goal

Question: What is the most important knowledge/skill(s) the students should attain by the end of the interval of instruction?

Element	Criteria	Description
Goal Statement	<ul style="list-style-type: none"> Identifies specific knowledge/skills students should attain and/or specific student outcome/performance that will be affected Focuses on standards based enduring skill which students are expected to master for the course, grade level and student population (relevant and realistic) Includes multiple sources of data to demonstrate growth and impact on all students identified in SLG 	<p><i>Possible example: "Based on the data that ____ (x%) of my students are currently performing ____ (Standard(s)) as measured by ____ (assessments), my goal is that by the end of the interval of instruction, ____ (x%) of my students will have achieved mastery/growth as measured by ____ (assessments)."</i></p> <p>Click here to enter text.</p>

Professional Practice Goal

The educator uses the Self-Assessment Tool and/or previous evaluation to identify and set a Professional Practice Goal (PPG). This goal should clearly identify an NEPF Standard(s) that supports the attainment of the SLG.

Element	Criteria	Description
Professional Practice Goal Statement	<ul style="list-style-type: none"> Based on NEPF self-assessment and/or prior year evaluation Identifies specific NEPF standard(s) (either Instructional/Instructional Leadership (admin) or a Professional Responsibilities standard(s)) that supports the SLG Measurable and identifies specific measures/assessments that will be used to determine progress toward goal 	<p><i>"In order to help my targeted students achieve the learning goal, I will improve my practice on ____ (NEPF Standard (s)) and measure my progress toward this goal by ____."</i></p> <p>Click here to enter text.</p>

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

GOAL SETTING AND PLANNING TOOL

Action Steps and Rationale	<ul style="list-style-type: none"> • Action steps are clearly described and necessary to attain the goal • Goal is realistically achievable given the timeframe and identified target • Goal is relevant to expected outcomes and if reached should have the effect expected 	<p><i>What actions will you integrate into your daily/weekly routines? If you achieve this professional practice goal, is it highly likely to impact student performance on the SLG?</i></p> <p>Click here to enter text.</p>
Timeline and Evidence of Progress	<ul style="list-style-type: none"> • Goal clearly identifies the timeframe from start to finish with benchmarks identified throughout • Identifies evidence that may be used to determine progress toward goal 	<p><i>What evidence will be generated by taking the actions described above? How and when will you show evidence of progress?</i></p> <p>Click here to enter text.</p>

Initial Approval

Evaluator Name: [Click here to enter text.](#)

Initial Approval Date: [Click here to enter a date.](#)

Educator Signature: _____

Evaluator Signature: _____

Mid-Cycle Goals Review *(If the SLG/PPG is revised, provide rationale in the Notes section below.)*

Mid-Cycle Goals Review Date: [Click here to enter a date.](#)

Mid-Cycle Goals Review Notes: [Click here to enter text.](#)

Evaluator Signature: _____

Educator Signature: _____

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Teacher Name: [Click here to enter text.](#)

School Name: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

This tool, an alternative for the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year. Teaching and professional practices may be stronger in one type of environment than in another; this difference should be used to drive conversation to identify areas for professional supports. This tool may be updated throughout the year to encourage conversation and drive continuous reflection.

Instructional Practice Standards

Standard 1: New Learning is Connected to Prior Learning and Experience

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Activates all students' initial understandings of new concepts and skills.	Click here to enter text.	Click here to enter text.
Indicator 2: Makes connections explicit between previous learning and new concepts and skills for all students.	Click here to enter text.	Click here to enter text.
Indicator 3: Makes clear the purpose and relevance of new learning for all students.	Click here to enter text.	Click here to enter text.
Indicator 4: Provides all students opportunities to build on or challenge initial understandings.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 1		
Click here to enter text.		

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Tasks purposefully employ all students' cognitive abilities and skills.	Click here to enter text.	Click here to enter text.
Indicator 2: Tasks place appropriate demands on each student.	Click here to enter text.	Click here to enter text.
Indicator 3: Tasks progressively develop all students' cognitive abilities and skills.	Click here to enter text.	Click here to enter text.
Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 2		
Click here to enter text.		

Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	Click here to enter text.	Click here to enter text.
Indicator 2: Provides opportunities for all students to create and interpret multiple representations.	Click here to enter text.	Click here to enter text.
Indicator 3: Assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	Click here to enter text.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK TEACHER SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 4: Structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 3		
Click here to enter text.		

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.	Click here to enter text.	Click here to enter text.
Indicator 2: Structures opportunities for self-monitored learning for all students.	Click here to enter text.	Click here to enter text.
Indicator 3: Supports all students to take actions based on the students' own self-monitoring processes.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 4		
Click here to enter text.		

Standard 5: Assessment is Integrated into Instruction

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Plans on-going learning opportunities based on evidence of all students' current learning status.	Click here to enter text.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 2: Aligns assessment opportunities with learning goals and performance criteria .	Click here to enter text.	Click here to enter text.
Indicator 3: Structures opportunities to generate evidence of learning during the lesson of all students.	Click here to enter text.	Click here to enter text.
Indicator 4: Adapts actions based on evidence generated in the lesson for all students.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 5		
Click here to enter text.		

Professional Responsibilities Standards

Standard 1: Commitment to the School Community

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	Click here to enter text.	Click here to enter text.
Indicator 2: Takes an active role in building a professional culture that supports school and district initiatives.	Click here to enter text.	Click here to enter text.
Indicator 3: Takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 1		
Click here to enter text.		

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Standard 2: Reflection on Professional Growth and Practice

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.	Click here to enter text.	Click here to enter text.
Indicator 2: Pursues aligned professional learning opportunities to support improved instructional practice across the school community.	Click here to enter text.	Click here to enter text.
Indicator 3: Takes an active role in mentoring colleagues and pursues teacher leadership opportunities.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 2		
Click here to enter text.		

Standard 3: Professional Obligations

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Models and advocates for fair, equitable, and appropriate treatment of all students and families.	Click here to enter text.	Click here to enter text.
Indicator 2: Models integrity in all interactions with colleagues, students, families, and the community.	Click here to enter text.	Click here to enter text.
Indicator 3: Follows policies, regulations, and procedures specific to role and responsibilities.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 3		
Click here to enter text.		

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Standard 4: Family Engagement

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	Click here to enter text.	Click here to enter text.
Indicator 2: Values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	Click here to enter text.	Click here to enter text.
Indicator 3: Informs and connects families and students to opportunities and services according to student needs.	Click here to enter text.	Click here to enter text.
Areas of Strength and Growth for Standard 4		
Click here to enter text.		

Standard 5: Student Perception

Indicators	Level of Performance and Evidence in Traditional Settings	Level of Performance and Evidence in Digital Settings
Indicator 1: Students report that the teacher helps them learn.	Click here to enter text.	Click here to enter text.
Indicator 2: Students report that the teacher creates a safe and supportive learning environment.	Click here to enter text.	Click here to enter text.
Indicator 3: Students report that the teacher cares about them as individuals and their goals or interests.	Click here to enter text.	Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER SELF-MONITORING TOOL

(Alternative to the Self-Assessment Tool)

Areas of Strength and Growth for Standard 5

Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER PRE/POST OBSERVATION CONFERENCE TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Teacher Name: Click to enter text.

Evaluator Name: Click to enter text.

School Name: Click to enter text.

Grade: Click to enter text.

Proposed Observation Date: Click to enter a date.

Observation Time/Duration: Click to enter text.

Date of Pre/Post Conference: Click to enter text.

Class/Subject to be Observed: Click to enter text.

This tool is for the teacher and evaluator to discuss an upcoming scheduled observation or to discuss recent scheduled and/or unscheduled observations. It is intended to guide thinking and conversation. **The questions on this form serve as a guide to start conversation and are not required.** Every question may not be answered or be relevant to every observation.

Instructional Practice Standards

Questions to Guide Discussions:	Notes
<ul style="list-style-type: none"> What is/was the intended learning for the lesson? What content standard(s) does this align to? How will/did you connect new learning to prior learning and experience? How will/did learning tasks have high cognitive demand for the students in your classroom? How will/did students engage in meaning-making through discourse and/or other strategies? Which strategies will/did you use? How will/did students demonstrate their understanding of what they are learning and why they are learning it? How will/did you integrate assessment into instruction? 	<p>Click here to enter text.</p>

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER PRE/POST OBSERVATION CONFERENCE TOOL

Professional Responsibilities Standards

Questions to Guide Discussions:	Notes/Evidence Reviewed:
<ul style="list-style-type: none"> • How will/did you demonstrate your commitment to the school community? • How will/did you demonstrate reflection on professional growth and practice? • How will/did you model integrity in all interactions and advocate for fair, equitable, and appropriate treatment of all students and families? • How will/did you communicate with parents about your goals of instruction and student progress? • How will/did you determine student perceptions on their learning? How will/did you demonstrate that your students feel as if you help them learn? 	<p>Click here to enter text.</p>

Student Learning and Professional Practice Goals

Progress Toward Student Learning Goal and Professional Practice Goal
<p>Discuss progress made toward the SLG or PPG and log evidence of discussion here:</p> <p>Click here to enter text.</p>

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

TEACHER OBSERVATION/EVIDENCE REVIEW TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Educator Name: Click to enter text.

Evaluator Name: Click to enter text.

School Name: Click to enter text.

Observation Date: Click to enter a date.

Time/Duration: Click to enter text.

Event/Activity Observed: Click to enter text.

This tool is to be used by the evaluator to note evidence throughout the observation and review evidence during the post-observation conference. The evaluator uses this tool to record feedback provided to the educator, review the evidence presented/observed in alignment with the Standards and Indicators, and check progress toward goals.

Observation Evidence:	Confirmatory Evidence Review:	Aligned Standard(s)/ Indicator(s)
<i>What did the educator say and do? (Student, parent/stakeholder, and peer interactions may also be considered.)</i>	<i>What evidence did you review/discuss during the observation, pre-observation conference, or post-observation conference that supports the lesson?</i>	<i>Identify specific standards and indicators observed. Example: IPS 1.3 (Instructional Practice Standard 1 Indicator 3)</i>
Click here to enter text.	Click here to enter text.	Click here to enter text.

Feedback to Educator
Click here to enter text.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

EDUCATOR ASSISTANCE PLAN TOOL

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

Educator Information

Educator Name: Click here to enter text.	Assignment: Click here to enter text.
Evaluator Name: Click here to enter text.	Date: Click here to enter a date.

This tool is for the educator and evaluator to develop and implement an assistance plan as necessary pursuant to NRS 391.695 (teachers) and 391.715 (administrators) as part of the Mid-Cycle Goals Review, but it may be completed earlier if appropriate.

Specific Concerns (Reference Standards and Indicators):	Resources/Support Needed:
Click here to enter text.	Click here to enter text.
Evaluator Assistance Actions:	Timeline:
Click here to enter text.	Click here to enter text.
Educator Actions:	Timeline:
Click here to enter text.	Click here to enter text.
Evidence of Progress:	Timeline:
Click here to enter text.	Click here to enter text.

Educator Signature: _____ Date: [Click here to enter a date.](#)

Evaluator Signature: _____ Date: [Click here to enter a date.](#)

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

2023-24 SCHOOL ADMINISTRATOR SUMMATIVE EVALUATION RATING TOOL

*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

Administrator Name:	
Position Title:	
School Name:	
Date:	
Evaluator:	
Observation Dates:	
Conference Dates:	

SECTION 1: Domain Scores

Instructions: Use the rubrics and evidence recorded throughout the cycle for determining performance levels (whole numbers 1-4 only).

INSTRUCTIONAL LEADERSHIP DOMAIN SCORING						
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Instructional Practice Score (average of Standard scores)	Instructional Practice Domain Score (IP score x 65%)
Indicator 1						
Indicator 2						
Indicator 3						
Indicator 4						
Standard Score (average of Indicator PLs)	0	0	0	0	0	0

PROFESSIONAL RESPONSIBILITIES DOMAIN SCORING						
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Professional Responsibilities Score (average of Standard scores)	Professional Responsibilities Domain Score (PR score x 20%)
Indicator 1						
Indicator 2						
Indicator 3						
Indicator 4						
Standard Score (average of Indicator PLs)	0	0	0	0	0	0

STUDENT PERFORMANCE DOMAIN SCORING		
	Student Learning Goal (SLG) Score	Student Performance Domain Score (SLG score x 15%)
(Performance level of 1-4, whole number only, is determined according to SLG rubric)		0

SUMMATIVE EVALUATION SCORE	0.00
----------------------------	------

SECTION 2: Summary of Evidence

I have received a copy of the signed observation notes which identifies two required pieces of evidence for each Indicator.

Administrator Name: _____

Administrator Signature: _____

Evaluator Signature: _____

SECTION 3: Narrative and Final Rating

Instructions: NRS 391.700 requires evaluations of administrators to be in narrative form for the primary purpose of constructive assistance. Use the Instructional Leadership and Professional Responsibilities Strengths/Areas for Growth table below to provide the evidence-based narrative of the administrator's strengths and areas for growth according to his/her performance on the Standards and Indicators. Use the Educator Plan Progress and Evidence table to provide a summary of the administrator's progress toward the goals identified on his/her Goal Setting and Planning Tool.

Instructional Leadership and Professional Responsibilities Strengths/Areas for Growth

[Continue on additional page(s) if needed.]

Click here to enter text.

Educator Plan Progress and Evidence

[Continue on additional page(s) if needed.]

Click here to enter text.

Please Note:

The score ranges for the current year are posted in the Teachers and Administrators NEPF Protocols on the Nevada Department of Education website.

- Educators must demonstrate one of the three highest SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an Effective summative rating.
- Educators must demonstrate one of the *two highest* SLG rubric scores (score of 3 or 4) to be eligible to receive a *Highly Effective* summative rating.

Final Rating: _____

Educator Signature: _____

Date: _____

Evaluator Signature: _____

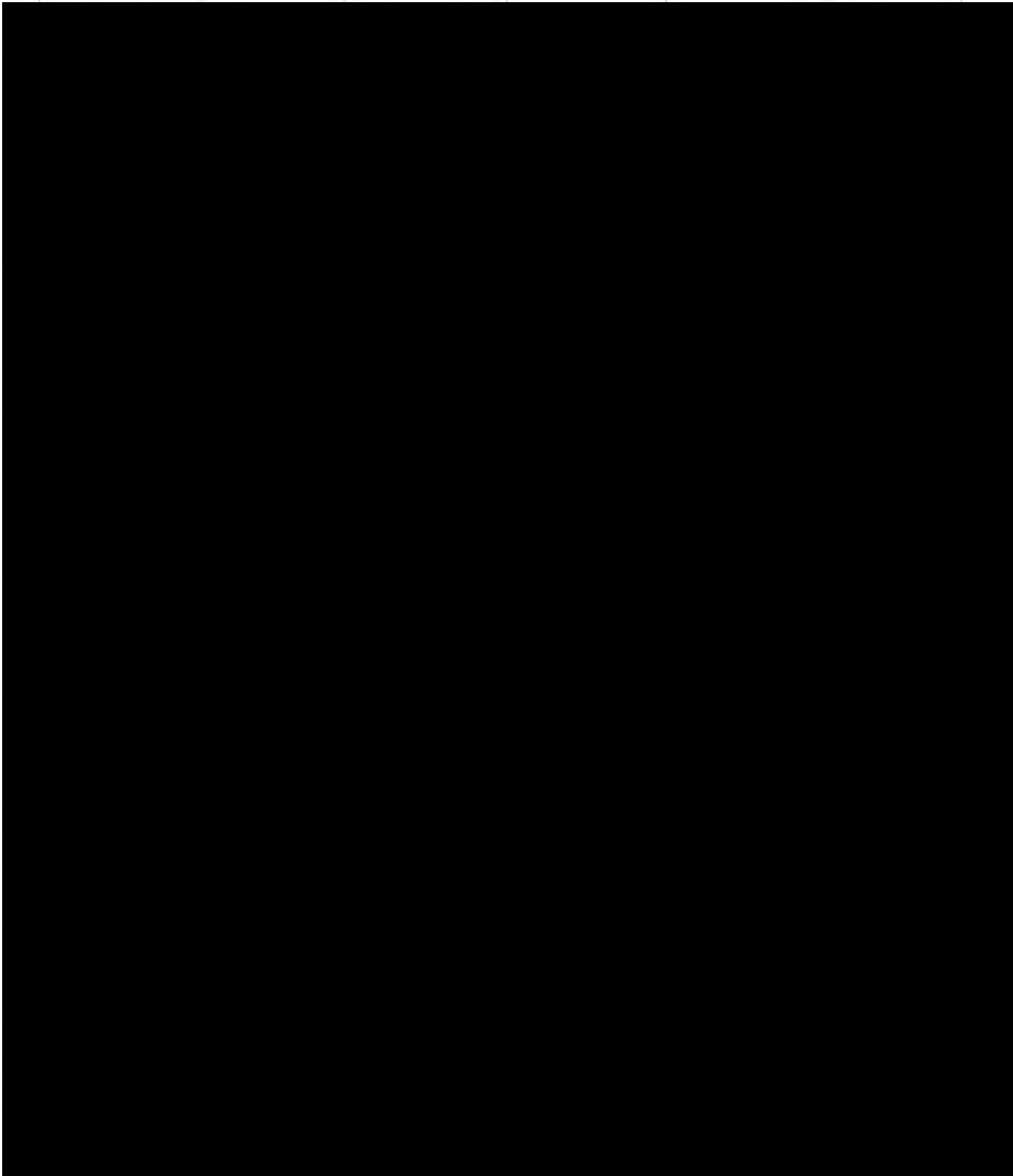
Date: _____

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

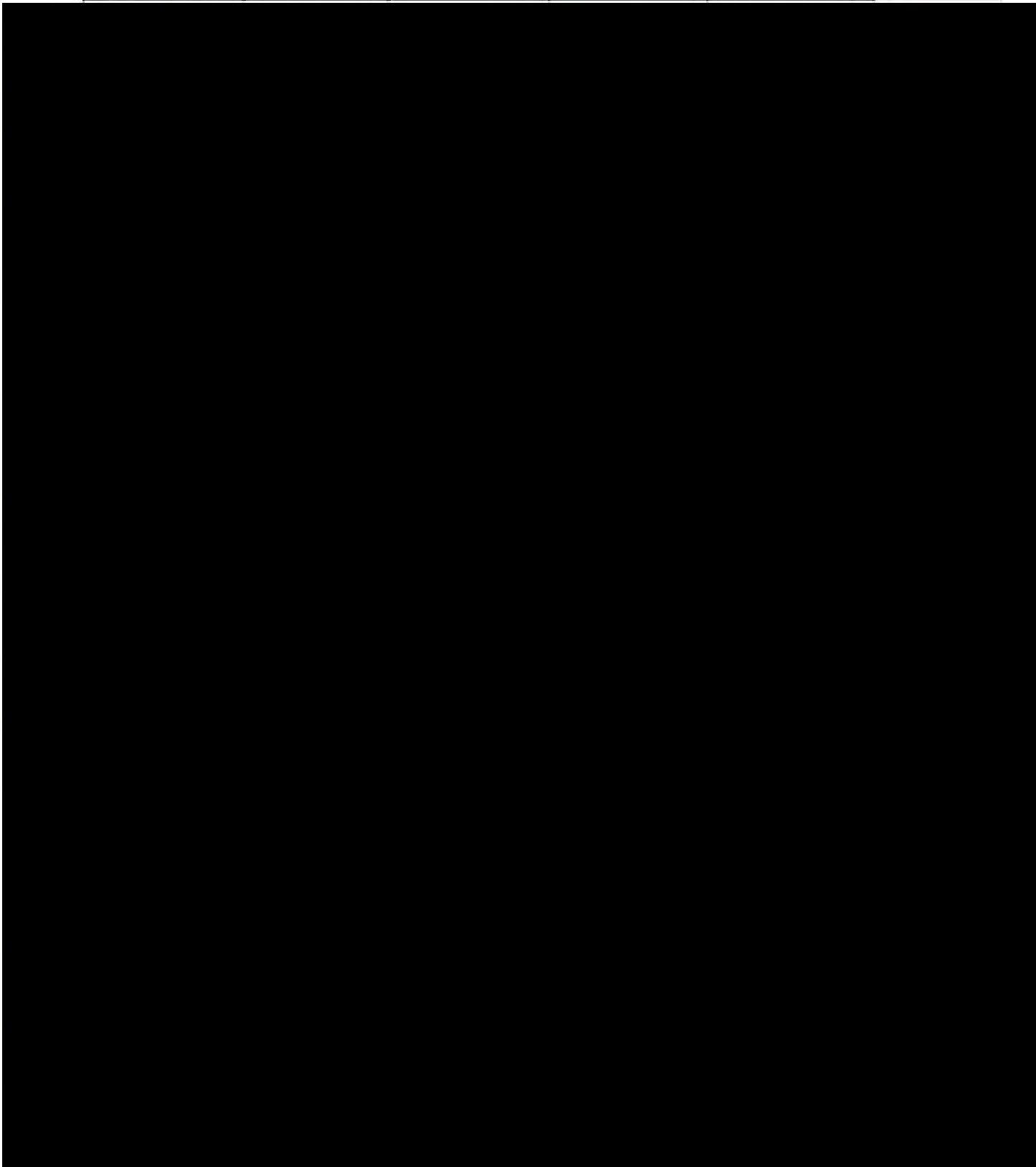


ATTACHMENT 16: EVIDENCE OF DEMAND PART 1: INTENT TO ENROLL

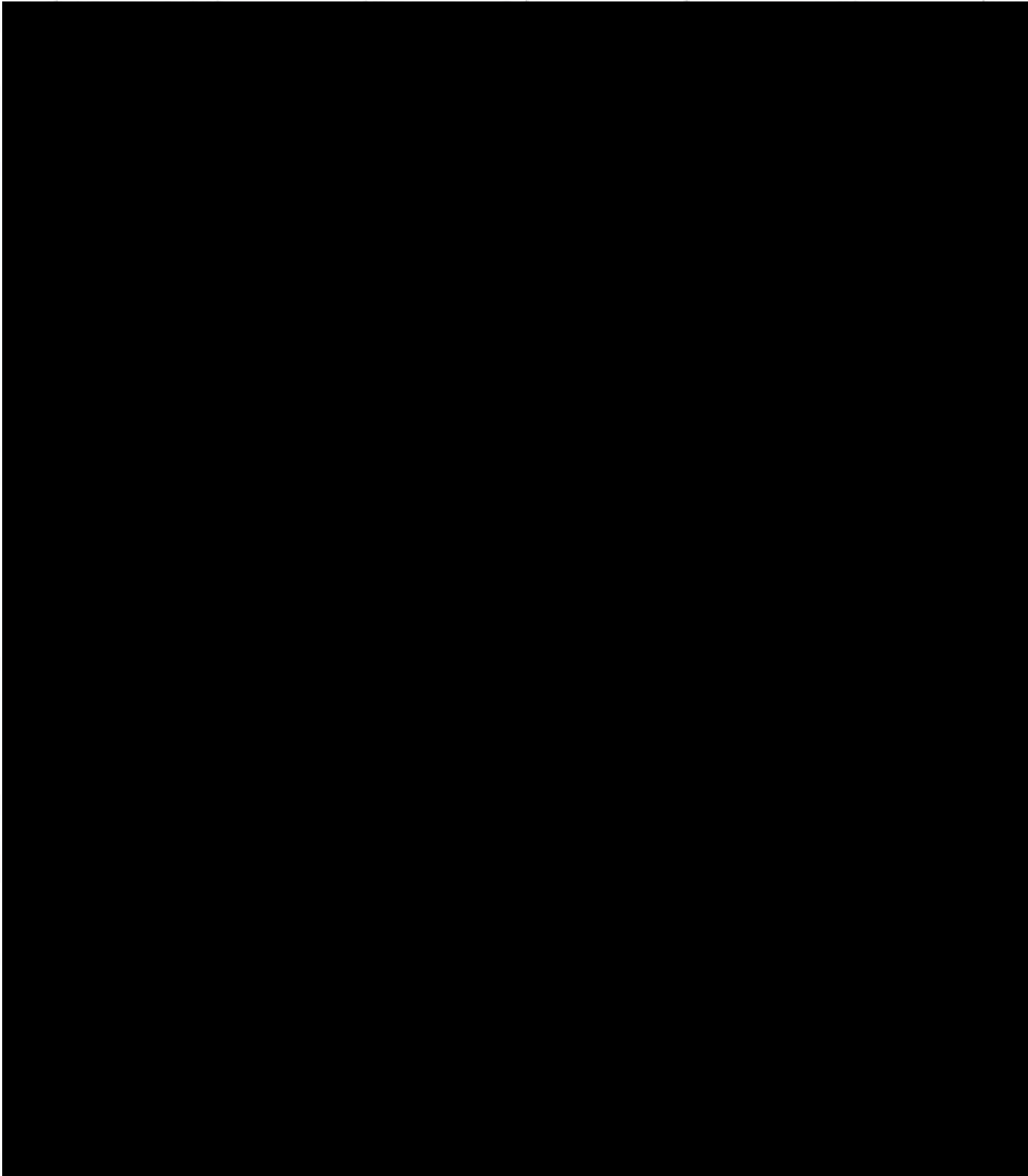
Summary of Intent to Enroll (ITEs)				
	4	5	6	All Grades
Total ITEs	72	37	15	124
Total in Targeted	66	29	10	105



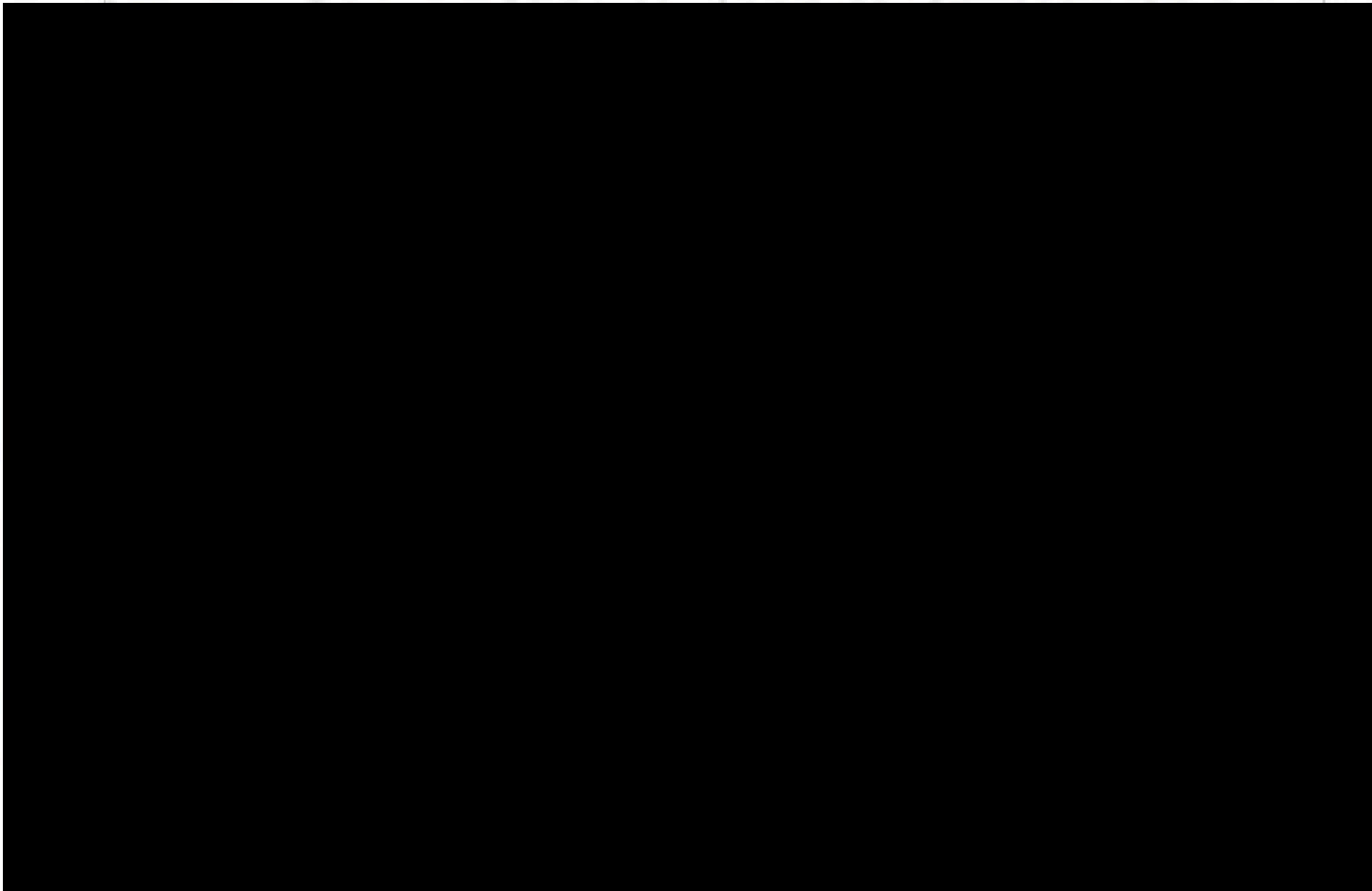
Summary of Intents to Enroll (ITEs)				
	4	5	6	All Grades
Total ITEs	72	37	15	124
Total in Targeted	66	29	10	105



Summary of Intent to Enroll (ITEs)				
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Total ITEs	72	37	15	124
Total in Targeted	66	29	10	105



Summary of Intent to Enroll (ITEs)				
	4	5	6	All Grades
Total ITEs	72	37	15	124
Total in Targeted	66	29	10	105





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MIDDLE SCHOOL**

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focused on their goals & interests. **Please fill in the form below if
you'd be interested in enrolling your child if we are approved.**

Name
Nom

par



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL

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436 of 576



WESTERN YOUTH LEADERSHIP,

WYLEES es una escuela pública autónoma propuesta en el centro de Las

437 61576



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440 of 576



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[Redacted Form Content]



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444 of 576

		Current			
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[Redacted area containing form content]

Intends to enroll



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445 of 576



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448 of 576



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449.61576



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451 of 576



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435.615.576



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457 of 576



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL

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458.4.576



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460 of 576



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464 of 576



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467 of 576



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468 of 576



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469 of 576



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Name / Nombre	Student Name(s) / Nombre del estudiante(s)	Current Grade Level(s) / Nivel de grado actual	Zip Code / Código postal	Phone / Teléfono	Email / Correo electrónico
Parent Example	Student Example	4 / 5 / 6	89104	702-555-5555	example@gmail.com
Jesus Zaragora	Delilah Zaragora	4 / 5 / 6	89169	702-912-7001	Jespe_volk1@yahoo.com
Jason Apercho	Nolan Apercho	4 / 5 / 6	89169	702-761-1356	noahnoeri5@gmail.com
Jason Apercho	Nova Apercho	4 / 5 / 6	89169	702-761-1356	noahnoeri5@gmail.com
Kevin Dominguez	Julian Dominguez	4 / 5 / 6	89169	702-630-3837	KevDom1989@outlook.com
Teshanne Moss	Zayla Mosby	4 / 5 / 6	89169	702-234-9121	Teshanne@gmail.com



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473 of 576



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[Redacted content]



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ATTACHMENT 16: EVIDENCE OF DEMAND PART 2: MEETING SIGN INS

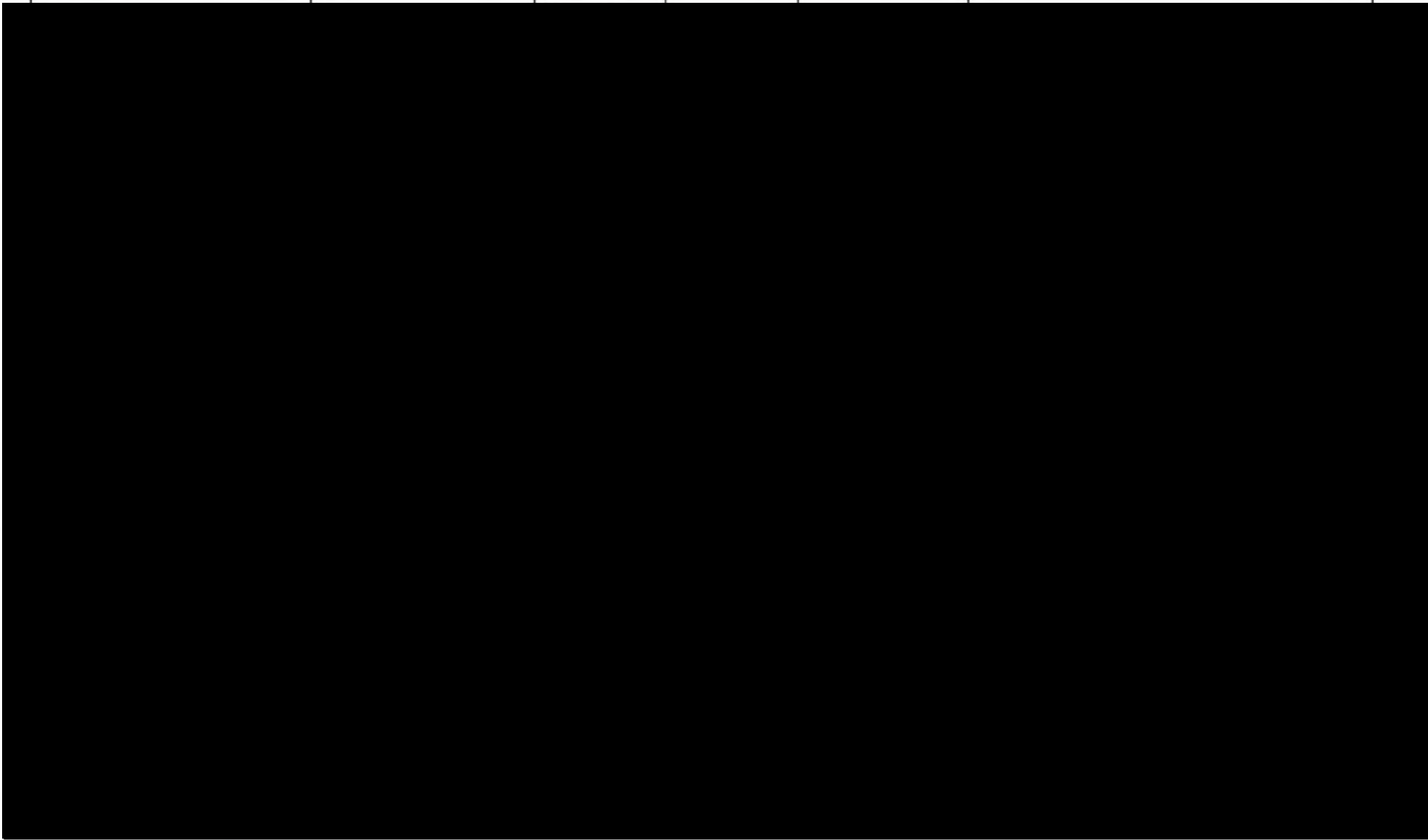


WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL





WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL





WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL





WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL





WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL





WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL





WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL





WESTERN YOUTH LEADERSHIP,
ENGAGEMENT, & EMPOWERMENT
MIDDLE SCHOOL

11:00 - 11:30

484 of 576



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NOTA: Al firmar a continuación, doy permiso a WYLEES para utilizar fotografías y grabaciones de audio y/o video del "Laboratorio de Diseño" con fines educativos, de recaudación de fondos y/o de marketing. WYLEES respeta la privacidad de los participantes de su "Laboratorio de Diseño" y no permite que visitantes no autorizados fotografíen o graben en video el evento o sus Participantes.



**WESTERN YOUTH LEADERSHIP,
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MIDDLE SCHOOL**

11:00 - 11:30

485 of 576



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WESTERN YOUTH LEADERSHIP,
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MIDDLE SCHOOL

11:00 - 11:30

486 of 576



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WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT MIDDLE SCHOOL

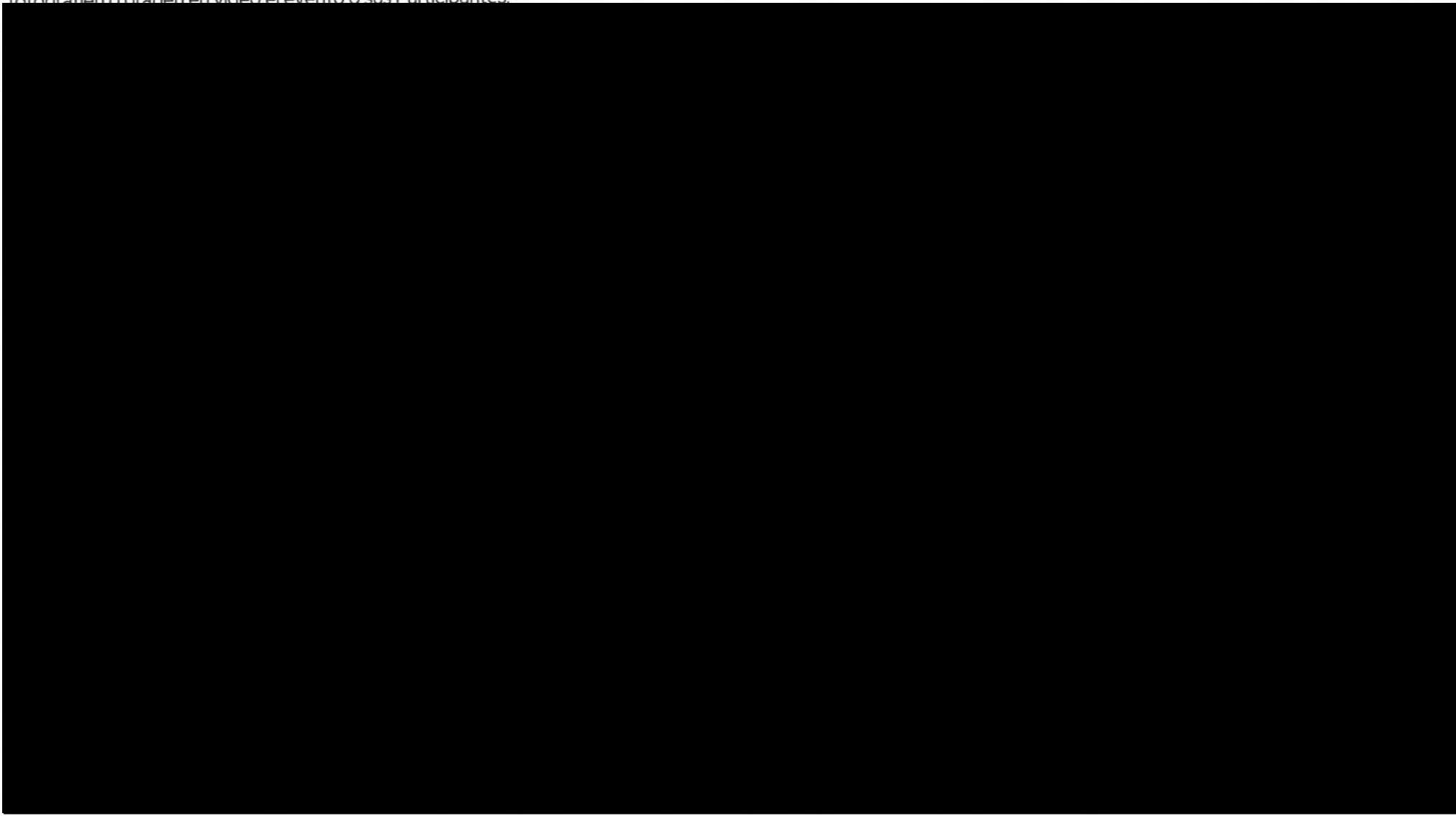
11:00 - 11:30

487 of 576



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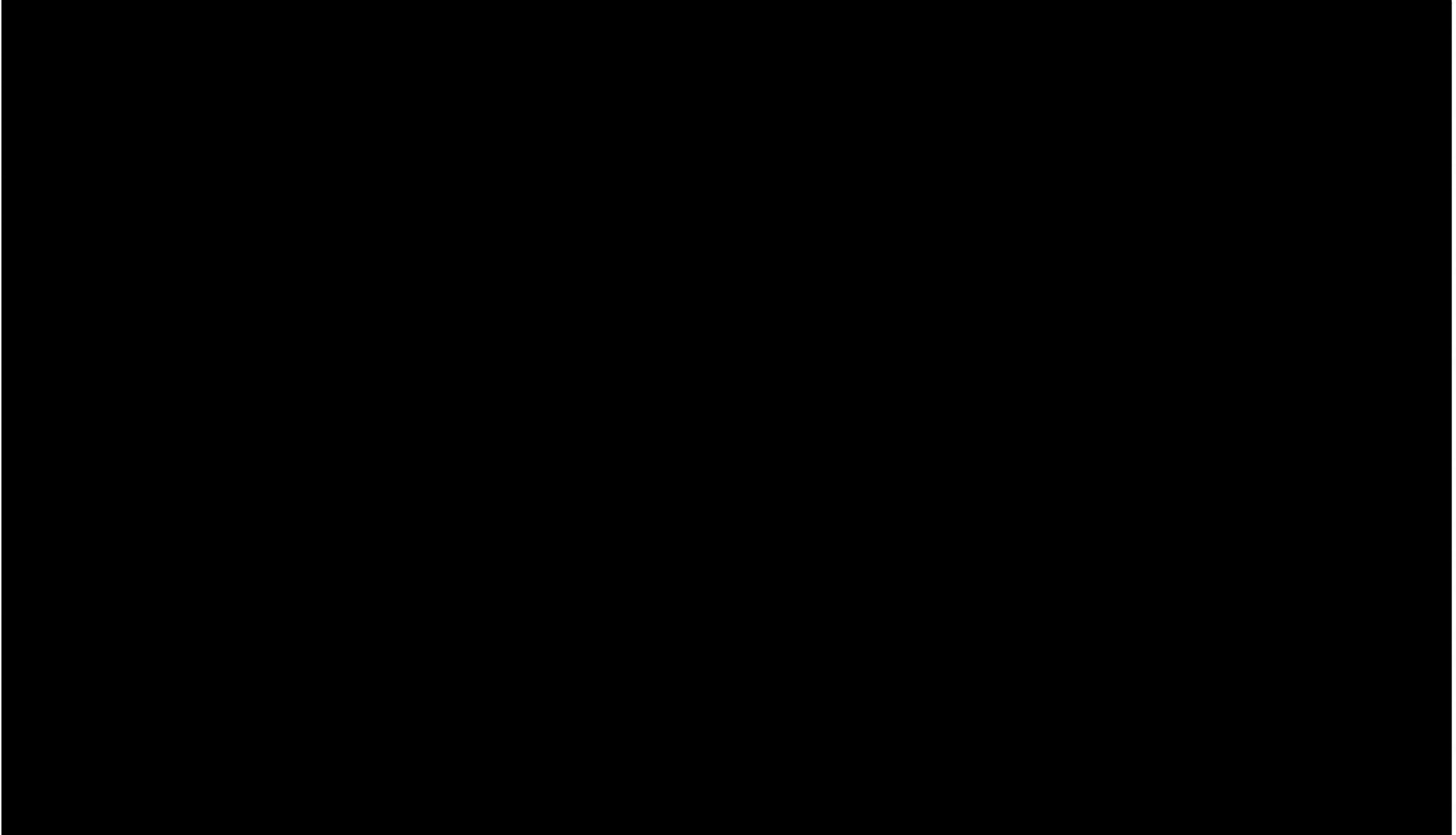
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488 of 576



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WESTERN YOUTH LEADERSHIP,
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11:20 - 11:30

489 of 576



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[Redacted Signature Area]



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MIDDLE SCHOOL**

11:00 - 11:30

491 of 576



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ATTACHMENT 17: INCUBATION YEAR PLANNING TABLE

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
CURRICULUM & INSTRUCTION				
<i>Contract with assessment providers in order to have access to tools and training resources by July 1, 2025</i>	Create SY25-26 Testing Schedule	Principal	May-Oct	In progress
	Begin contract process with NWEA, i-Ready, Infinite Campus (IC), SBAC	Principal	May-Oct	In progress
	Begin contract process with DRC (SBAC & WIDA)	Principal	Jan '25-May	Not Started
	Purchase state testing materials	Principal	Jan '25-May	Not Started
	Purchase i-Ready Diagnostic & IC	Principal	Jan '25-May	Not Started
<i>Create / collect internal assessment tools in order to be ready for Summer Set Up PD by July 1, 2025.</i>	Build out Explorations scope, sequence, and assessment criteria.	Principal	May-Oct	In progress
	Collect resources for PBL Project design, project planning, project plan design rubric, and evaluation of student success skills.	Principal	May-Oct	In progress
	Finalize Project-Based Learning Rubrics	Principal	May-Oct	In progress
	Prepare CASEL 5 Rubric materials for PD	Principal	Jan '25-May	Not Started
<i>Create / collect curricular materials needed in order to be ready for Summer Set Up PD by July 1, 2025.</i>	Develop Scope & Sequence for all courses, including student-facing Mastery Targets	Principal	May-Oct	In progress
	Finalize purchased curriculum selections and propose contracts to the board	Principal	May-Oct	Not Started
	Arrange for purchase of textbooks, library books, and curriculum software	Principal	Jan '25-May	Not Started
<i>Create / collect instructional tools, expectations, & protocols needed in order to be ready for Summer Set Up PD by July 1, 2025.</i>	Develop draft Wylee Profiles	Principal	May-Oct	In progress
	Develop Draft PLPs	Principal	May-Oct	In progress
	Develop Draft PLC structures, protocols, and calendars	Principal	Jan '25-May	Not Started
	Develop WYLEES Instructional Handbook (instructional taxonomies and non-negotiables)	Principal	May-Oct	In progress
	Develop classroom model, classroom setup, and materials set	Principal	Jan '25-May	Not Started
	Develop classroom walkthrough tools	Principal	Jan '25-May	Not Started
<i>Develop WYLEES' RTI, Special Education, and EB programs and protocols in preparation for student case assessments beginning in July 2025.</i>	Research and consult with related services providers	Principal	May-Oct	Not Started
	Recommend related service providers to Board for hiring consideration, as needed	Principal	Jan '25-May	Not Started

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Develop written policies and procedures for RTI, SPED, and EB services	Principal	July-Dec	Not Started
	Review selected and enrolled students to identify students identified as having disabilities or as English learners	Principal	March '25-July	Not Started
	Review family identified students who may need RTI	Principal	March '25-July	Not Started
	Request IEP Records and 504 Accommodations	Principal	March '25-July	Not Started
	Review existing IEPs and 504s	Principal	March '25-July	Not Started
	Define and plan required supports for all students with IEPs, 504s, and EB students	Principal, SPED Team, and EB Specialists	July 25	Not Started
TALENT				
<i>Create recruiting and hiring materials in order to begin staff recruiting by September 2024.</i>	Develop Staff Handbook, all employee policies	Principal	May-August	In progress
	Approve Staff Handbook, all policies	Board	September	Not Started
	Finalize salary scale, all staff	Principal	May-August	In progress
	Finalize compensation and benefits package, create employee-facing documents	Principal	May-August	In progress
	Create and publish Employee Value Proposition on website	Principal	May-August	In progress
	Finalize hiring processes and owners, develop interview guide for all steps	Principal	May-August	In progress
	Develop recruiting marketing materials	Principal	May-August	In progress
	Create form letters for all application steps (application receipt through offer)	Principal	May-August	In progress
	Create record-keeping system for all applicants	Principal	May-August	In progress
	Finalize benefit providers	Principal	Sept-Nov	Not Started
<i>Begin recruiting by September 2024 in order to develop a large pool of talent from which WYLEES can select and hire high-quality candidates by May 2025.</i>	Develop recruiting and hiring strategy (marketing, pipelines, events, SMART goals)	Principal	May-August	In progress
	Finalize Org Chart	Principal	Sept-Oct	In progress
	Approve Org Chart	Board	Oct	Not started
	Finalize job descriptions, all roles	Principal	Sept-Oct	In progress
	Approve job descriptions, all roles	Board	Sept-Oct	Not Started
	Post job openings	Principal	September	Not Started



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

495 of 576

ATTACHMENT 17: INCUBATION YEAR PLANNING TABLE

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Recruit, Interview, and Hire Director of Operations	Principal	Sept-Mar	Not Started
	Monitor pool development, all roles	Principal	Dec-Mar	Not Started
	Review applications	Principal	Dec-Feb	Not Started
	Conduct phone interviews	Principal	Dec-Feb	Not Started
	Review applicant activities	Principal	Dec-Mar	Not Started
	Conduct in-person interviews, arrange for live lesson observation (instructional staff only)	Principal	Jan-Mar (or by Dec if app pool is filled)	Not Started
	Extend offers	Principal	Feb-Apr	Not Started
	Conduct background checks	Principal	Jan-Apr	Not Started
<i>Begin hiring staff, starting with a Director of School Operations as early as September 2024 (and no later than March 2025) and including all other positions in order to ensure a full, highly qualified staff of applicants is contracted no later than May 31, 2025.</i>	Onboard and Train Director of Operations	Principal	Jan/Feb (Phase 1) Apr (Phase 2)	Not Started
	Send offers of employment for acceptance by staff and other onboarding documents	Principal and/or DSO	Jan/Feb (Phase 1) Apr (Phase 2)	Not Started
	Collect completed contracts and other new-hire paperwork	Principal	Sept-May	Not Started
	Ensure all staff are fingerprinted and background checked	Principal and/or DSO	Sept-May	Not Started
	Work with back-office provider for employee record keeping	Principal and/or DSO	Sept-May	Not Started
	Communicate monthly with all hired staff	Principal and/or DSO	Sept-Ongoing	Not Started
	Plan scope and sequence of professional development	Principal	Mar-June	Not Started
	Procure staff development materials	Principal	Mar-June	Not Started
	Conduct Summer Set Up For Success PD Days	Principal, staff	July	Not Started
OPERATIONS				
<i>Develop information management systems by June 2025 to ensure secure and legally compliant storage of student and staff data.</i>	Create a filing system (digital and paper) for all school-related information	DSO	Apr-June	Not Started
	Secure Student Information System (SIS) for warehousing of student data and reports	DSO	Apr-June	Not Started
	Purchase secure filing cabinets / storage and other materials required for paper filing	DSO	Apr-June	Not Started



Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
<i>Develop procurement / requisition processes and policies, and begin identifying and purchasing supplies and equipment needed for the school's launch in July 2025.</i>	Develop procurement and requisition policies and processes in collaboration with WYLEES' back office provider to ensure state and federal financial compliance, as appropriate (see Finance section for more)	Principal and/or DSO	Sept-Jan '25	Not Started
	Develop a comprehensive list of all items to be purchased through December of Year 1	DSO	Apr '25-June	In progress
	Develop suppliers and procurement processes for all major and routine purchases	DSO	Apr '25-June	Not Started
	Research school furniture and equipment for cost effective options	DSO	Jan '25-April	Not Started
	Purchase school furniture and equipment for the main office, administrative offices, classrooms, and common areas	DSO (with approval from principal and board)	Apr '25-June	Not Started
	Purchase classroom supplies	DSO (with approval from principal)	Apr '25-June	Not Started
	Purchase Specialist equipment	DSO (with approval from principal)	Apr '25-June	Not Started
	Purchase office supplies	DSO (with approval from principal)	Apr '25-June	Not Started
	Purchase restroom supplies, cleaning products	DSO (with approval from principal)	Apr '25-June	Not Started
<i>Develop health and safety policies, procedures, and protocols to ensure compliance with state and federal laws and to ensure a safe and secure learning environment by July 2025.</i>	Establish relationship with local services: Metro Police and LV Fire & Rescue, Board of Health	Principal/DSO	Apr '25-June	In progress
	Scope and complete state reporting requirements	DSO	Apr '25-June	Not Started
	Identify first aid resources and plan	DSO	Apr '25-June	Not Started
	Develop student health record keeping process and forms, ensure HIPAA compliance	DSO	Apr '25-June	Not Started
	Plan staff first aid training	DSO	Apr '25-June	Not Started
	Deliver staff first aid training	DSO	July 2025	Not Started
	Create health and safety procedures and posting	DSO	Apr '25-June	Not Started
	Develop emergency procedures and drill policies, procedures	DSO	March '25-June	Not Started

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL

497 of 576

ATTACHMENT 17: INCUBATION YEAR PLANNING TABLE

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Purchase first aid resources; set up first aid area within the school	DSO	Apr '25-June	Not Started
	Contract with FASA	DSO	Apr '25-June	Not Started
	Collect medical forms from families	DSO	March '25-June	Not Started
	Undergo building inspection	Principal/DSO	May 2025	Not Started
	Undergo fire inspection	Principal/DSO	May 2025	Not Started
<i>Develop breakfast and lunch policies, procedures, and protocols to ensure compliance with state and federal laws and to ensure we have plans for safe, nutritious, and reliable food services for students by the time school starts in August 2025.</i>	Reach out to food service vendors and Three Square for information and quotes; issue RFP	Principal	Jan '25-Mar	Not Started
	Select vendor and draft contract	Principal	March '25-July	Not Started
	Approve and sign contract	Board	June 2025	Not Started
	Develop plans for food service, including delivery, menu, time, logistics, disposal	DSO	Apr '25-June	Not Started
	Complete FRL forms and develop process for FRL reporting	DSO	Apr '25-May	Not Started
	Develop or purchase point of sale system and lunch documentation	DSO	Apr '25-June	Not Started
<i>Obtain insurance coverages which meet or exceed all state and/or federal requirements (and which meet all of WYLEES' insurance needs) from top rated carriers at the best available market rates prior to opening the school and prior to each coverage being needed (dates needed vary for certain coverages).</i>	Solicit bids for all Insurance types (facilities, board coverage, liabilities, etc.) and select best fit	Principal	Apr '24-Jan	In progress
	Approve and sign insurance contract(s)	Board	August '24 (or as needed)	Not Started
<i>Acquire a bus by July 2025 in order to be able to provide transportation to students who need transportation once WYLEES opens in August 2025.</i>	Begin conversations and negotiations in purchasing a bus	DSO	Feb '25-Apr	Not Started
	Approve and purchase bus	DSO	Feb '25-June	Not Started
FACILITY				
<i>Identify and acquire a facility immediately upon authorization in August 2025 in order to be able to</i>	Continue conversations with Broker	Principal	Through Authorization	In progress



Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
<i>provide an educational location for students once WYLEES opens in August 2025.</i>	Lease Negotiations	Principal/ Board Chair	Through Authorization	Not Started
	Lease review by full board	Board	July-August	Not Started
	Approve and sign lease	Board	September	Not Started
<i>Prepare WYLEES' identified facility in order to be able to provide an educational location for students once WYLEES opens in August 2025.</i>	Work with architect, contractor, broker for any necessary renovations	Principal	Jan '25-June	Not Started
	Develop compliance plans	DSO	Apr '25-June	Not Started
	Inspection and certificate of occupancy	Principal/ DSO	May 2025	Not Started
	Consider and select Internet providers	DSO	Apr '25-June	Not Started
	Consider and select phone providers	DSO	Apr '25-June	Not Started
	Arrange for furniture, equipment, and supplies to be moved into building and set up	DSO	Apr '25-June	Not Started
	Ongoing landlord relationship	Principal	Nov-Ongoing	Not Started
TECHNOLOGY				
<i>Research and acquire technology to meet WYLEES' organizational goals and teacher, student, and staff needs in advance of our opening in August 2025.</i>	Consider and select technology service providers	DSO	Apr '25-June	Not Started
	Scope and purchase classroom technology	DSO	Apr '25-June	Not Started
	Scope and purchase student technology	DSO	Apr '25-June	Not Started
	Purchase postage meter	DSO	Apr '25-June	Not Started
	Lease copier	DSO	Apr '25-June	Not Started
	Purchase technology-related supplies (toner, ink, phone sets)	DSO	Apr '25-June	Not Started
<i>Prepare technology for student and staff use by July 1, 2025 in preparation for WYLEES' Summer Set Up for Success on July 14, 2025.</i>	Develop system and tracking for technology deployment	DSO	Apr '25-June	Not Started
	Image student and staff devices with security policies	DSO	Apr '25-June	Not Started
	Ensure classroom technology is installed, set up, etc.	DSO	Apr '25-June	Not Started
	Set up phone systems, answering machines	DSO	Apr '25-June	Not Started
	Set up internet	DSO	Apr '25-June	Not Started
FINANCE				
<i>Select a proven Back-Officer Provider to ensure that WYLEES has support for mission-critical duties related to key</i>	Conduct RFP for back-office service providers	Principal	Aug-Sept	Not Started
	Select and contract with back-office provider	Board	September	Not Started



Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
<i>finances and human resources needs upon authorization in August 2024.</i>				
<i>Set up financial accounts upon authorization in August 2024 to be able to begin operations in August 2024.</i>	Set up bank account, school credit card	Principal	August	Not Started
	Approve check writers and signers	Board	August	Not Started
<i>Establish policies and procedures to ensure financial transactions are clear, transparent, trackable, and avoid waste or redundancy in order to ensure WYLEES' ongoing financial stability and sustainability starting at authorization and concluding prior to office staff beginning at WYLEES in July 2025.</i>	Define policies for purchase orders, checks, receipts, approval	Board	August	Not Started
	Design and implement a grant tracking system and inventory system for purchases made through categorical grant funding	Principal & DSO, with support from Back Office	September	Not Started
	Develop, in consult with back-office provider, monthly required financial reporting templates	Principal	Sept-Dec	Not Started
	Finalize cash flow plan, make adjustments as necessary	Principal	Jan-Feb	Not Started
	Design purchase order, check, and credit card request and authorization forms	DSO	Jan-June	Not Started
	Design receipt collection, filing, actual expense tracking	DSO	Jan-June	Not Started
PARENT & COMMUNITY ENGAGEMENT				
<i>Develop a pre-opening plan for continuous engagement with families by August 2024 in order to ensure that students' and families' voices are heard as we prepare for opening and to ensure that students and families stay engaged and follow through with enrollment when selected through our lottery policy.</i>	Develop community engagement calendar with monthly meetings, website updates, and social media posts included to ensure family engagement is planned and scheduled through December of 2025	Principal	April-Aug	In progress
	Maintain and update website and social media channels	Principal/ DSO	Aug-June 2025	In progress
	Host monthly family meetings	Principal	Aug-June 2025	In progress
	Write and send monthly WYLEES Blast communications	Principal	Aug-June 2025	In progress
	Setup nonprofit mailing status with post office	DSO	Aug-June 2025	In progress
	Contract for translation services	Principal	Aug-June 2025	In progress
<i>Initiate and/or formalize community partnerships which will support WYLEES'</i>	Develop relationships with all elected officials (as final location is determined)	Principal	Aug-June 2025	In progress



Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
<i>mission, vision, and organizational capacity by the time we open in August 2025.</i>	Build, maintain, and seek out additional community partner relationships	Principal	Aug-June 2025	In progress
	Initiate formal M.O.U. process with community partners	Principal	Aug-Dec	Not Started
	Approve and sign M.O.U. agreements	Board	Jan '25-March	Not Started
	Attend community events	Principal	Aug-June 2025	In progress
STUDENT RECRUITMENT & ENROLLMENT				
<i>Develop a marketing and recruitment calendar and materials by August 2024 in order to begin student recruitment upon authorization.</i>	Draft recruitment plan, events calendar, and monthly targets	Principal	Now-Authorizing	In progress
	Design and implement recruitment tracking tools	Principal	Now-Authoring	In progress
	Design flyers, social media posts, ongoing public communications	Principal	Apr-Aug	In progress
	Post flyers and leaflets in community	Principal	Aug-Jan 2025	
	Post information on website, social media	Principal	Apr-Jan 2025	In progress
	Draft press release and distribute	Principal	Upon authorizing, when app opens, key moments	Not Started
	Contract for ongoing translation services, written materials	Principal	Aug-Sept	Not Started
	Contract for ongoing translation services, events	Principal	Aug-Sept	Not Started
	Secure locations for information sessions, tabling events	Principal	Apr-March 2025	In progress
	Mobilize CAT volunteers and lead events	Principal	Apr-March 2025	In progress
<i>Recruit 408 students to complete WYLEES' lottery application by the time our application closes on March 13, 2025</i>	Design lottery application, make available in English, Spanish, Tagalog, other languages as necessary	Principal	Apr-Aug	In progress
	Make application, lottery, and enrollment information available on website	Principal	September	Not Started
	Launch application for lottery/enrollment, collect forms until deadline	Principal	Sept-Mar 2025	Not Started
	Secure lottery venue	Principal	Jan '25-Mar	Not Started
	Secure lottery announcer, translator	Principal	Jan '25-Mar	Not Started
	Determine and practice lottery protocols, agenda	Principal	Jan '25-Mar	Not Started



Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
<i>Enroll 272 students in grades 6-8 to meet WYLEES' year one enrollment goal by June 10, 2025.</i>	Conduct lottery	Principal	3/13/25	Not Started
	Notify families of status and collect acceptances/declines	Principal/DSO	3/13/25-3/21/25	Not Started
	Design and implement plan for altering wait-listed families of their status each month	Principal/ DSO	Mar '25-ongoing	Not Started
	Collect all enrollment forms for enrolling students	DSO	Apr '25-June	Not Started
	Request and file student records from previously attended schools	DSO	Apr '25-May	Not Started
	Run second-chance lottery, if needed	DSO	May '25-June	Not Started
	Continue recruiting and enrolling students, if needed	DSO	May '25-June	
SCHOOL SYSTEMS & CULTURE				
<i>Develop and finalize public-facing school policies and other informational materials by August 2024 in order to provide families with information needed when student recruitment begins.</i>	Finalize Student & Family Handbook, all policies	Principal	Apr-Aug	In progress
	Approve Student & Family Handbook, all policies	Board	September	Not Started
	Approve SY25-26 School Calendar	Board	September	Not Started
	Publish Student & Family Handbook, all policies, and calendar	Principal	September	Not Started
	Finalize and publish daily schedule	Principal	Apr-Jan 2025	In progress
<i>Develop and finalize data tracking and reporting systems by July 2025 in order to be able to analyze key metrics of WYLEES' success upon opening.</i>	Build reporting system, daily attendance	DSO	Oct-June 2025	Not Started
	Build reporting system, tardies	DSO	Oct-June 2025	Not Started
	Build reporting system, discipline data	Principal	Oct-June 2025	Not Started
	Design systems and procedures, student discipline	Principal/DSO	Jan-Mar	Not Started
	Design storage and tracking systems for Wylee Profiles and PLPs	DSO	Oct-June 2025	Not Started
<i>Develop school culture-building events by August 2025 in order to create a welcoming, inclusive atmosphere at WYLEES upon opening.</i>	Design Diversity & Inclusion Months Celebrations, weekly assembly agendas and culture routines	Principal	Apr-June	In progress
	Design Spirit Weeks and other theme days for the fall	Staff	July 2025	Not Started
OTHER				
<i>WYLEES will initiate its Board's official activities and its Board will begin to act in its official capacity within 30 days of authorization.</i>	Organizational Meeting- Official transition to governing Board of Directors	Board	Within 30 days of authorization	Not Started
	Approve by-laws, code of ethics, and conflict of interest	Board	Within 30 days of authorization	In progress



Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
	Policy Governance Step 1- Outcomes Policies; Board defines and approves annual outcomes	Board	Within 90 days of authorization	In progress
	Policy Governance Step 2- Executive Limitations; Board defines and approves its instructions to the Principal	Board	Within 90 days of authorization	In progress
	Policy Governance Step 3- Board Staff Linkage Policy; Board defines and approves its interactions and limitations of authority with school staff	Board	Within 90 days of authorization	In progress
	Policy Governance Step 4- Process Policies; Board defines and approves its own policies for governance	Board	Within 90 days of authorization	In progress
	Recruit vacant positions on WYLEES' Board	Board/ Principal	May-Dec	In progress
<i>WYLEES' Board will follow established best practices for highly-effective public charter school boards and will comply with all pertinent state and federal laws governing the board and its meetings beginning with WYLEES' Board's first meeting in September 2024.</i>	Set consistent meeting times and locations, post publicly	Board	August	In progress
	Develop and approve board meeting format	Board	August	In progress
	Develop and approve board meeting preparation packet format and timeline for distribution	Board	August	In progress
	Develop and approve minutes and record keeping procedures and formats	Board	August	In progress
	Attend a local charter school board meeting	Board	October	In progress
<i>WYLEES' Board will hire a high-performing/high-potential principal in order to execute the school's incubation year school development plan at WYLEES' Board's first meeting in September 2024.</i>	Approve job description, performance measures for Principal role	Board	Within 30 days of authorization	In progress
	Determine and approve annual process for evaluation of Principal	Board	Within 30 days of authorization	In progress
	Determine and approve compensation and benefits for the Principal	Board	Within 30 days of authorization	In progress
	Hire Principal	Board	Within 30 days of authorization	Not Started
	Conduct Background Check of Principal	Board Chair	June-August 2024	Not Started
<i>WYLEES' Board will develop a plan to generate additional funding in excess of state per-pupil funding in order to grow the school's capacity to achieve its</i>	Create a fundraising plan for the fiscal year with initiatives, owners, and targets	Board	September	In progress
	Create a plan for periodic review of available grants and authoring of proposals	Board	September	In progress

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Activity Date(s)	Status
academic, organizational, and financial goals at WYLEES' Board's first meeting in September 2024.				



WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 21: INSURANCE COVERAGES

Insurance Proposal for

WYLEES Middle School

***Presented By
Daniel LeaMon***



A Division Of:



Introduction to the Charter School Insurance Alliance

The Charter School Insurance Alliance is a subsidiary of Alera Group, Inc., a national insurance agency with strong roots in Las Vegas, Nevada. We are licensed in property, casualty, health, and life insurance. The Charter School Insurance Alliance was founded on the growing need for charter schools to partner with an agency that understands the arduous process most charter schools face in creating their insurance program.

We are committed to providing our charter school clients with:

- The best insurance quotes available in the market.
- Outstanding customer service.
- Knowledge and expertise in the charter school arena unprecedented by any other insurance agency.

As a national agency, our office is able to work with charter schools anywhere throughout the nation. It is our hope that you will partner with us to satisfy your charter school's insurance needs. If you have any questions, please feel free to give us a call at anytime.

Introduction to Your Team

Daniel LeaMon

Risk Management Consultant

daniel.leamon@aleragroup.com

Sandra Johnson

Senior Account Manager

sandra.johnson@aleragroup.com



9555 Hillwood Dr. Ste 140

Las Vegas, NV 89134

Phone: 702-396-4844

Fax: (702) 396-4832

www.aleragroup.com

Our Commitment to You

We truly value our clients business and we strongly believe an integral part of your charter school's insurance program is the professional service provided to you by your agency.

As such, we actually enter into an agreement with all our charter school clients to establish the minimum level of customer service you can expect from us. Below you will find a copy of the commitment we make with each one of our charter schools.

Customer Service Item	Frequency
Certificates of Insurance	Same Business Day
Phone Calls Returned	Same Business Day
Staff Availability	Mon.-Fri. 9:00 a.m. to 4:00 p.m.
Agent Availability	Anytime
Risk Management Review	Quarterly
Workers Compensation Safety Program Review	Annually
Auto Liability Safety Program Review	Annually
Claims Review Meetings	Quarterly
Annual Claims Review	90 Days Prior to Renewal
Delivery of Renewal Information	90 Days Prior to Renewal
Renewal Proposal	15 to 30 Days Prior to Renewal
Select Insurance Carrier(s)	15 to 30 Days Prior to Renewal
Release Renewal Insurance Certificates	24 Hours After the Receipt of Policy Number(s)
Bound Policy Delivery	Within 60 Days After Renewal



9555 Hillwood Dr. Ste 140
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Location Schedule

Customer: WYLEES Middle School

Policy Period: August 1, 2025 to August 1, 2026

WYLEES Middle School

#1 TBD



9555 Hillwood Dr. Ste 140
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General Liability

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverages	Limits
Per Occurrence	\$1,000,000
General Aggregate Limit Per Location	\$3,000,000
Products/Completed Operations Aggregate	Included
Personal Injury and Advertising	\$1,000,000
Fire Damage Legal Liability	\$100,000
Medical Payments	\$15,000

Deductible

Bodily Injury, Property Damage, Each Occurrence \$0

Description of Premium	Basis (23-24)	Premium
Number of Students K-8	200	Included
Total Number of Staff	19	Included

TOTAL GENERAL LIABILITY PREMIUM \$2,900.00

Exclusions: Asbestos Liability; Law Enforcement Professional Liability; Punitive Damages; Access or Disclosure of Confidential or Personal Info; Employment Related Practices; Fungi or Bacteria; Silica or Silica-Related; Pollution; Criminal Acts; Breach of Contract; War; Copyright Infringement



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Abuse & Molestation

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverages - Occurrence Form

Limits

Each Occurrence Limit	\$1,000,000
Aggregate Limit	\$3,000,000

TOTAL ABUSE & MOLESTATION PREMIUM \$1,200.00



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Employee Benefits Liability

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverages - Claims Made

Limits

Each Employee	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible	\$1,000

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM **\$300.00**

Exclusions: Bodily Injury, Property Damage or Personal Injury; Insufficiency of Funds;
 Failure to Perform a Contract; Workers Compensation Laws; ERISA;
 Taxes. Fines & Penalties: Available Benefits: Criminal Acts: Employment



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Commercial Auto

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Commercial Auto:

Hired Auto Liability	\$1,000,000
Non-Owned Auto Liability	\$1,000,000
Hired Auto Physical Damage- Comprehensive	\$1,000
Hired Auto Physical Damage- Collision Ded.	\$1,000

TOTAL AUTO PREMIUM \$300.00



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Inland Marine

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

<u>Inland Marine:</u>	<u>Limits</u>
Educational Institutions Miscellaneous Property	\$50,000
Contractors Equipment Coverage - Leased or Rented from Others	\$50,000
Pollutant Cleanup and Removal	\$10,000
Deductible Each Occurrence	\$1,000

Terms
Special Form
Actual Cash Value

TOTAL INLAND MARINE PREMIUM \$524.00



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Property

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverage Limits

Coverage Type	Coinsurance	Limit	Deductible
Contents	100%	\$100,000	\$1,000
Business Income	N/A	\$1,000,000	72 hours

Terms

Special Form
 Agreed Value

TOTAL PROPERTY PREMIUM \$3,200.00

Additional Property Coverages for WYLEES Middle School

[illegible]



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Directors & Officers, Educators Legal, Employment Practices Liability

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

School & Educators Legal Liability - Includes Directors & Officers

Limits

Each Loss Limit	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible	\$10,000

Employment Practices Liability

Limits

Each Loss Limit	\$1,000,000
Aggregate Limit	\$3,000,000
Deductible Each 'Wrongful Employment' Act	\$10,000

Non-Monetary Relief Defense Coverage

Limits

Aggregate Limit	\$300,000
Deductible	\$10,000

Additional Terms

Retroactive Date	Inception
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TOTAL PREMIUM \$3,200.00



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Workers Compensation

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: The Hartford
A.M. Best Rating: A+ XV

<u>Coverages</u>	<u>Limits</u>
Part One: Workers Compensation Insurance Nevada Statutory Requirements	
Part Two: Employers Liability	
Each Accident Limit	\$1,000,000
Injury by Disease - Each Employee	\$1,000,000
Injury by Disease - Policy Limit	\$1,000,000

<u>WC Class Codes & Payroll Breakdown</u>	<u>Payroll</u>
Class 8868 - School, Professional Employees and Clerica	\$1,010,000.00
Class 9101 - All other school employees	\$10,000.00
TOTAL WORKERS COMPENSATION PREMIUM	\$5,500.00



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Umbrella Liability

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverages

Limits

Occurrence or Each Claim Limit	\$3,000,000
General Aggrgate Limit	\$3,000,000
Retained Limit	\$0

Underlying Coverages

Underlying Limits

General Liability	\$1,000,000 / \$3,000,000
Educators Legal Liability	\$1,000,000 / \$3,000,000
Counseling Professional Liability	\$1,000,000 / \$3,000,000
Employee Benefits	\$1,000,000 / \$3,000,000
Abuse or Molestation	\$1,000,000 / \$3,000,000
Auto Liability - Hired/Non-Owned Auto	\$1,000,000 CSL

TOTAL EXCESS LIABILITY PREMIUM	\$5,000.00
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Exclusions: Follows underlying forms



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Cyber Security Liability

Customer: WYLEES Middle School**Policy Period:** 8/1/2025 to 8/1/2026**Carrier:** Coalition Insurance Company**A.M. Best Rating:** A+ XV**Cyber Coverages**

Coverage Type	Retention	Limits/Sublimits
Network & Info Security Liability	\$5,000	\$1,000,000
Regulatory Defense & Penalties	\$5,000	\$1,000,000
PCI Fines and Assessments	\$5,000	\$1,000,000
Funds Transfer Liability	\$5,000	\$1,000,000
Multimedia Content Liability	\$5,000	\$1,000,000
Breach Response Costs	\$5,000	\$1,000,000
Crisis Mgmt. & Public Relations	\$5,000	\$1,000,000
Ransomware & Extortion	\$5,000	\$1,000,000
Direct & Contingent Bus. Income	\$5,000	\$1,000,000
Computer Equipment & Bricking	\$5,000	\$1,000,000
Funds Trans. Fraud & Social Engineering	\$5,000	\$250,000 sublimit
Impersonation Repair Costs	\$5,000	\$50,000 sublimit
Reputation Repair	\$5,000	\$1,000,000

Limit Type	Limit
Aggregate Limit	\$1,000,000

TOTAL CYBER LIABILITY PREMIUM \$3,684.00**Policy Terms:** Claims Made Policy**Subject To:** Signed and dated cyber application.



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Student Accident Insurance

Customer: WYLEES Middle School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A++ XV

<u>Coverage:</u>	<u>Limits</u>
Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Benefit Amount - 100% of Usual and Customary	Full Excess
Accidental Death Limit	\$25,000
Accidental Dismemberment Limit	\$50,000
Accidental Paralysis Limit	\$50,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000
TOTAL ACCIDENT PREMIUM	\$450.00



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2025 Premium Summary

Customer WYLEES Middle School

<u>Coverage</u>	<u>Premium</u>
General Liability	\$2,900.00
Abuse	\$1,200.00
Employee Benefits Liability	\$300.00
Auto	\$300.00
Inland Marine	\$524.00
Property	\$3,200.00
Crime	Included
Directors & Officers, Educators Legal, Employment Practices Liability	\$3,200.00
Workers' Compensation	\$5,500.00
Umbrella Liability	\$5,000.00
Cyber Liability	\$3,684.00
Student Accident Insurance	\$450.00
TOTAL 2025 ANNUAL PREMIUM	\$26,258.00

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



ATTACHMENT 22: BUDGET NARRATIVE

Budget Narrative & Cash Flow Statement

The financial information and narrative for the proposal of Western Youth Leadership, Engagement, and Empowerment Middle School (WYLEES) is hereby presented. The financial statements include a 6-year pro-forma annual budget (the planning year plus 6 years of operations for 2024-25 through 2030-2031 inclusive) and a monthly cash flow statement for the first year of operation.

Students: Enrollment, Demographics

Revenues for WYLEES will largely depend on the number of students enrolled or Average Daily Enrolled (ADE).

It is planned that WYLEES will open in School Year 2025-26 with enrollment of 272 ADE and grow steadily each year to 501 ADE at capacity in School Year 2030-31. The below **Table A** reflects WYLEES' projected enrollment by grade level which includes 6th -8th Grade.

Table A: Enrollment

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
ENROLLMENT (All Populations)							
6th		112	127	152	167	167	167
7th		90	112	132	157	167	167
8th		70	90	115	137	162	167
Total Student Enrollment		272	329	399	461	496	501

Demographics are based on expected feeder schools in the designated area code of 89104 and the surrounding areas which are made up of the following weighted funding categories as reflected in **Table B**.

Table B: Demographics

		Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2024	2025	2026	2027	2028	2029	2030
		2025	2026	2027	2028	2029	2030	2031
ENROLLMENT BY STUDENT GROUP (Federally Fundable)								
	Est' with							
	Dupli'n							
<i>(Proportion of planned enrollment)</i>								
State Special Education (SPED)	12%		33	39	48	55	60	60
English Language Learners (EL)	33.00%		90	109	132	152	164	165
Gifted & Talented (GATE)	-%		-	-	-	-	-	-
At Risk Pupils (AR) (Computed separately and fun	90%		245	296	359	415	446	451
Totals on this line may exceed 100% and planned	135.00%	FYI: Overlap	367	444	539	622	670	676

Revenues

Factoring in all projected revenues at WYLEES, per-pupil funding is expected to be approximately \$10,849 per ADE (Average Daily Enrolled Student) which includes State, Federal and Local revenues in Year 1. In Year 2, a 2.00% COLA is assumed, and the State Weighted Funding Categories based on Prior Year enrollment will begin to be funded, this will increase the total average to \$12,112 per ADE. In each subsequent year, the revenue per pupil will increase based on an assumed COLA of 2.00%. The PCFP

State revenue stream provides the largest source of funding, making up about 85% in Year 1 and 83% of total revenues beginning in Year 2 of operation. All revenues are monitored throughout the year and updated as changes occur.

Table C: Summary of Projected Revenues

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
TOTAL REVENUE	\$ 11,000	\$ 2,951,008	\$ 3,984,943	\$ 4,831,669	\$ 5,606,994	\$ 6,073,904	\$ 6,174,590
<i>Total PCFP Revenue PP</i>		<i>\$ 10,849</i>	<i>\$ 12,112</i>	<i>\$ 12,109</i>	<i>\$ 12,163</i>	<i>\$ 12,246</i>	<i>\$ 12,325</i>

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Pupil Centered Funding Plan (PCFP)

The New School Application Financial Plan Template provided by the State Public Charter School Authority (SPCSA) was used to determine the PCFP assumptions for each year of the above revenue projections which are paid in Year 1 (2025-26) at \$9,414 for the State Adjusted Base Rate per expected student ADE. Projections indicate that in Year 1, a total of \$2,560,608 will be paid out based on the projected ADE of 272 for the State PCFP Adjusted Base Revenue.

In Year 2, a 2.0% COLA is applied to the State PCFP and in addition, State Weighted Funding and the expected weighted population count of students at WYLEES of 90% At-Risk pupils, 33% English Language Learners and 12% for Special Education Students outlined in the Enrollment and Demographics section will begin to be paid out. This totals \$166,733 for English Language Learners (ELL) and \$28,544 for At-Risk students, based on Prior Year student counts, along with the projected current State Adjusted Base Rate per ADE payout of \$3,097,206 (based on 329 ADE with the 2.00% COLA increase), totaling \$3,294,911 in Year 2 (2026-27.) Going forward these numbers are projected to increase based on added enrollment and a COLA increase calculated at 2.00% per annum.

Special Education

State Special Education funding will begin in Year 2 assumed per the SPCSA Financial Model at \$3,845 per Special Education student from the Prior Year's enrollment count. The Year 2 Total is projected at \$125,501 for English Learner students, and this is projected to increase at 2.00% COLA each year and grow with the enrollment totals. It should also be noted that a 1.25% PCFP Sponsorship fee is deducted each year from the PCFP Base Revenue only as reflected in **Table D**.

Table D: Projected State Revenues

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
STATE REVENUE							
State PCFP Adj' Base Revenue		\$2,560,608	\$3,097,206	\$3,756,186	\$4,339,854	\$4,669,344	\$4,716,414
State Weighted Funding (EL, GATE, no local AR)		\$ -	\$195,277	\$236,199	\$286,454	\$330,965	\$356,093
State SPED Funding		-	125,501	151,801	184,099	212,705	228,854
Inflation adjustor (on state Base only)			\$61,944	\$75,124	\$86,797	\$93,387	\$94,328
Inflation adjusted Total Revenue		\$2,560,608	\$3,479,928	\$4,219,309	\$4,897,203	\$5,306,402	\$5,395,689
PCFP Sponsorship Fee (on Base)		\$(32,008)	\$(38,715)	\$(46,952)	\$(54,248)	\$(58,367)	\$(58,955)
PCFP Revenue Net of Sponsor Fee		\$2,528,600	\$3,441,213	\$4,172,357	\$4,842,955	\$5,248,035	\$5,336,734
PCFP Revenue Net of Sponsor Fee pp		\$9,296	\$10,460	\$10,457	\$10,505	\$10,581	\$10,652

Federal Revenues & Other Funding

Title Programs

Based on roughly 90% of students qualifying for free and reduced priced meals, WYLEES has also included funds for Title IA, Title IIA, and Title III English Learners at the rates in the Financial Plan Template and based on the percentages of the weighted populations as outlined in the Enrollment and Demographics section and detailed in **Table E**.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 90%. The per-meal reimbursement rates assumed are based on the current Federal Rates of \$2.28 for Breakfast and \$4.35 for Lunch per eligible student multiplied by the number of school days.

Special Education

In addition to State Special Education funding, WYLEES also assumes \$1,005 per Special Education student of IDEA PART B Federal Special Education funding beginning in year 2 in line with the SPCSA Financial Plan Template and based on the prior year eligible student count.

Other Revenues

A small fundraising amount of \$20 per student is assumed. It should also be noted that WYLEES has applied for the Charter School Growth Fund SEED Grant in the amount of \$250,000, the New Schools Venture Fund Innovative Public Schools grant in the amount of \$215,000, and that WYLEES will apply for the Year Zero and CSP Grants through Opportunity 180. Additionally, WYLEES has been notified as of the time of application that it is a finalist for the SEED Grant.

Table E: Projected Federal Revenues & Other Local Funding

FEDERAL & OTHER LOCAL Revenue								
Title I		97,920	118,440	143,640	165,960	178,560	180,360	
Title IIA (FRL only)		17,109	20,694	25,097	28,997	31,198	31,513	
Title IIA (FRL & Non FRL)		1,088	1,316	1,596	1,844	1,984	2,004	
Title III		8,707	10,531	12,772	14,757	15,877	16,037	
Federal Breakfast Program		100,466	121,519	147,375	170,275	183,203	185,049	
Federal Lunch Program		191,678	231,846	281,175	324,867	349,531	353,055	
IDEA		-	32,803	39,677	48,119	55,597	59,818	
Other start-up grant funds, incl' SEA Grants w/ltr	11,000	-	-	-	-	-	-	-
School level fundraising w/supporting documentation	-	\$5,440	\$6,580	\$7,980	\$9,220	\$9,920	\$10,020	
TOTAL FEDERAL & OTHER LOCAL REVENUE	\$ 11,000	\$ 422,408	\$ 543,730	\$ 659,312	\$ 764,039	\$ 825,870	\$ 837,856	
Per Pupil (Federal Funding Portion)		\$ 1,553	\$ 1,653	\$ 1,652	\$ 1,657	\$ 1,665	\$ 1,672	

Expenditures

The projected expenditures through 2030-31 are shown below in Table F and are followed by a summary of assumptions for some of the larger expense categories.

Table F: Summary of Projected Expenses

EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Personnel	\$ -	\$1,603,965	\$1,997,313	\$2,678,081	\$3,370,629	\$3,518,671	\$3,761,897
Facilities	-	455,000	621,886	851,778	965,349	984,656	1,004,349
General Operating Expenses	-	546,158	579,808	698,814	804,368	860,804	942,927
BOSP Payments	-	60,000	61,200	62,424	63,672	64,946	66,245
Marketing	-	6,800	8,225	7,980	9,220	9,920	10,020
FFE&T	-	239,801	107,529	128,650	145,767	139,275	114,483
Transportation	-	-	-	-	-	-	-
Insurance	-	31,067	31,689	32,322	32,969	33,628	34,301
TOTAL EXPENSES	\$ -	\$2,942,791	\$3,407,648	\$4,460,050	\$5,391,975	\$5,611,900	\$5,934,221
<i>Total Expenses PP</i>	<i>\$ -</i>	<i>\$10,819</i>	<i>\$10,358</i>	<i>\$11,178</i>	<i>\$11,696</i>	<i>\$11,314</i>	<i>\$11,845</i>

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain relatively constant, near 55% of total expenditures after year 1. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including PERS, Social Security, Medicare, and workers’ compensation.

WYLEES’s teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students are expected to be at or below 19:1 over the course of the full 6 years of operations as noted in **Table G**.

Table G: Instructional Staff Ratio

Instructional Staff Ratio	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
FTE - SPED Teachers	-	2.0	3.0	5.0	7.0	7.0	7.0
FTE - ELL Teachers	-	2.0	2.0	2.0	2.0	2.0	2.0
FTE - Grade Level Teachers	-	10.0	12.0	15.0	18.0	19.0	19.0
Enrollment		272	329	399	461	496	501
FTE Teachers (SPED, ELL, Grade Level)	-	14	17	22	27	28	28
Student/Teacher ratio	-	19	19	18	17	18	18

The staffing tables associated with the financial projections are shown below:

Table H: Staffing Summary

Staff Summary	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
FTE - Administrators	-	2.0	2.0	3.0	3.0	3.0	4.0
FTE - Office	-	2.0	2.0	2.0	4.0	4.0	4.0
FTE - SPED Teachers	-	2.0	3.0	5.0	7.0	7.0	7.0
FTE - ELL Teachers	-	2.0	2.0	2.0	2.0	2.0	2.0
FTE - Guidance Counselors & Other	-	2.0	4.0	6.0	8.0	8.0	8.0
FTE - Grade Level Teachers	-	10.0	12.0	15.0	18.0	19.0	19.0
Total FTEs w/benefits @ School	-	20.0	25.0	33.0	42.0	43.0	44.0

For the first year of operations (2025-26), it is assumed that the school administrators and other 12-month employees will begin in July 2025. Teachers will begin in mid-July.

The total salary for all staff positions is listed by Year in the table below. The budget assumes a 2.0% cost of living adjustment per annum, in line with the revenue assumptions.

Table I: Total Salaries

Staff Summary	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
Total Staff w/o benefits (FTE count)	-	20.00	25.00	33.00	42.00	43.00	44.00
TOTAL SALARIES	\$ -	\$1,211,760	\$1,506,499	\$2,019,479	\$2,536,139	\$2,647,586	\$2,835,677

The below table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by whether they are full-time, part-time and/or hourly employees. WYLEES' employees are projected to be full time and therefore will all participate in PERS, Medicare, and Workers' Compensation Insurance. The Nevada PERS (and not the Federal Social Security system), Employer contribution rate is expected to be 17.50% which reflects PERS 50/50 vs. PERS 100 as most teaching staff in a new charter trend to the younger demographic which tend to start with PERS 50/50, and increases are based on the COLA increase of 1% each year. Should the employee elect to choose PERS 100, the salary would be adjusted downward to reflect the increased Employer PERS liability. Medical benefits are assumed at \$6,558 per single employee per quote provided by a local broker with multiple charter clients. Of this amount, 75% will be covered by WYLEES at \$4,918 per employee. This also includes vision and Dental covered at 100%.

Table J: Employee Benefits

Staff Summary	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
Total Staff w/o benefits (FTE count)	-	20.00	25.00	33.00	42.00	43.00	44.00
BENEFITS	\$ -	\$388,605	\$486,313	\$652,662	\$826,930	\$863,345	\$918,300
MEDICAL	-	100,327	127,917	172,228	223,583	233,484	243,693
Retirement (PERS-Required)	-	212,058	263,637	353,409	443,824	463,328	496,243
Other benefits	-	76,220	94,759	127,025	159,523	166,533	178,364

General Operating Expenses

Many of the core programming cost projections after the initial start-up period beginning in Year 1 are based upon a per pupil estimate that is reasonable for the school size including professional development, office supplies, instructional supplies, textbooks, library books, online curricula, project materials, field trips, contracted SPED Services, contracted back-office services (captured in the "EMO-CMO-BOSP" tab), student assessments, bank fees, and parent meeting expenses all included in the Instructional Supplies expense line. Textbook costs can be shifted to on-line curricula if the need trends higher for on-line vs. physical textbooks. WYLEES will provide breakfast and lunch for all students and will participate in the National School Free and Reduced Lunch Program. Total Contracts and other services include an estimate for legal fees, audit fees, Educational Consultant costs and Board and Staff recruitment costs as well as some nominal start-up costs. Transportation costs are not assumed, however transportation funding will be applied for if available in order to provide student-to-school and home transportation if the need is identified.

Table K: Summary of General Operating Expenses

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
GENERAL OPERATING EXPENSES							
Total Instructional Supplies	\$ -	\$ 208,417	\$ 180,344	\$ 204,389	\$ 223,171	\$ 225,381	\$ 275,611
<i>Per student</i>	\$ -	\$766	\$548	\$512	\$484	\$454	\$550
Total Contract/Other Services	\$ -	\$ 60,200	\$ 54,200	\$ 62,700	\$ 67,700	\$ 67,700	\$ 70,200
Total Food Costs	\$ -	\$ 266,832	\$ 322,749	\$ 391,419	\$ 452,241	\$ 486,576	\$ 491,481
NET TRANSPORTATION CASHFLOW	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL ATHLETIC COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflation (compounded/year)	\$ -	\$10,709	\$22,515	\$40,306	\$61,256	\$81,147	\$105,635
TOTAL GENERAL OPERATING EXPENSES	\$ -	\$546,158	\$579,808	\$698,814	\$804,368	\$860,804	\$942,927

Detailed General Operating Expenses are provided in **Table L** below. Some of the per student costs are higher in Year 1 due to the purchase of start-up Textbooks.

Table L: General Operating Expense Details

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
GENERAL OPERATING EXPENSES							
Professional development	\$ -	\$10,000	\$12,500	\$16,500	\$21,000	\$21,500	\$22,000
Staff recruitment	-	2,500	2,500	2,500	2,500	2,500	2,500
Special Ed/Psychology Consultant	-	50,000	50,000	50,000	50,000	50,000	50,000
Textbooks - initial costs	-	54,400	11,400	14,000	12,400	7,000	1,000
Textbooks - repurchase of new books	-						54,400
Library books per new student	-	13,600	16,450	19,950	23,050	24,800	25,050
Music program	-	4,080	4,935	5,985	6,915	7,440	7,515
Office Supplies (non direct student; not equip)	-	5,440	6,580	7,980	9,220	9,920	10,020
Supplies for students (not equip)	-	6,800	8,225	9,975	11,525	12,400	12,525
Assessment costs	-	4,080	4,935	5,985	6,915	7,440	7,515
Contracted SPED	-	16,320	19,740	23,940	27,660	29,760	30,060
Instructional supplies - Teachers (just teaching facult	-	700	850	1,100	1,350	1,400	1,400
General office supplies (enter here or above/student;	-	6,000	6,000	6,000	6,000	6,000	6,000
General building decorum	-	2,500	2,500	2,500	2,500	2,500	2,500
Health supplies	-	3,264	3,948	4,788	5,532	5,952	6,012
Bank fees	-	900	900	900	900	900	900
Postage and shipping	-	2,176	2,632	3,192	3,688	3,968	4,008
Gifts & awards - students	-	1,632	1,974	2,394	2,766	2,976	3,006
Dues and memberships	-	3,000	3,750	4,950	6,300	6,450	6,600
Travel and Meetings	-	2,500	3,125	4,125	5,250	5,375	5,500
Background checks	-	1,500	375	600	675	75	75
Field trips	-	7,500	7,500	7,500	7,500	7,500	7,500
Governance/Board Background Checks	-	825	825	825	825	825	825
Governance/Board Training	-	2,500	2,500	2,500	2,500	2,500	2,500
Governance/Board Other Expenses	-	1,200	1,200	1,200	1,200	1,200	1,200
Parent & staff meetings	-	5,000	5,000	5,000	5,000	5,000	5,000
Total Instructional Supplies	\$ -	\$ 208,417	\$ 180,344	\$ 204,389	\$ 223,171	\$ 225,381	\$ 275,611
<i>Per student</i>	\$ -	\$766	\$548	\$512	\$484	\$454	\$550

Contract/Other Services (Not otherwise included in app)(note EMO, CMO, BOSP tab)							
Admissions Lottery	\$ -	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Annual audit		\$8,000	\$10,000	\$12,000	\$12,000	\$12,000	\$12,000
Board Recruitment and Screening	\$ -	\$2,500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Brochures, Information	\$ -	\$2,500					
Charter application	\$ -	\$1,500					\$2,500
Curriculum Development	\$ -	\$5,000					
Education Consultant		\$25,000	\$30,000	\$35,000	\$40,000	\$40,000	\$40,000
HR: Hiring: Other	\$ -	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Legal fees (Incubation Year)	\$ -	\$5,000					
Legal fees (Post incubation)		\$2,500	\$5,000	\$6,500	\$6,500	\$6,500	\$6,500
Bus Passes		\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Friday Enrichment Program Subsidy		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Contract/Other Services	\$ -	\$ 60,200	\$ 54,200	\$ 62,700	\$ 67,700	\$ 67,700	\$ 70,200

Food Program							
Breakfast		\$88,128	\$106,596	\$129,276	\$149,364	\$160,704	\$162,324
Lunch program		\$178,704	\$216,153	\$262,143	\$302,877	\$325,872	\$329,157
Total Food Costs	\$ -	\$ 266,832	\$ 322,749	\$ 391,419	\$ 452,241	\$ 486,576	\$ 491,481

Furniture, Fixtures, Equipment and Technology (FFE&T)

The purchase of equipment, including computer devices and charging carts as well as student and staff furniture, will be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) per pupil, per full-time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation. Educational and subscription-based software is also assumed to be part of these costs. The amounts are based on quotes as well as similar size local school annual budgets.

Table M: Furniture, Fixtures, Equipment and Technology (FFE&T) Summary Expenses

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
TOTAL FFE & T COSTS	\$-	\$239,801	\$107,529	\$128,650	\$145,767	\$139,275	\$114,483

Student Recruitment and Marketing Expenses

Student Recruitment and Marketing Expenses are estimated at \$25 per student in Year 1 and Year 2, and \$20 per student in Year 3 and and forward. This is based on expected recruitment costs of schools of similar size and larger recruitment needs in the first couple of years.

Table N: Marketing Costs

STUDENT RECRUITMENT AND MARKETING	Incu' Yr 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
Total Cost	\$ -	\$6,800	\$8,225	\$7,980	\$9,220	\$9,920	\$10,020

Insurance Costs

Insurance costs are calculated at \$31,067 in year 1 with a 2% inflation adjustment in subsequent years based on the quote provided by a local broker with multiple charter clients.

Table O: Insurance Costs

Insurance	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
	\$ -	\$31,067	\$31,689	\$32,322	\$32,969	\$33,628	\$34,301

Facilities Expenses

WYLEES is planning to lease a third-party site. Based on current real estate conditions and the geographic area targeted, the budget projects facilities costs ranging from \$14.40 in Year 1 to \$20.83 in Year 6 per square foot per year with a rent abatement calculated over the first two Years. By Year 3, the full rent is assumed at \$19.63 with a 2% escalator thereafter. Per the SPCSA financial Funding Model, the calculated square feet required in year 1 will be 25,000. This will increase in Year 2 to 30,000 square feet, in Year 3 to 36,000 square feet and in Year 4 to 40,000 square feet based on student growth. This rate represents a reasonable assumption for the targeted zip code per the website LoopNet and per a local Commercial Real Estate Broker that has completed multiple charter school deals of similar size and scope and also assumes a built in cost for Tenant Improvements. Facilities related costs are also assumed including utilities, Custodial services, Maintenance costs and Common Area Maintenance costs based on the square footage available with a cumulative total of \$3.80 per square foot with a 2.00% escalator built in starting in Year 2. A \$30,000 deposit is assumed which represents one month of rent in Year 1.

Table P: Facilities, Repairs and Other Leases Expenses

FACILITIES	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Lease	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
LEASE OPTION	Enrollment	272 s	329 s	399 s	461 s	496 s	501 s
SF/pupil (50-55 sf PP common w/charter schools)/(20 sf PP commo		92 sf/p	91 sf/p	90 sf/p	87 sf/p	81 sf/p	80 sf/p
Lease area (conditioned space)(sq ft)	-	25,000 sf	30,000 sf	36,000 sf	40,000 sf	40,000 sf	40,000 sf
Lease rate/sq ft/year (After waivers, w/o escalator)	\$ -	\$14.40 /yr	\$16.78 /yr	\$19.63 /yr	\$20.02 /yr	\$20.42 /yr	\$20.83 /yr
Lease rate escalator			17%	17%	2%	2%	2%
Facility lease cost/yr	\$ -	\$360,000	\$03,280	\$706,605	\$800,819	\$816,836	\$833,172
Escalator on Custodial, Utilities, CAM, Security)		95,000	118,606	145,173	164,530	167,820	171,177
Security Deposit(s)(post to Cashflow ("CF Y1	-	30,000					
TOTAL FACILITIES CASH COSTS	\$-	\$485,000	\$621,886	\$851,778	\$965,349	\$984,656	\$1,004,349
TOTAL FACILITIES Book Expense	\$-	\$455,000	\$621,886	\$851,778	\$965,349	\$984,656	\$1,004,349
Total lease book expense (shown on Summar	\$-	\$455,000	\$621,886	\$851,778	\$965,349	\$984,656	\$1,004,349
Difference	\$-	\$(30,000)	\$-	\$-	\$-	\$-	\$-

Cash Flow

WYLEES intends to apply for the Revolving Loan Fund with the Nevada Department of Education to meet cash flow needs in Year 1 in the amount of \$136,000 which is based on the maximum \$500 per ADE projected in Year 1. This will be paid back beginning in Year 2 as a deduction from the PCFP revenue payments and will be fully paid back by the end of Year 3. Additionally, WYLEES will have applied for the CSP grant, administered by Opportunity 180, by May of 2024, and WYLEES has also applied for a \$250,000 SEED Grant through Charter School Growth Fund and the New Schools' Innovative Public Schools grant in the amount of \$215,000. Should any of the grants be awarded, some of the costs assumed in Year 1 could be shifted into the planning Year 0. Additionally, this would allow the Fund Balance to be built up sooner. Additionally, although not assumed in the model, the selling of receivables would be considered were none of the above to materialize.

Table Q: Monthly Cash Flow Year 1

	Projected Jul	Projected Aug	Projected Sep	Projected Oct	Projected Nov	Projected Dec	Projected Jan	Projected Feb	Projected Mar	Projected Apr	Projected May	Projected Jun	Projected Jul 1
End Cash Balance (F/B)	67,394	52,957	42,823	43,569	44,316	45,063	45,810	46,557	47,304	48,051	48,798	49,065	125,217

Ending Cash Balance

The cash balance at the end of 2024-25 is projected to be at \$48,798 and will be grown each year of operation with a goal of building a healthy reserve.

Table R: Projected Cash Balances as of June 30

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
Cash	\$11,000	\$49,065	\$262,000	\$317,745	\$367,119	\$394,991	\$398,973

Fund Balance

The fund balance is expected to be at .65% of the Operating Budget in Year 1 and then grow steadily through Year 6 to 31.77% as evidenced in **Table S**.

Table S: Statement of Fund Balance

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
TOTAL REVENUE	\$11,000	\$2,951,008	\$3,984,943	\$4,831,669	\$5,606,994	\$6,073,904	\$6,174,590
TOTAL EXPENSES	\$ -	\$2,942,791	\$3,407,648	\$4,460,050	\$5,391,975	\$5,611,900	\$5,934,221
Total Expenses PP	\$ -	\$10,819	\$10,358	\$11,178	\$11,696	\$11,314	\$11,845
SURPLUS/(DEFICIT)/Period	\$11,000	\$8,217	\$577,295	\$371,620	\$215,019	\$462,004	\$240,368
Per student		\$30	\$1,755	\$931	\$466	\$931	\$480
SURPLUS/(DEFICIT)/(Cumulative; capital n	\$11,000	\$19,217	\$596,512	\$968,132	\$1,183,151	\$1,645,155	\$1,885,524
As a % of Budget	NA	0.65%	17.51%	21.71%	21.94%	29.32%	31.77%

WESTERN YOUTH LEADERSHIP, ENGAGEMENT, & EMPOWERMENT SCHOOL



SUPPORTING DOCUMENTATION FOR THE BUDGET WORKBOOK



The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

[Industrial Space](#) / [Nevada](#) / [Las Vegas](#) / The Spectrum of Las Vegas



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The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available



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The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available



PARK HIGHLIGHTS

Frontage to Charleston Blvd and
Close to Major Freeways

3 phase Power

Property Mangement Staff On-
Site

Frontage on Pecos Road

Close Proximity to the US-95 and
I-15

Message

The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

PARK FACTS

Rental Rate	\$13.20 - \$15.60 /SF/YR	Park Type	Industrial Park
-------------	--------------------------	-----------	-----------------

ALL AVAILABLE SPACES(10)

Display Rental Rate
as

\$/SF/YR 

The Spectrum of Las Vegas | 3140 Venture Dr
8,564 SF | \$15.00/SF/YR

Building Type	Industrial
Building Subtype	Warehouse
Building Size	8,581 SF
Lot Size	0.41 AC
Year Built	2000
Construction	Reinforced Concrete
Drive-In Bays	3
Dock Doors	1
Levelers	1
Zoning	M

3140 Venture Dr - 1st Floor

Size	8,564 SF
Term	3-5 Years

Message



The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

The Spectrum of Las Vegas | 3300 Sunrise Ave

1,464 SF | \$13.20/SF/YR

Building Type/Class	Flex/B
Building Size	11,666 SF
Lot Size	0.74 AC
Year Built	1992
Construction	Reinforced Concrete
Clear Height	14'
Drive-In Bays	8
Power Supply	Amps: 200 Volts: 120-240 Phase: 3
Zoning	M

3300 Sunrise Ave - 1st Floor - 101

Size	1,464 SF
Term	2-5 Years
Rental Rate	\$13.20/SF/YR
Space Use	Industrial
Condition	Full Build-Out
Available	July 01, 2024

[Details](#) 

The Spectrum of Las Vegas | 3301 Sunrise Ave

Message



The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

Construction	Reinforced Concrete
Clear Height	14'6"
Drive-In Bays	10
Power Supply	Amps: 200 Volts: 120-240 Phase: 3
Zoning	M

3321 Sunrise Ave - 1st Floor - 101-102

Size	3,357 SF
Term	2-5 Years
Rental Rate	\$13.80/SF/YR
Space Use	Industrial
Condition	Full Build-Out
Available	May 01, 2024

[Details](#)

3321 Sunrise Ave - 1st Floor - 103-104

Size	3,311 SF
Term	2-5 Years
Rental Rate	\$13.80/SF/YR
Space Use	Industrial
Condition	Full Build-Out
Available	May 01, 2024

[Details](#)

The Spectrum of Las Vegas | 3340 Sunrise Ave

1,440 SF | \$14.40/SF/YR

Building Type	Flex
Building Size	7,563 SF
Lot Size	0.40 AC
Year Built	1992
Construction	Reinforced Concrete
Drive-In Bays	5

[Message](#)



The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

Size	1,440 SF
Term	2-5 Years
Rental Rate	\$14.40/SF/YR
Space Use	Industrial
Condition	Full Build-Out
Available	Now

[Details](#)

The Spectrum of Las Vegas | 3230 E Charleston Blvd

1,396 - 4,188 SF | \$15.60/SF/YR

Building Type	Flex
Building Size	26,719 SF
Lot Size	2.17 AC
Year Built	1996
Construction	Reinforced Concrete
Clear Height	14'6"
Drive-In Bays	14
Power Supply	Phase: 3
Zoning	M

3230 E Charleston Blvd - 1st Floor - 104

Size 1,396 SF

3230 E Charleston Blvd - 1st Floor - Ste 104

Size 1,396 SF

[Message](#)



The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

3230 E Charleston Blvd - 1st Floor - Ste 104

Size	1,396 SF
Term	2-5 Years
Rental Rate	\$15.60/SF/YR
Space Use	Office/Retail
Condition	Full Build-Out
Available	Now

[Details](#) 

The Spectrum of Las Vegas | 3330 Sunrise Ave

4,433 SF | \$13.20/SF/YR

Building Type	Flex
Building Size	13,252 SF
Lot Size	1.20 AC
Year Built	1992
Construction	Reinforced Concrete
Clear Height	14'1"
Drive-In Bays	10
Power Supply	Amps: 100 Volts: 120-208 Phase: 3
Zoning	M

Message



The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

Rental Rate	\$13.20/SF/YR
Space Use	Industrial
Condition	Full Build-Out
Available	Now

[Details](#) 

The Spectrum of Las Vegas | 3330 Sunrise Ave

1,942 SF | \$14.40/SF/YR

Building Type	Flex
Building Size	13,950 SF
Lot Size	0.89 AC
Year Built	1992
Zoning	M

3330 Sunrise Ave - 1st Floor - 107

Size	1,942 SF
Term	2-5 Years
Rental Rate	\$14.40/SF/YR
Space Use	Industrial
Condition	Full Build-Out
Available	May 01, 2024

[Details](#) 

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The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

ATTACHMENTS

[SPECTRUM Brochure 4.4.24](#) ↓

MAP




TRANSPORTATION

Message

The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

Las Vegas Convention Center Station  (Las Vegas Monorail)	9 min drive	4.9 mi
---	-------------	--------

Harrah's/Imperial Palace Station  (Las Vegas Monorail)	13 min drive	6.5 mi
--	--------------	--------

Flamingo/Caesars Palace Station  (Las Vegas Monorail)	13 min drive	6.8 mi
---	--------------	--------

AIRPORT

North Las Vegas Airport	13 min drive	7.9 mi
-------------------------	--------------	--------

Harry Reid International Airport	15 min drive	8.1 mi
----------------------------------	--------------	--------

FREIGHT PORT

Port of Long Beach	320 min drive	285.7 mi
--------------------	---------------	----------

RAILROAD

UP-LAS VEGAS-NV	6 min drive	3.3 mi
-----------------	-------------	--------

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1,396 - 28,699 SF of Space Available



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106,161 SF Avail...



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78,756 SF Avail...



2327 N Nellis Bl...
134,114 SF Avail...



8420 N Terry B ...
664,300 SF Avai...

Listing ID: 14770756

Date on Market: 4/5/2024

Last Updated: 4/5/2024

Address: 3150 E Charleston Blvd, Las Vegas, NV 89104

The **Downtown East Industrial Property** at 3150 E Charleston Blvd, **Las Vegas**, NV **89104** is currently available. Contact Schnitzer Properties for more information.

PROPERTIES IN NEARBY NEIGHBORHOODS

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[Sunrise Manor Industrial Space](#)

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[Arts District Industrial Space](#)

[Green Valley South Industrial Space](#)

[Chinatown Industrial Space](#)

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The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available

2769 N Lamb Blvd, Las Vegas NV
3000 Lincoln Rd, Las Vegas NV
2920 Brooks Park Dr, North Las Vegas NV
5032 Cecile Ave, Las Vegas NV
1665 S Mojave Rd, Las Vegas NV
112-110 W Wyoming Ave, Las Vegas NV
901 S 1st St, Las Vegas NV
1511 A St, Las Vegas NV
3060 S Highland Dr, Las Vegas NV
3775 E Sahara Ave, Las Vegas NV
4389 Alto Dr, Las Vegas NV

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The Spectrum of Las Vegas | Las Vegas, NV 89104

1,396 - 28,699 SF of Space Available



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Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104

[Retail Space](#) / [Nevada](#) / [Las Vegas](#) / 953 E Sahara Ave, Las Vegas, NV 89104



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Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104



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Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104



HIGHLIGHTS

Sahara Frontage

Restaurant Space

Pylon Sign

Huge Shared Parking Lot

Motivated Landlord

50,000 + CPD

Message

**Building A | 953 E Sahara Ave**

5,675 SF of Retail Space Available in Las Vegas, NV 89104

Size	5,675 SF
Term	Negotiable
Rental Rate	\$12.00/SF/YR
Rent Type ⓘ	Triple Net (NNN)
Space Use	Retail
Condition	Full Build-Out
Availability	Now

Lease rate does not include utilities,
property expenses or building services

Fully Built Out as Standard Retail
Space

Located in-line with other retail

SELECT TENANTS AT BUILDING A

TENANT	DESCRIPTION	US LOCATIONS REACH	
Abbott Trophies	Other Retail	1	Local
Club Ya-mang	Restaurant	1	Local
Cue Club	Arcade	1	Local
Entourage Spa & Health Club	Fitness	1	Local

Message

Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104

LAS VEGAS, NV 89104

Rental Rate	\$12.00 /SF/YR	Total Land Area	2.76 AC
Property Type	Retail	Year Built	1963
Property Subtype	Freestanding	Parking Ratio	0.39/1,000 SF
Gross Leasable Area	116,267 SF		

ABOUT THE PROPERTY

Located on the SWC of the busy Sahara and Maryland Pkwy. Centrally located with easy access to the 15 Fwy, Las Vegas Blvd, and not to mention plenty of shopping and some of the best restaurants in the Valley. The building offers Sahara frontage, abundant

parking, and pylon signage easily seen from Sahara Ave. Retail and built out restaurant spaces are available. Large retail space with CRAZY deals being made for the right tenant! Restaurant space available.

Bus Line

Pylon Sign

Signage

Signalized
IntersectionDedicated
Turn Lane**ATTACHMENTS**[953 Sahara brochure 2024](#) ↓

Message



Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104



WALK SCORE ®
Very Walkable (84)

NEARBY MAJOR RETAILERS

BANK OF AMERICA

CHASE

Marie Callender's
Restaurant & Bakery



Smith's








Message

Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104

**TRANSIT/SUBWAY**

Sahara Station  (Las Vegas Monorail)	15 min walk	0.9 mi
Las Vegas Hilton Station  (Las Vegas Monorail)	16 min walk	1.4 mi
Las Vegas Convention Center Station  (Las Vegas Monorail)	4 min drive	1.5 mi
Harrah's/Imperial Palace Station  (Las Vegas Monorail)	9 min drive	3.1 mi
Flamingo/Caesars Palace Station  (Las Vegas Monorail)	9 min drive	3.3 mi

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106,161 SF Avail...



1 Via Inspirada ...
78,756 SF Avail...



2327 N Nellis Bl...
134,114 SF Avail...



8420 N Terry B ...
664,300 SF Avai...

Listing ID: 25981903

Date on Market: 10/31/2023

Last Updated: 4/22/2024

Address: 953 E Sahara Ave, Las Vegas, NV 89104

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Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104

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NEARBY LISTINGS

[3111 S Valley View Blvd, Las Vegas NV](#)

[1050 E Flamingo Rd, Las Vegas NV](#)

[333 N Rancho Dr, Las Vegas NV](#)

[2810 W Charleston Blvd, Las Vegas NV](#)

[300 S 4th St, Las Vegas NV](#)

[4850 W Flamingo Rd, Las Vegas NV](#)

[3790 Paradise Rd, Las Vegas NV](#)

[3790 Paradise Rd, Las Vegas NV](#)

[3105 E Sahara Ave, Las Vegas NV](#)

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Building A | 953 E Sahara Ave

5,675 SF of Retail Space Available in Las Vegas, NV 89104

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The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

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The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available



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The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available



PARK HIGHLIGHTS

Ample parking, covered parking available

Convenient access to I-15 & U.S. 95

Beautiful courtyards

Message

The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

Park Type

Office Park

ALL AVAILABLE SPACES(14)

Display Rental Rate

as

[\\$/SF/YR](#) 

The 1785 Office Center | 1785 E Sahara Ave - The 1785 Office Center #1
2,333 - 19,287 SF | \$9.60/SF/YR

Building Type	Office
Year Built	1979
Building Size	38,070 SF
Building Height	2 Stories
Typical Floor Size	19,035 SF
Parking	313 Spaces

1785 E Sahara Ave - 1st Floor - Ste 160-175

Size	5,430 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#) 

1785 E Sahara Ave - 2nd Floor - Ste 210

Size	3,036-5,369 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#) 

[Message](#)



The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#) 

Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#) 

Message



The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

Year Built	1979
Building Size	40,997 SF
Building Height	2 Stories
Typical Floor Size	20,499 SF
Parking	313 Spaces

1785 E Sahara Ave - 1st Floor - Ste 310

Size	3,746-6,376 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#)

1785 E Sahara Ave - 1st Floor - Ste 323

Size	1,781-6,376 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#)

1785 E Sahara Ave - 1st Floor - Ste 325

Size	849-6,376 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

1785 E Sahara Ave - 1st Floor - Ste 339

Size	830-2,096 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Message](#)



The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

Size	1,266-2,096 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#)

Size	3,102 SF
Term	Negotiable
Rental Rate	\$9.60/SF/YR
Space Use	Office
Condition	-
Available	Now

[Details](#)

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PARK OVERVIEW

The 1785 Office Center is located in the heart of Las Vegas. It has been newly renovated - parking surfaces,

painting, and new pylon sign. The electricity is included in the CAM.

Air
Conditioning

Bus Line

Courtyard

Signage

ATTACHMENTS

[Leasing Flyer_OC_02.01.24](#)

LINKS

[Message](#)

The 1785 Office Center | Las Vegas, NV 89104





830 - 61,780 SF of Office Space Available



TRANSPORTATION



TRANSIT/SUBWAY

Sahara Station  (Las Vegas Monorail)	4 min drive	1.9 mi
Las Vegas Hilton Station  (Las Vegas Monorail)	6 min drive	2.4 mi
Las Vegas Convention Center Station  (Las Vegas Monorail)	5 min drive	2.5 mi
Harrah's/Imperial Palace Station  (Las Vegas Monorail)	10 min drive	4.1 mi

Message

The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

Harry Reid International Airport	12 min drive	5.6 mi
North Las Vegas Airport	14 min drive	7.6 mi

YOU MAY ALSO LIKE



6795 Edmond S...
106,161 SF Avail...



1 Via Inspirada ...
78,756 SF Avail...



2327 N Nellis Bl...
134,114 SF Avail...



8420 N Terry B ...
664,300 SF Avai...

Listing ID: 23415580

Date on Market: 2/1/2024

Last Updated: 4/24/2024

Address: 1785 E Sahara Ave, Las Vegas, NV 89104

The **Winchester Office Property** at 1785 E Sahara Ave, **Las Vegas, NV 89104** is currently available. Contact Virtus Commercial for more information.

PROPERTIES IN NEARBY NEIGHBORHOODS

[Spring Valley Office Space](#)

[Paradise Valley East Office Space](#)

[West of the Strip Office Space](#)

[Sunrise Manor Office Space](#)

[Summerlin Office Space](#)

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The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

[Gibson Springs Office Space](#)

[Midway Office Space](#)

[Canyon Gate Office Space](#)

[Arts District Office Space](#)

[Chinatown Office Space](#)

NEARBY LISTINGS

[3111 S Valley View Blvd, Las Vegas NV](#)

[1050 E Flamingo Rd, Las Vegas NV](#)

[333 N Rancho Dr, Las Vegas NV](#)

[2810 W Charleston Blvd, Las Vegas NV](#)

[3790 Paradise Rd, Las Vegas NV](#)

[2110 E Flamingo Rd, Las Vegas NV](#)

[320 N Nellis Blvd, Las Vegas NV](#)

[4632-4634 S Maryland Pky, Las Vegas NV](#)

[4450 E Washington Ave, Las Vegas NV](#)

[1600 E Desert Inn Rd, Las Vegas NV](#)

[2480 E Tompkins Ave, Las Vegas NV](#)

[732 S 6th St, Las Vegas NV](#)

[4660 S Eastern Ave, Las Vegas NV](#)

[2500 W Sahara Ave, Las Vegas NV](#)

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The 1785 Office Center | Las Vegas, NV 89104

830 - 61,780 SF of Office Space Available

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Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104

[Office Space](#) / [Nevada](#) / [Las Vegas](#) / 4000 E Charleston Blvd, Las Vegas, NV [89104](#)



Call

Message



Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104



Message

Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104



HIGHLIGHTS

Property is uniquely located along E. Charleston Blvd. and the access to Interstate 515.

There also has been a widening of East Charleston Blvd. Which positively effected the property.

Message



Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104

TERM

3-5 Years

RENTAL RATE

\$18.00/SF/YR

SPACE USE

Office

CONDITION

Full Build-Out

AVAILABLE

Now

[Details](#)

TERM

5-10 Years

RENTAL RATE

\$15.00/SF/YR

SPACE USE

Office

CONDITION

Full Build-Out

AVAILABLE

Now

[Details](#)

1st Floor, Ste 120

SIZE

7,733 SF

TERM

5-10 Years

RENTAL RATE

\$15.00/SF/YR

SPACE USE

Office

CONDITION

Shell Space

[Message](#)

Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104

PROPERTY OVERVIEW

North American Commercial is pleased to Exclusively market Woodbury Medical Center for lease. The property is a Class B asset anchored by University of Nevada/Mojave Counseling. Other tenants include Allergy & Asthma Associates. The existing vacancies

are perfect for medical users as well as general office users. 4000 E Charleston is a high visibility located just off I-95 and E Charleston. The building sits on the North side of Charleston and has direct visibility from the freeway exit.

24 Hour
Access

Courtyard

Signage

Balcony

Bus Line

PROPERTY FACTS

Building Type	Office
Year Built	1982
Building Height	2 Stories
Building Size	45,895 SF
Building Class	B
Typical Floor Size	22,947 SF
Unfinished Ceiling Height	11'
Parking	192 Surface Parking Spaces




Message

Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104

TRANSPORTATION

TRANSIT/SUBWAY

Sahara Station  (Las Vegas Monorail)	9 min drive	5.2 mi
Las Vegas Hilton Station  (Las Vegas Monorail)	12 min drive	5.6 mi
Las Vegas Convention Center Station  (Las Vegas Monorail)	11 min drive	5.8 mi
Harrah's/Imperial Palace Station	14 min drive	9.3 mi

Message

Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104

North Las Vegas Airport	12 min drive	8.2 mi
Harry Reid International Airport	15 min drive	9.5 mi

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106,161 SF Avail...



1 Via Inspirada ...
78,756 SF Avail...



2327 N Nellis Bl...
134,114 SF Avail...



8420 N Terry B ...
664,300 SF Avai...

Listing ID: 6712241

Date on Market: 4/10/2017

Last Updated: 2/27/2024

Address: 4000 E Charleston Blvd, Las Vegas, NV 89104

More public record information on 4000 E Charleston Blvd, Las Vegas, NV 89104

The **East Las Vegas Office Property** at 4000 E Charleston Blvd, **Las Vegas**, NV **89104** is currently available. Contact North American Commercial for more information.

OFFICE PROPERTIES IN NEARBY NEIGHBORHOODS

[Paradise Valley East Office Space](#)

[West of the Strip Office Space](#)

[Sunrise Manor Office Space](#)

[University District Office Space](#)

Message

Woodbury Medical Center | 4000 E Charleston Blvd

2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104

[Canyon Gate Office Space](#)

[Arts District Office Space](#)

[Chinatown Office Space](#)

[The Strip Office Space](#)

[Buffalo Office Space](#)

[Green Valley South Office Space](#)

NEARBY LISTINGS

[1050 E Flamingo Rd, Las Vegas NV](#)

[3790 Paradise Rd, Las Vegas NV](#)

[2110 E Flamingo Rd, Las Vegas NV](#)

[1212 S Eastern Ave, Las Vegas NV](#)

[320 N Nellis Blvd, Las Vegas NV](#)

[4632-4634 S Maryland Pky, Las Vegas NV](#)

[4450 E Washington Ave, Las Vegas NV](#)

[1600 E Desert Inn Rd, Las Vegas NV](#)

[2480 E Tompkins Ave, Las Vegas NV](#)

[732 S 6th St, Las Vegas NV](#)

[4660 S Eastern Ave, Las Vegas NV](#)

[2500 W Sahara Ave, Las Vegas NV](#)

[2465 Reynolds Ave, North Las Vegas NV](#)

[2065 E Sahara Ave, Las Vegas NV](#)

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Woodbury Medical Center | 4000 E Charleston Blvd
2,641 - 13,070 SF of Office Space Available in Las Vegas, NV 89104

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April 11, 2023

Mike Taack

Founder

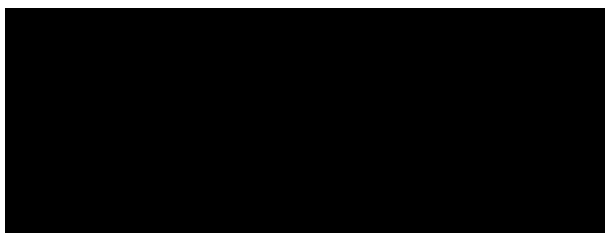


Dear Mike,

Opportunity 180 is pleased to provide a Planning Grant in the amount of \$20,000 to support Western Youth Leadership, Engagement, and Empowerment Middle School's school planning. This grant will be disbursed upon signed receipt of the Year 0 Grant Terms and Conditions and any required reports. This grant is subject to the Planning Grant Terms and Conditions.

You will receive a DocuSign email invitation when the Grant Terms and Conditions are available. Upon receipt, please review and submit your signed Grant Terms and Conditions.

We request that Western Youth Leadership, Engagement, and Empowerment Middle School continue regular communication and ongoing clarification with Opportunity 180 to check on progress and partner in your ongoing success. Please don't hesitate to reach out to us for help and support throughout this process.



Jana Wilcox Lavin
Executive Director

