

STATE PUBLIC CHARTER SCHOOL AUTHORITY



Comprehensive Restructuring Amendment for Schools Under Negotiated Receivership or Reconstitution

MS Word Application Template

For the 2018 – 2019 School Year

SPCSA Cover Sheet

Identify the **primary point of contact** for your team. Barring a change in the makeup of the group, this is likely the primary author and will serve as the contact for all communications, scheduling, and notices regarding your application with SPCSA staff. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your amendment, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of your team may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Josh Kern

Mailing address: _____

School Name: Quest Preparatory Academy

Street/PO

Box: 4025 N. Rancho Drive

City: Las Vegas *State* NV *Zip* 89130

Phone Number: *day* 202.277.8627 *evening* 202.277.8627

Fax Number: _____ Email: receiver@questlv.com

Name of team or entity
applying/Receiver: Joshua Kern, Receiver

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	95	100	100	100	100	105
1	85	85	85	85	85	85
2	87	85	85	85	85	85
3	95	90	85	85	85	85
4	110	90	90	85	85	85
5	85	105	90	90	85	85
6	70	75	95	80	80	75
7	55	70	75	90	75	75
8	55	50	65	73	88	75
9						
10						
11						
12						
Total	737	750	770	773	768	755

Applicant/Receiver Certification:



 Signature

January 19, 2018

 Date

Joshua Kern,
 Receiver

 Printed Name:

1. Meeting the Need

A. TARGETED PLAN

- (1) Explain how your model, and the commitment to serve this school’s population, would meet the district and community needs and align with the mission of the SPCSA. Stated another way, please detail the rationale for the amendment and why the proposed model is critical to the long-term success of the school.**

SPCSA Mission – The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.

The model outlined in the following pages is critical to meeting the needs of Quest’s students, as well as the district and the community. It also aligns with the mission of the SPCSA – by 1) allowing the school to make the academic changes that are necessary to prepare students for success and 2) offering an opportunity for SPCSA to model best practices in charter school sponsorship by facilitating Quest’s academic turnaround.

Nevada ranked 51st in the nation in Education Week’s 2017 Quality Counts review, placing increasing pressure on the state to fulfill the promise of improving educational opportunities for all its young people, especially those who the odds are often stacked against, including students who qualify for free and reduced priced meals and students of color.

Quest Academy schools educates one of the most diverse student populations amongst Nevada State Public Charter Schools, with a population that is far more diverse than the state or the county:

Table 1: Quest Enrollment by Demographics, compared to County and State Charters

	Asian	African American	Hispanic	White	Two + races	SPED	ELL	FRL
State Public Charters 2016-17	7%	9%	26%	49%	8%	9%	5%	24%
Clark County 2016-17	6%	14%	46%	28%	6%	12%	18%	70%
Alexander 2016-17	2%	37%	39%	14%	8%	4%	43%	45%
Bridger 2016-17	2%	30%	50%	18%	8%	10%	37%	48%
Torrey Pines 2016-17	5%	28%	29%	27%	8%	13%	22%	26%

The events that led up to the Receivership—fiscal mismanagement and frankly exploitation of Quest’s student community—created significant operational challenges for Quest, that, as the Receiver wrote in his report to this Board in December 2017, have resulted in significant academic challenges as well.

This proposal—and the long-term commitment behind it—are designed to ensure that Quest’s very diverse student body and the larger community it represents is well served. Currently, Quest students are behind their peers, at the local and state level. In 2016-17, Quest’s proficiency rates were less than half the average of the SPCSA Charter Sector, lower than Clark County’s and Nevada’s at the elementary school level; and at 31.7% in reading and 19.5% in math, just *over* half the State Charter Sector average of 53.2% in reading and 35.7% in math at the middle school level.

The reality is that approximately 80% of students in grades 4-8 who returned to Quest this year either scored a 2 or lower on SBAC last year, or are currently testing at least one grade level below in ELA or math. Moreover, approximately one-third of the students in grades 4-8 are new to Quest this year. Of those, 63—or more than two-thirds—are below grade level in ELA, and 78—or 85%—are below grade level in math. Much more structured and intensified support is needed to affect significant and lasting change at Quest.

The plan that follows spells out a coherent and rapid approach to school improvement that will:

- Fundamentally improve programmatic quality, moving the elementary school off the Rising Stars list and moving Quest to “3 stars in 3 Years”;
- Strengthen instruction, curriculum, assessment and use of data;
- Implement a school improvement model designed to continuously improve student performance and school outcomes;
- Build a culture of high expectations and achievement for students—maintaining high attendance and boosting retention, lowering suspensions and expulsions, and building systems to better support enrollment, re-enrollment and intake operations;
- Foster a culture of high performance for adults and strengthen human capital recruitment, retention and evaluation;
- Create high-performing data practices, compliance and school operations that support each of these areas and ensure that operations are aligned to accountability frameworks; and,
- Build the capacity of school leadership to sustain the change in the future.

Without this support, we risk undermining all the work that has been done over the past two years to right the ship at Quest, and fundamentally change the trajectory of its students and the larger communities the Quest campuses serve.

B. PARENT AND COMMUNITY INVOLVEMENT

(1.) Describe how you will engage parents, neighborhood, and community members if this proposed amendment is approved. What specific strategies will be implemented to establish buy-in during the transition process and post reopening/restart?

Since the beginning of the Receiver's engagement, he and his team have worked diligently with parents, families, neighbors and community members to engage them in this process, ensuring, to the extent possible, that they are active participants in the change process, and they are an essential part of defining Quest Academy's future and vision of success for its student community.

As we move into the next phase of Quest's transition—building a high-performing school, with high expectations for students—family and community involvement will be even more important.

Parents and community members will be made acutely aware of the school's academic goals and the program design to lead the school into academic improvement. Family communications will include reports on key metrics such as school attendance, student academic performance, and school culture metrics. Critically, families will receive communication on why the school needs academic intervention focused on each individual student and the school's vision to attain an improved STAR rating from the state.

(2). Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Our Engagement Mission:

In order to increase and maintain open communication with our valued stakeholders, we will actively solicit and welcome parent and family input into the future success of the school.

The school welcomes the involvement of parents and families and believes that an effective school/family partnership focused on students' educational success and the sustainability of the school must exist.

Accordingly, the school will annually implement a Parent Engagement Plan that will encourage and foster a partnership between families, the community, and Quest for increased school community involvement in the activities of the school. The plan includes, but may not be limited to:

Parent Advisory Council (PAC): The goal of the PAC is to ensure that parents maintain a voice with direct access to school leadership; that parents can provide input on decisions affecting the school; and that parent needs, concerns and issues are communicated, addressed,

and resolved when appropriate. The PAC will differ from the PTA with a focus on advising the school on matters at the macro level and contributing input in strategic planning. The PAC will meet quarterly at minimum with special sessions as needed, and the PAC will provide status reports at regular school meetings.

School Newsletter: The school will disseminate regularly scheduled communication to parents and solicit parent feedback. The school will also share the actions/progress and successes of the change process.

Back to School Night and Parent Teacher Conferences: Quest will host annual Back-to-School nights at all campuses, giving parents and families an opportunity to meet with teachers and school leaders, hear about plans for the year, and gain an in-depth overview of what their children will be learning throughout the year. We will also host parent-teacher conferences (something we have continued to do throughout the Receivership, with high attendance rates), giving parents the opportunity to meet one-on-one with their child's teacher and meet with school leaders as well.

Annual Budget Review & School Status Meeting: Parents will be invited to attend the Annual Meeting to learn about the school's goals and strategic plan. Families will have opportunities to review and provide feedback in the following areas: School Status and Growth Plan; Current School Assessment Data; Overall School Budget; and Overview of the annual Parent Engagement Plan.

Parent and Family Volunteers: We also pride ourselves on the parent volunteers that give up their time to assist in the classroom. Whether it's helping make copies, reading during circle time, or doing arts and crafts with our students, our parent volunteers are essential to making daily life possible for our teachers, and we continue to cultivate volunteers as we work with our families. We will e-mail out a monthly calendar along with daily reminders, so that our families can stay up-to-date with the events and happenings around campus. Families will also be invited to monthly open meetings with our Principal where they can receive updates on what is going on at Quest and share any concerns or comments with the public.

Special Events: We hold many Quest family events throughout the school year that involve not only the parents of our students, but also include extended family as well as the surrounding community members. Such family events include: Curriculum Night, Mom's & Muffins, Grandparent's Day, Dad's & Donuts, Math & International Night, Chili Cook Off & Literacy Night, Trunk or Treat, Field Day, and more. Our largest and most attended event is our Renaissance Festival in the fall. Over the years, it has become a community favorite. It's comprised of games, bounce houses, community vendors, face paint, food, raffles and fun enjoyed by all ages.

The school will communicate with all parents via the school website, parent letters and flyers in weekly take-home folders and emails to continue to cultivate engagement, interest, and involvement from parents and families.

(3) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than the identified receiver. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.

With already established partnerships and relationships, our students and parents have been afforded many great opportunities and resources from community organizations and businesses which include: field-trips, family dine-nights, family events, extracurricular activities (athletics, dance, art, music), local community events, assistance programs, camps, partnerships with neighboring local schools, and college programs. These partnership and community connections will continue to support Quest as we move into the next phase of our growth as a school.

Partnerships with community organizations are also providing, and will continue to provide, critical wrap-around services to families.

Quest partners with the Urban League, for example, which helps by subsidizing before and after school care. By working with Urban League, Quest can offer families low-cost, affordable child care as many families have work hours before and beyond the school day. Ensuring the students have quality childcare with our Quest run Before and After Care means students receive an after-school snack, homework time, and child-directed recreation activities.

Second, Quest has partnered with Three Square to provide a monthly community food pantry at our Bridger location. This allows not only helps Quest families, but families in the community as well, to make connections with our school and receive nutritious food that helps to stamp out hunger. All Quest campuses may go to the food pantry. Last, at the Bridger campus, Quest participates in The Children’s Weekend Food Program. It gives a weekend supply of nutritious food for when school breakfast and lunch is unavailable for families most in need of additional supports.

We have built many community partnerships over the years by offering after-school activities & clubs that are put on from outside vendors and offer our students a wide-variety of skillsets. These include: gymnastics, karate, drama, piano, magic, painting, robotics, dancing, and more. These partnerships have not only strengthened our value as a charter school, but have also built a positive reputation within the business community. To further our involvement in the community, we hold monthly fundraising events at various businesses within the surrounding areas, which helps both the business and our school. Some of these events include dine nights at: Chuck-E-Cheese, Chipotle, Panda Express, Yogurtland, California Pizza Kitchen, etc. We also have quarterly “skate nights” at the roller rink down the street, where our families can come together for an evening of fun and exercise.

Over time, Quest will build new relationships with community partners and resources to continue to strengthen educational options, deepen the curriculum, and ensure student learning and success.

(4) Identify any organizations, agencies, or consultants other than the receiver that are partners in planning the school, along with a brief description of their current and planned role, and any resources they have contributed or plan to contribute to the restructured school.

The Receiver has engaged several key individuals on the TenSquare team in assessing Quest's and charting a course for Quest's future.

TenSquare team members conducted a School Performance Audit from September 15 through October 17, 2016. The TenSquare audit team completed extensive data analysis, conducted on-site interviews and structured classroom observations, and reviewed documents and other materials in the areas of student performance, school culture, leadership, and academics.

To ensure Quest's academic viability and improvement in the short-term, TenSquare team members have provided several supports to Quest—there are now two full-time instructional coaches, one in ELA and another in math, to lead teacher development and help drive immediate improvement. These coaches have been supported by a network of instructional team leaders to ensure best practices are being implemented. In addition, TenSquare has deployed a school improvement leadership coach, a data specialist, and multiple people to assist with teacher and staff recruitment. In total, TenSquare currently has approximately 6 FTEs supporting Quest.

All the team members listed above—along with key members of the Quest leadership team—have been involved in and contributed to Quest's school improvement plan. As outlined in the Proposal submitted to the SPSCA in December 2017 and in the pages that follow, these TenSquare team members will continue to implement Quest's plan and work to ensure that Quest hits the targets outlined in the plan.

2. Academic Plan

A. MISSION & VISION

(1) Provide the mission of your proposed school, highlighting any changes given the proposed amendment. Describe how that mission will inform your school's daily activities and students' classroom experience. Please also include any mission-specific academic goals, stating them in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society. Like the mission statement, please highlight any changes given the proposed amendment

Quest's Mission – Since its founding in 2008, Quest's mission has been to provide quality instruction and effective learning tools for students in the Las Vegas Valley.

Vision – Quest aims to assist and support out families, along with the community, to understand and meet the needs of our students. Our vision is to create life-long learners ready for success.

Though our Mission and Vision will not change, Quest’s school improvement plan is focused realizing the promise of this mission and vision through a coherent approach to school transformation, grounded in the following beliefs:

- Quest schools should have high expectations for each and every student regardless of his or her socioeconomic status, race, language or disability status, and the education students experience should reflect these expectations;
- Our schools should be designed to be small and personalized to build trust and relationships in the school environment and create a culture of achievement;
- Our school culture should promote innovation, risk-taking, and continuous improvement;
- Learning should be purposeful, authentic, challenging, and creative, and designed to build students' capacity to take responsibility for their own learning;
- All teachers, leaders, and staff should engage in constant learning and growth through targeted and meaningful professional development that is driven by the school accountability framework;
- Standards-aligned, rigorous assessments are essential to support improved learning and teaching;
- Families should serve as critical partners in creating high performing Quest schools;
- The people who are responsible for the learning and decision-making should be held responsible and accountable for the impact of the school in the lives of learners and of the community.

These beliefs will support the transformational work we will do every day at Quest, and will inform a set of academic goals (defined below in Section G) and clear strategies (defined in the Transformational Change section below) for dramatically improving student learning and achievement at Quest.

B. TRANSFORMATIONAL CHANGE

(1) Articulate the proposed approach to education. Describe the most essential features of the proposed changes, how they are different from prior approaches, and how students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA’s academic goals.

Our school approach to transformation change will rely heavily on a set of best practices that have been proven to show dramatic, authentic school improvement in a short period of time.

A number of key programs, principles, and structures (described in section B.2 below) will guide our transformational work in the areas of Academics, School Culture, School Operations, and Leadership.

As the October 2016 Quest School Performance audit made clear, under Quest’s old model:

- Quest students were underperforming, compared to their peers, on state tests. Quest performance data indicates that more than 50% of Quest students were not meeting grade-level benchmarks for college and career readiness. Moreover, Quest’s student proficiency rates on the state test generally decreased as grade levels increased, indicating that students were becoming more off track as they progressed through grade levels at Quest.
- Though academic leaders demonstrated potential and a willingness to lead, they lacked a clear plan to support school improvement and academic growth.
- Instructional practice and teacher professional development were inadequate. There did not appear to be a shared vision for what excellent instruction—and student learning— should look like at Quest. There was an insufficient professional development plan, and there was no consistent instructional coaching process in place to improve teacher practice.
- The majority (66%) of Quest teachers observed in the audit were providing instruction at a *basic level*. This level of instruction did not support improving student academic performance.
- Many curriculum resources and materials (e.g. the middle school English language arts and K-8 math materials, for example) were outdated, not Common Core aligned, and lacked sufficient rigor to prepare students for success on the annual state exam.
- Quest also lacked crucial data management systems present in high-performing schools. There was no comprehensive system to track, manage, and use data to improve teaching and learning, and to ensure that Quest was compliant with federal, state, and local reporting requirements.

Under our new model, campuses will be laser-focused on rapid, sustained improvement.

- We will build a culture of urgency—focused on fostering achievement for students and high-performance for adults.
- School leadership will be aligned across campuses to support rapid and continual improvement in student outcomes through on-going, job-embedded professional development.
- Leaders and teachers will receive regular coaching to improve teaching and learning, and will use individual-, classroom-, and school-level student data to drive school improvement.
- Curriculum and assessment will be aligned to the Common Core and Nevada Academic Content Standards and designed to meet the rigor of the SBAC annual assessment.

- Additionally, we will design and implement a high-performing data management system, using data dashboards to track, monitor, and celebrate improvement.

(2) Describe the fundamental features of your proposed educational model that will drive outcomes in your proposed school. Key features may include:

(a.) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)

(b.) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)

(c.) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

Our approach to transformational change will be guided by the following Turnaround Pillars. (See Table 2: Turnaround Pillars below), all of which are aligned to support rapid improvement. These pillars (principles, programs and structures) will be fleshed out in more detail throughout the application.

Table 2: Turnaround Pillars		
Academics		
Principles	Programs	Structures
<ul style="list-style-type: none"> • Teachers need high quality resources and comprehensive training to teach students effectively • Anchor curricula must be used responsively and must be supplemented • Strategic interventions should address basic skills gaps and prepare students for high-level critical thinking • Leadership should use student performance data to drive instructional decision-making • Schools should provide maximized inclusion and individualized learning for students with IEPs, structured 	<ul style="list-style-type: none"> • Implementation of high quality ELA and Math anchor curricula with supplementary initiatives as needed • Targeted, intensive PD for all teachers with a focus on ELA, Math, and data analysis in year one • Data cycle and interim assessments aligned to state assessments • Targeted intervention for below-grade level students that is built into the school day and held after school • Observation and evaluation of all current teachers to determine teaching and learning effectiveness 	<ul style="list-style-type: none"> • Development of Professional Learning Communities at grade level bands and/or subjects, as necessary • Two week pre-service PD institute before SY begins • 6-8 full-day PD days during the SY, aligned to the data cycle • Low stakes, frequent coaching for teachers • Maximized instructional learning time within the school day • Design and implementation of a staffing model that maximizes student achievement outcomes and develops a culture of high expectations

<p>English transition supports for ELL students, and opportunities for academic enrichment for gifted and talented students</p>		<ul style="list-style-type: none"> • Balanced Literacy approach for ELA instruction with a focus on small group instruction • Scaffolded rigor approach to adapt content for below grade level students • Systems for tracking and monitoring accountability including attendance, promotion, behavior data
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School Culture

Principles	Programs	Structures
<ul style="list-style-type: none"> • All adults must adhere to core values and use common language in communications with students • There should be high expectations for all students, with targeted supports in place for students needing “Tier 3 supports • School-wide and consistent classroom systems that include both incentives and developmentally-appropriate consequences to govern behavior expectations should support a positive school culture • Parents are partners in reinforcing the school’s high expectations • The PTO works to support the school’s most important priorities 	<ul style="list-style-type: none"> • Full school implementation of a “Culture of Achievement” which recognizes not only safety and compliance but celebrates learning and achievement • In-depth PD for teachers on effective management strategies • PBIS approach to recognize positive behaviors throughout the school building • Parent-friendly school conferences, including home visits if appropriate 	<ul style="list-style-type: none"> • PBIS pyramid of behavior supports for students • Developmentally appropriate incentives/ logical and supportive consequences • Tiered system for progressive discipline • Clear policies and procedures to guide all aspects of school culture • Orientation for new students and families • Regular assemblies and meetings to build community among students and staff • Tracking system for behavior

<ul style="list-style-type: none"> • Educators should track and use behavior data to make decisions about interventions and school culture programming • The school uses a restorative (not punitive) approach to addressing behaviors 		
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School Operations and Human Resources

Principles	Programs	Structures
<ul style="list-style-type: none"> • School operations support the instructional program and allow instructional leaders to focus on teaching and learning • The school budget should be heavily allocated to staff and program • Operations should design and implement smooth, efficient, and simple systems • Operations should focus on key indicators such as attendance and enrollment • The school should have clear, measurable benchmarks for mission-specific goals and elements related to accountability 	<ul style="list-style-type: none"> • Focus on talent and recruitment of the best teachers and leaders • Use of effective SIS to gather and store information • Long-term, conservative budget planning to stabilize school finances • Quarterly school and district dashboards help to guide decision-making 	<ul style="list-style-type: none"> • Adherence to a school management timeline to ensure deadlines are met • Human resources timelines and tools to ensure recruitment and retention of top teachers and leaders • An efficient and high-performing staffing structure with clear roles and responsibilities for all operations team members

Leadership

Principles	Programs	Structures
<ul style="list-style-type: none"> • School leaders own and drive student achievement and put students first in all decision-making 	<ul style="list-style-type: none"> • Direct, hands-on leadership coaching for school leaders • Leadership Retreat and regular leadership meetings to develop all school leaders 	<ul style="list-style-type: none"> • High-quality school goals aligned to a performance management system for leaders and non-instructional staff • Weekly leadership team meetings and 1:1 check-

<ul style="list-style-type: none"> • Leaders invest staff in school turnaround initiatives • Teachers are developed as leaders • There is a clear delineation of roles and responsibilities of school leadership: instructional leaders are focused on teaching and learning; culture leaders are focused on behavior and school culture initiatives; and operations leaders are focused on non-instructional school management 	<ul style="list-style-type: none"> • Direct support with prioritization and goal-setting 	<ul style="list-style-type: none"> ins with key staff members • Leadership retreats for school-level goal-setting
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(d.) Describe the mechanisms by which the fundamental features you described in section B will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

By 1) aligning these principles, programs, and structures; 2) providing supports for improvement; and 3) holding leaders and teachers accountable for student learning and achievement, we can and will improve student outcomes—rapidly and sustainably.

To monitor progress in a consistent and effective manner, we will create a customized TenSquare School Performance Dashboard (“SPD”) for each campus. The SPD will be comprised of measurable goals aligned with Nevada and school-level accountability frameworks and will be used to guide all school turnaround team decision-making.

As the attached *Results* document (and description below) shows, this approach to school transformation leads to dramatic results.

School A - a PK3-8 school serves predominantly African American and economically disadvantaged students. TenSquare’s partnership with School A began in 2015 after the school was granted a charter contingent on meeting conditions throughout the next charter review cycle.

School year 2015-16 was the first year of TenSquare’s turnaround model implementation. Throughout the year, TenSquare provided leadership coaching, strategic planning, instructional coaching, professional development, academic intervention support, and talent sourcing—all aligned to support rapid improvement in student achievement.

After just one year, the percent of students meeting “college and career ready” benchmarks on the PARCC assessment (similar to the SBAC assessment) *increased more than two-fold in ELA*

and over five times in math, massively outpacing the DC charter and state growth in the same year.

In school year 2015-16, 97% of this school's students identified as African American, and 73% identified as economically disadvantaged. Growth for students in these major demographic groups also far outpaced the growth of these groups at the state and charter sector levels.

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

Our approach to school transformation is grounded in the belief that ALL students can succeed with the right supports for learning and achievement. Specifically, we will drive growth for students all levels of achievement by doing the following:

Effective, Research-Based Interventions for Struggling Students

To ensure that we accelerate achievement for those who are most behind, key interventions will include:

- Small-group math and ELA intervention blocks built into school-day schedule
- Data-driven tutoring provided by teachers
- A Student Support Team (“SST”) process to which students are seamlessly referred and through which a team of educators meets to review student data, brainstorm and implement targeted interventions for individual students. This process may eventually lead to special education evaluation, and it is an ongoing problem-solving process.
- Full-year concentrated math and ELA instructional blocks with increased time for students in middle grades
- Targeted additional workshop classes for middle school students struggling significantly with reading and math.
- Targeted blended learning models infusing instructional technology to augment student intervention in math and ELA.
- A PBIS program, designed and implemented in collaboration with behavior specialists and school leaders.

In addition to these supports, we may use an array of research-based, tiered interventions for students needing learning supports that include but are not limited to those listed in Table 3 below.

Additional possibilities for remediation include planning and implementing summer preparation institutes for students who fail to meet grade level proficiency.

Interventions for High Achievers

At the same time, we will also incorporate effective approaches and strategies to extend learning for gifted and talented students. In middle school grades, students accelerated in mathematics will advance into Algebra I, a high school credit-bearing course. Students seeking academic acceleration across grades and content areas will be challenged through differentiated instruction in the classroom. Teachers may use blended learning models to accelerate individual students'

learning by using various research-based online learning platforms, or designing specific instructional lessons to target certain student interests. Student groupings in lower elementary grades in reading and mathematics will also be used to meet students' individual needs in early literacy and math.

C. CURRICULUM & INSTRUCTIONAL DESIGN

(1) Describe the proposed academic program, how it complies with the requirements of NRS 388A.366, NRS 389.018, and NAC 389.167-NAC 389.6549, and how it differs from the previously implemented academic program. Include a thoughtful discussion of the professional development teachers will receive to ensure high levels of implementation under this new program.

Quest's curriculum and instructional design will ensure that Quest complies with the instructional requirements governing operations of charter schools and curricular requirements outlined in the Nevada Academic Content standards.

Under Quest's prior academic model, the curriculum followed the Core Knowledge model, and while some curriculum resources and supports had been updated to meet the Common Core State Standards, the School Performance Audit revealed that much work remained to be done. In some cases, textbooks were old and outdated; in others (e.g. the ELA curriculum), the curriculum lacked sufficient opportunities for students to master key foundational skills.

Under our transformational model, Quest's academic program has been re-designed to ensure that curriculum resources and supports in mathematics and English language arts are aligned to *both* the Common Core and to the rigors of the SBAC, and that students (and teachers) have the resources and supports they need to become proficient in essential literacy and numeracy skills as they build critical thinking skills and progress throughout their schooling.

Quest will implement nationally proven anchor curricula in English language arts (ELA) and math. The math curriculum, *Go Math*, is one of the few national math curricula that has been evaluated by EdReports.org to align with the Common Core in all grade spans K-8, ensuring vertical alignment for students to progress in mathematics. The ELA curriculum, *Core Knowledge Language Arts* (Amplify) is also highly rated for alignment to Common Core standards.

While having anchor curricula that are aligned vertically and horizontally is essential to building a high-quality academic program, we recognize that implementation of the curriculum in the classroom cannot be viewed in isolation. Supports such as the following will be crucial to moving student achievement:

- Anchor curricula will be implemented within an instructional framework designed to give teachers and leaders clear expectations about *how* to utilize instructional time and prioritize different components of instruction .
- Year-long pacing guides as well as common assessment schedules will be developed for each grade level, so that teachers and leaders can monitor implementation and student attainment of core standards.

- Embedded professional development through weekly coaching will focus on teaching practices, as well as content and curriculum delivery, pacing, and measuring effectiveness against student outcomes.
- And, real-time, ongoing coaching will be the cornerstone of attaining academic improvement at Quest.

Professional Development

To ensure that teachers and leaders are prepared to fully implement and own this approach to curriculum and instruction, Quest will offer robust professional development, focused on the academic program design, model and curriculum implementation.

Table 3 below lays out Year 1 professional development foci for Quest campuses.

Table 3—Professional Development Plan for Year I

Timing	Activity
January - June, 2018	<ul style="list-style-type: none"> • Provide initial trainings to leaders and teachers on assessments, data analysis, interventions, and best instructional practices • Provide focused leadership and on-going, job-embedded instructional coaching in ELA and mathematics
Summer Planning July – August 2018	<ul style="list-style-type: none"> • Leadership planning; aligning and deepening the curriculum; planning assessments
August 2018	<ul style="list-style-type: none"> • Two week in-depth pre-service institute for all teachers and leaders with intensive PD on anchor curricula and resources, school culture, best practices
September 2018- June 2019	<ul style="list-style-type: none"> • Year-long PD offered weekly and on select data days throughout the year. PD foci for Year 1 include intensive work on the data cycle aligned to interim assessment administration, a deep focus on teaching reading and math—improving rigor, and the effective implementation of curriculum resources and supports
September 2018- June 2019	<ul style="list-style-type: none"> • Provide focused leadership and on-going, job-embedded instructional coaching in ELA and mathematics

At the beginning of each school year, TenSquare will work closely with school leaders to map out professional development (PD) offerings aligned to school priorities. For example, to strengthen students learning and achievement in reading/ELA, PD will be offered on key components of our instructional framework (see below) including independent reading, guided reading, and strategies to build students’ reading critical thinking skills.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are better suited for the anticipated student population that previously used strategies. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include a thoughtful discussion of the professional development teachers will receive to ensure high levels of implementation under this new approach.

Instructional Strategies

Quest will employ a variety of effective, research-based instructional strategies to support student learning and achievement. A sample instructional framework for English Language Arts is shown below. This framework is designed to be customized by grade level band. For example, “Word Work” in K-1 classes would focus on phonics, while middle school grades would focus more on academic vocabulary.

ELA Framework Example

Guiding Statement: By using a developmentally-appropriate balanced literacy model, Quest teachers will offer all students comprehensive, best-practices aligned ELA instruction that incorporates Common Core and SBAC rigor and addresses the learning needs of all students.

Components

- 1. Small Group Reading** that incorporates Common Core and SBAC rigor through questioning and critical thinking exercises. Materials: anchor curriculum readers and/or guided reading library
 - a. Guided Reading
 - b. Literature Circles
 - c. Book Clubs
- 2. Independent Reading**, Materials: classroom libraries
 - a. Grade level goals
 - b. Intellectual accountability strategies
 - c. Independent centers in grades K-4 as independent reading stamina builds
- 3. Teacher-Driven Full Class Lessons** that incorporate Common Core SBAC rigor through questioning and critical thinking exercises. Materials: Anchor curriculum central texts and curriculum lessons with teacher adaptation based on student needs
 - a. Strategy lessons that are text-based
 - b. Read-alouds (novels, poems, picture books, big books, anchor texts from programs)
 - c. Close reading
 - d. Weekly time allocated to focus on the modeling and practice of critical thinking about text
- 4. Word Work** that incorporates the Common Core focus on Academic Vocabulary
 - a. Vocabulary (taught explicitly through anchor curricula)
 - b. Word Sorts
 - c. Spelling

- d. Phonics (K-3 or intervention focus)
- 5. Writer's Workshop**
 - a. Writing process: pre-writing, writing, drafting
 - b. Targeted instruction on persuasive, argumentative, and expository writing
- 6. Assessment**
 - a. NWEA Measures of Academic Progress interim assessments
 - b. Fountas and Pinnell assessments of students' reading level/lexile level to measure progress
 - c. Writing assessments scored with rubrics
- 7. Intervention**
 - a. Targeted reading/writing intervention as needed
 - b. Tutoring programs beyond the core content class to support individual student needs
 - c. Intervention offered as part of school-day schedule

Instructional Coaching

No factor in a school building is more critical for student achievement than the presence of excellent teachers. We will support instructional improvement through frequent, low-stakes instructional coaching for teachers, provided by experienced TenSquare coaches. This coaching, modeled after Paul Bambrick-Santoyo's *Leveraging Leadership* model, will allow teachers to receive bite-sized, targeted feedback on their instruction from experts with specific strategies for improvement.

Our Coaching Model relies on research-based practices rooted in the following approaches:

- Cognitive Coaching—developed by Art Costas and Bob Garmston (2002) that focuses on cognitive processes of teachers. It is “a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem-solving capacities as related to student achievement.”
- Peer Coaching—a staff development model teachers can use to help themselves and other teachers develop and try new strategies and determine what does and does not work by critically evaluating their own beliefs about teaching and learning. Peer coaching is built upon trusting relationships that develop between teachers. It is based on mutually working together to improve teaching skills in order to improve student learning. Peer coaching can bring about a better understanding of best practices, and better articulated curriculum. Peer coaching has contributed to an overall improvement in teaching and learning in the schools (Becker, 2000). See also Catherine D. Bruce and John A. Ross *A Model for Increasing Reform Implementation and Teacher Efficacy: Teacher Peer Coaching in Grades 3 and 6 Mathematics*. 2008.
- Coaching for new teachers—as developed by Paul Bambrick-Santoyo. *Get Better Faster: A 90 Day Plan for Coaching*. This coaching approach focuses on the actionable—the *practice-able*—that drives effective coaching. By practicing the concrete actions and micro-skills listed here, teachers will markedly improve their ability to lead a class, producing a steady chain reaction of future teaching success.

Coaching will be non-evaluative, to encourage teachers to take risks and engage in authentic learning during the coaching process. A typical coaching cycle will occur once a week for a period of 6-8 weeks. Quest will focus on providing coaching supports to teachers in high-stakes grades during the beginning of the improvement process, to ensure that improvement can occur the most quickly in these classrooms.

Coaching is only one piece of the process of feedback for teachers, which will also include formal and informal observations based on the widely- accepted Danielson *Framework for Teaching* rubric, so that teachers can also receive in-depth and comprehensive feedback on their instruction as well.

Leadership Coaching

In addition to providing direct instructional coaching, TenSquare will train academic leaders on the coaching model to build their capacity. Quest will also provide direct and hands-on support to school leaders to assist them with high-level work such as goal-setting and strategic planning and with very specific on-the-ground needs and challenges that they might come across. The school dashboard will guide leadership coaching as it will serve as the pinnacle of guiding improvement work for the school.

In Quest's model, school leaders will be instructional leaders. At least two-thirds of school leaders' time should be spent in classrooms, meeting with teachers, planning with teachers, and planning and holding top-notch PD for teachers.

Given the emphasis on student achievement in the state accountability system, school leaders will be immersed in data practices to guide decision making focused on reaching outcomes aligned to the STAR framework.

Although PD priorities and session topics will be mapped out in advance, Quest will take a responsive approach to implementation. Based on effectiveness, sessions may be tweaked, adjusted, or moved.

(3) Describe the school's revised approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods, and be sure to highlight why these methods are likely to be more successful than those that were previously implemented. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents?

To ensure that students are learning, making expected progress, and achieving at high levels, Quest will implement aligned instruction and assessment.

Grades K-2 and 3-8 will use interim NWEA MAP (Measures of Academic Progress) assessment, which has been aligned to SBAC in grades 3-8, in the fall, winter, and spring to assess student

progress in math and ELA throughout the year. Individual student results on these assessments will be combined with annual SBAC test results to preliminarily identify students for various interventions and supports (for those who are behind, as well as those who are on grade level or above).

Leaders and teachers will then analyze student assessment data, combined with other student work and classroom-based student performance, to determine the most appropriate interventions and supports for each student.

We will use interventions and supports that research has shown to be most effective (e.g. double blocks of ELA and math, along with small intervention groups—see for example, Benner and Partelow, 2017) to build students’ skills and ensure that they have the time and resource support they need to make rapid learning gains.

Quest to date has not implemented research-based math or reading intervention programs and a focus on whole group instruction has dominated teaching. While whole group instruction is essential for on-grade level students, we also recognize the need for targeted research-based intervention programs that will help students catch up and make accelerated progress. The intervention programs selected have been identified by the Department of Education, *Doing What Works Clearinghouse*, as proven intervention methods to target ELA and math growth. Programs selected must be research-based and required a human and fiscal investment that Quest is prepared to make to improve student outcomes.

Table 3 below describes the full ranges of interventions and supports that may be used to rapidly boost students’ outcomes.

Table 3: Menu of Possible Tiered Interventions		
Type of Intervention	Tier, Type	Purpose of Intervention
Co-Teaching in Core Subjects	Tier 1 or 2 (whole-class or small group)	Ensure effective inclusion by offering additional supports for students with disabilities
Fundations/Just Words and Wilson Phonics	Tier 1 or 2 (whole-class or small group)	Targeted phonics remediation for students who need development in this area
IXL and Newsela	Tier 1 or 2 (personalized, online adaptive learning tools)	Improve students’ independent reading/math skills
Curriculum-Based Remedial Activities	Tier 1, 2, or 3 (whole-class, small group or individual)	Offer differentiated support for students with materials that are fully aligned with anchor curriculum
Guided Reading	Tier 1, 2, or 3 (whole-class, small group or individual)	Small-group reading approach that is customized to students’ reading levels and allows for leveled instruction
DreamBox Learning	Tier 1, 2, or 3 (whole-class, small group or individual)	Individual student intervention for mathematics based on student diagnostic

Accelerated Math	Tier 1, 2, or 3 (whole-class, small group or individual)	Individual student intervention for mathematics based on student diagnostic
Targeted Pull-Out support for ELA and Math	Tier 2 or 3 (small group or individual)	Provide academic support outside of the classroom to develop individual skills
Targeted Push-In support for ELA and Math	Tier 2 or 3 (small group or individual)	Ensure effective inclusion by offering additional supports for students with disabilities
Leveled Literacy Intervention (“LLI”)	Tier 2 or 3 (small group or individual)	Small-group literacy intervention program customized to students’ reading levels; allows for leveled instruction
Academic Skills Classes and Support	Tier 2 or 3 (small group or individual)	Assist with critical organizational skills to build success in general education environment

Student progress monitoring will be on-going as appropriate for the intervention. Annually, the school with the support of TenSquare, will analyze student data, academic growth, and each student's trajectory based on the intervention. While we anticipate that outcomes in Year 1 are likely to be lower than in out years, due to new implementation and a learning curve for staff, the rate of student growth with each intervention should improve beyond the baseline year. Student growth will be assessed from beginning to end of the intervention program—over the course of as many years as necessary, to ensure fidelity to implementation, and to ensure growth over time.

Additionally, we will measure the success of our efforts by monitoring student progress (individually, as well as by class, grade-level, and campus) throughout the year on MAP tests, and annually on SBAC tests as well. Individual and cohort data will be analyzed to determine the effectiveness of interventions and supports over time and to continue to improve outcomes for students.

To ensure that parents fully understand and support this approach, we will engage families as partners in their child’s learning process—sharing the rationale for and impact of targeted interventions on student learning and achievement. We will share this approach to learning and remediation at back to school night, during parent-teacher conferences, and through individualized outreach to families.

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

Quest serves a very diverse student population, with range of needs—not only English Language Learners and students with IEPs but also students who are below (or above) grade level but may not have been formally identified for services and supports.

To ensure that we are meeting the needs of **all** students, we will implement a robust and research-based RTI/MTSS process (e.g., see Buffman, Mattos and Weber, 2010) aligned to Nevada's RTI model, including the following key programs, strategies and supports:

- d. A Student Support Team (“SST”) process through which a team of educators will meet regularly at each campus to review student outcomes, and brainstorm and accountably implement targeted interventions for individual students. This process is a precursor for referral and evaluation for Special Education supports and services, and it is an on-going problem-solving process.
- e. Universal screening and best-practice aligned Child Find processes (described below), to identify students with disabilities and those who may need other supports and services (e.g. ELL supports or 504 plans).
- f. Tiered interventions and supports (outlined above) based on both behavior and academic data, designed to meet the needs of all students, and continue to improve their academic performance.
- g. Specialized resources and supports, detailed below, to meet the needs to students identified as needing special education, ELL, or other supports and services, in the least restrictive environment.
- h. Small-group Math and ELA intervention blocks built into school-day schedule
- i. Data-driven out-of-school time tutoring and enrichment programs supported by trained teachers.
- j. Full-year Math and English instructional blocks for middle schoolers to assist with the transition to Algebra and high-school level reading and writing.

(5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported? Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress. Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

As we analyze student data (through analysis of annual and interim assessments, along with teacher and leader feedback), we will also identify students who may qualify for gifted and talented services and supports, and work through a formal evaluation process with each student’s family.

To extend learning for gifted and talented students, Quest will incorporate effective approaches and strategies into school programming. For students at the elementary and middle school level, many of the strategies listed above (such as guided reading and independent reading) provide built in ways for teachers to extend learning for higher-performing students. During a 4th grade guided reading block, for example, a teacher may offer two lessons to below grade level groups while the above grade level group engages in a book club discussion independently using a 5th or 6th grade level text.

We will also explore possibilities such as creating after-school academic enrichment programming for K-8 students, and giving middle school students the opportunity to take high school credit-bearing classes.

Gifted and talented identification and programming will be overseen the Director of Student Services, who will be charged with overseeing identification processes and enrichment opportunities and programs.

Student Advancement Policies

Little if any research-based evidence supports that retaining a student in grade will enhance her long-term educational growth. In fact, students who drop out are five times more likely to have been retained than those who graduate (National Center for Education Statistics, 2006). For this reason, except in extreme cases, Quest will generally not retain students in a grade level, unless retention will address core deficiencies in student learning and parents are involved parties to the decision. We will explore the possibility of retention for kindergarten and first grade students who are missing significant basic academic skills or display developmental delays if the school and parents agree that retention would directly improve student outcomes better than any other remedies sought. support from parents

If students display extraordinary academic ability and performance, we will work with families on a case by case basis to determine if it makes sense for student advancement and promotion to be accelerated.

D.PROGRAMS OF DISTANCE EDUCATION (Only if Proposed Amendment Includes Distance Education) – N/A

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

(2)Describe how the school will monitor and verify the participation in and completion of courses by pupils.

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

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

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

E.PRE-KINDERGARTEN PROGRAMS (Only if proposed amendment includes Pre-Kindergarten) N/A

(1) Explain why the school plans to offer pre-kindergarten.

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

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

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

**F. HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS – N/A
(High School Applicants Only)**

(1) Explain how the school will meet (or continue to meet) state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

(2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

(3) Explain what systems and structures the school will implement, or plans to implement as a result of the amendment, for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are over-age for grade, those needing to access credit recovery options, and those performing significantly below grade level.

G. DRIVING FOR RESULTS

(1) In the table below, outline the clearly measurable annual performance and growth goals that the school proposes in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

- a. **Describe your presumed baseline and explain how it was set.**

The baseline for SBAC achievement was set based on student performance in SY2016-17 on the state assessment in mathematics and ELA.

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

Quest will measure student performance at the campus level and drill down to all sub-groups recognized by ESSA, as well as individual and student cohort levels.

Achievement targets for the School Performance Dashboard have been developed to measure student progress based on prior SBAC performance and interim assessments. The dashboard includes markers for subgroups and campus level data.

Notably, because performance is low across all subgroups and campuses, efforts to improve student outcomes must be focused on the entire student body and achieving outcomes across all subgroups, grade levels, and campuses. The school will also utilize resources from the Nevada Report Card to further dissect performance across the district and state level.

Goal	Evaluation Tool and Frequency	Baseline	2018-19	2019-20	2020-21
The percentage of students meeting the CRT standard in math will improve by 5-percentage points annually.	SBAC	27% - Math (ES) 19% Math (MS)	35% ES; 25% MS	40% ES; 30% MS	45% ES; 35% MS
The percentage of students meeting the CRT standard in ELA will improve by 5-percentage points annually.	SBAC	26% ELA (ES); 31% ELA (MS)	35% ES; 35% MS	40% ES; 40% MS	45% ES; 45% MS

(2) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to analyze student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

Quest will use North West Education Association (NWEA) Measures of Academic Progress (MAP) tests which have been aligned to the Common Core and to the SBAC to analyze student learning needs and track individual, class-, grade- and campus level progress toward state targets. MAP will be utilized in grades K-8 in reading and mathematics.

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

Quest will utilize the STAR assessment system in grades 3-8 to provide immediate assessment data to teachers in reading and mathematics. Students will be assessed based on an established assessment cycle aligned to the curriculum units and year-long plan. This on-going assessment will indicate student growth as well as mastery of standards and content taught in the classroom. As part of Pre-Service PD, we will work with teachers to develop embedded assessments and checks for understanding, using tools such as exit tickets and questioning to help teachers ensure that students are on-track. Additionally, instructional coaches will work directly with teachers (and support leaders in working with teachers) to build teachers' skills and abilities to implement and check for understanding throughout the learning process, through classroom observation and focused, bite-sized feedback.

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

MAP interim assessments are nationally normed assessments that have been assessed for reliability and validity across thousands of students nationwide. MAP assessments have also been aligned to the Common Core and to the SBAC, ensuring that they are valid and reliable tools for assessing student progress toward state learning standards. As part of Pre-Service PD, we will work with all teachers and leaders to ensure that curriculum resources and supports are aligned to MAP tests (and the SBAC), and that scopes and sequences and pacing guides are aligned to assessment as well.

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

School improvement is not a linear journey. Often schools find that they make great gains initially, then fall back a bit. Our goal is to ensure that the entire school is aligned around improvement and working to meet these student academic achievement goals and expectations. To build this culture, TenSquare will work continuously with staff—teachers and leaders—to ensure that expectations are met, and that the school meets the long-term achievement expectations we have set.

If a particular campus, or an individual teacher, is failing to meet expectations—even with support—leaders or teachers will put on a performance improvement plan, and replaced, if necessary.

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

As we have spelled out elsewhere in this application, TenSquare will train teachers and leaders on how to use MAP tests effectively to assess student learning and to inform instruction. This training will be provided as part of the Pre-Service Institute and will be reinforced through monthly data days, as well as focused instructional and leadership coaching.

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

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
50% of students in grades 3 to 8 meet conditional growth percentile from fall to spring in math	NWEA MAP Tests	Baseline	Mid-year progress (winter MAP)	N/A	End-year progress (Spring MAP)
50% of students in grades 3 to 8 meet conditional growth percentile from fall to spring in ELA	NWEA MAP Tests	Baseline	Mid-year progress (winter MAP)	N/A	End-year progress (Spring MAP)

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

Student assessment data from MAP will be stored in the test platform provided by NWEA. The initial set up of the system will utilize student demographic, teacher, and grade level inputs to allow for multi-layer data analysis.

A student data tacker using the Quickbase data system will be developed to store student data across multiple assessments and allow for data analytics to inform student intervention, progress, and year-over-year performance tracking.

H. AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada switched to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader

continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

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

I. AT-RISK STUDENTS

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

(2)If the Response to Intervention is changing, please describe the new Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

(3)If the Response to Intervention model is changing, will any new interventions be implemented for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

To ensure that we are meeting the needs of **all** students-including students who may be “at risk” – those performing below expected academic levels or exhibiting chronic or egregious behavioral challenges, we will implement a robust RTI/MTSS process, including:

- A Student Support Team (“SST”) process – A student will be referred to the Student Support Team (SST) whenever teachers or staff believe that the student needs additional academic or behavioral support to enhance his or her chances of academic success.
- In SST meetings, the student’s teachers, along with pertinent staff (i.e. counselors and school leaders) will review the student’s classwork, academic assessment data, attendance records and other relevant data.
- The team will identify skills or behaviors to improve or modify, develop goals, and identify interventions to assist the student in meeting goals identified in the plan. A follow-up schedule will be set, and then the student and parents/family member will

meet with staff to review the plan and offer feedback.

- The SST will work with students, parents and families, as well as teachers and leaders to ensure that intervention plans are appropriately implemented, and that interim data and results are regularly reviewed to determine the effectiveness of targeted interventions for individual students.
- Though parents/families may request a referral for evaluation for special education supports and services, the SST process will generally serve as a precursor for referral and evaluation for special education supports and services.
- Best-practice aligned Child Find processes (described below), will be used to identify students with disabilities and those who may need other supports and services (e.g. ELL supports or 504 plans).
- To ensure that all staff are prepared to serve and support students who may face behavior challenges, staff will participate in yearly training on FBAs and BIPs (Functional Behavior Assessments and Behavior Intervention Plans) as part of Pre-Service professional development.

Overall, we will improve the way in which data are used to monitor the effectiveness of the RTI model, and the variety and appropriateness of interventions used to improve student learning and achievement. As recent research (see Balu, et al, 2015), if applied inappropriately, interventions may actually have negative effects on student achievement. The key is to use them early, appropriately—based on accurate data, and with ongoing analysis to determine their effectiveness (e.g. see Sparks, 2015).

J. SPECIAL EDUCATION

(1) Please explain the extent to which one or more members of the proposed team (e.g., board, instructional leader, receiver, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities. As available, please include any results attributable to this person or program.

The TenSquare Team, including partner Alexandra Pardo who will oversee the school improvement process at Quest, has a strong record of improving achievement for all students, including students with mild, moderate, and severe disabilities. At Pardo's former school Thurgood Marshall Academy, for example, 100% of students with disabilities were accepted into college. Josh Kern, Receiver, also served as Receiver of Options Public Charter School—a school that served students with a wide range of disabilities—where his team led the restructuring (and re-chartering) of the school into an alternative middle and high school designed to better meet the full range of student needs and improve student's academic outcomes.

As a general operating principle, TenSquare advocates for as inclusive an approach as possible for students with special needs. We help our turnaround partners implement compliant and effective service delivery through timely evaluation; rigorous, IEP-aligned instruction; and tailored support for success on the state exams or alternative state assessments.

Our team brings extensive experience developing special education programs, including spearheading the redesign of special education programs for the Recovery School District in

New Orleans, LA. In some instances, we assign Instructional Coaches with expertise in special education to partner schools with significant special education populations. In all partner schools, our school turnaround teams support the school-based leadership team in overseeing special education staff, and TenSquare coaches train all teachers on effective strategies for inclusion and differentiation.

(2)How will the school identify students in need of additional supports or services? Will this be any different than past practices? -

- a. (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (Pre-K, K, 1, or 2) for appropriate services?**
- b. (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?**
- c. (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?**

Quest's Child Find process will follow best-practice (and legal requirements) in identifying younger students prior to enrollment, students who have already enrolled (but have not yet been identified), and those transferring from other schools and states who have already been identified. Additional information about this process as well as our process and requirements for transition planning can be found in the Special Education Manual attached in the Appendix.

To ensure that we are meeting the needs of all students, that we are NOT over-identifying or misidentifying students, and that we are exiting students who may have been misidentified in the past, we will take several steps:

- Our RTI, Child Find, and eligibility processes will be implemented with fidelity, helping to ensure that students are not referred for special education evaluation prematurely.
- We will use comprehensive data to continually monitor the progress of our students—all students. If a student's assessment data show, for example, that they are far exceeding expectations, then we will convene an IEP meeting, discuss the data, and make a determination as to whether a student should be exited from services.
- As we examine assessment data, we will look for patterns of disproportionality, if we find those, we will examine root causes.
- We will also ensure that evaluations (and triennial reevaluations) are conducted in a timely and comprehensive way, and if data indicate that evaluations or eligibility determinations are inaccurate or have changed over time, we will convene the IEP team, discuss the data, and make a determination as to whether a student should be exited from services.

The IEP exit process is discussed in detail in the attached Quest Special Education Manual.

(3) Will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities any differently than before? If so, please explain, specifically describing how students with severe intellectual, learning, and/or emotional disabilities will be served.

Quest schools will offer a full continuum of supports and services, including but not limited to, full inclusion; co-teaching, push-in and pull-out support; resource/lab support; and self-contained settings. All students will have access to learning in the least restrictive environment.

For students who may have more profound intellectual, learning, or emotional disabilities, Quest will either hire or contract with staff who are qualified and have the knowledge, skills and abilities to serve students who may require a self-contained setting with very specialized services and supports to reach their IEP goals.

(The full continuum of services is described in the attached Manual).

(4) Will the collaboration between general education and special education and related service personnel be any different under this proposal? If so, please explain how this collaboration will look (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

As we have made clear throughout this application, Quest's new approach will be collaborative and data driven, ensuring that all team members—including general educators, special educators and related service providers—will work together to plan and support student learning and achievement. Special educators will participate, for example, in Pre-Service Professional Development, monthly Data Days, and weekly planning meetings to insure that instruction and assessment are aligned to support student progress. Where appropriate, and as required by students' IEP's, special educators will also co-teach with general educators.

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

As is best practice in all high-performing schools, Quest (and the Receiver and school partner TenSquare) will ensure that all staff who are hired (and retained, if they are already on staff) to work directly with students with disabilities (including special educators, related service personnel, and psychologists) are appropriately licensed and qualified to meet the needs of students with disabilities.

(6) Will the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities change at all under this proposed amendment? If so, please explain.

Professional development will deepen for all teachers. As part of annual Pre-Service Professional Development, for example, all teachers will explore best practices for serving students with a

range of disabilities. General educators will also receive a copy of their student's IEP's-At-A-Glance, so that they understand what accommodations and modifications are part of each student's IEP. They will also receive training during Pre-Service and throughout the year as needed (as students are identified, for example) for modifying curriculum and instruction to meet the unique needs of students.

(7) Under the proposed amendment, will the school change practices regarding the protection of student rights, specifically those with disabilities? Will there be new or different disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school? If so, please explain.

Quest currently follows appropriate practices to ensure procedural safeguards and the protection of student rights. Staff will be provided with oversight and support (from school leaders, supported by TenSquare leadership) to continue to ensure that all options are exhausted before a student is referred for an alternative placement.

(More details about this process can be found in the attached Special Education Manual).

(8) Under the proposed amendment, will plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services change? Will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel? If so, please explain.

Effective progress monitoring and ongoing evaluation will continue for all students who qualify for special education supports and services at Quest. Student progress toward IEP goals will be monitored on a quarterly basis, and curriculum and instructional decisions will be tracked and monitored by IEP teams and school personnel throughout the year. IEP teams will meet as needed, (minimally on an annual basis), to ensure that students are meeting IEP goals and making appropriate gains. Progress monitoring will also be aligned to the school's overall framework for monitoring and supporting student learning and achievement.

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

As is the case with all Quest programming, parents will be active and welcome participants in the special education process. Full details about parent participation can be found in the attached Special Education Manual.

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

K. ENGLISH LANGUAGE LEARNERS

(1) What methods will you employ to identify English Language Learners? How will you work to avoid misidentification? Please note if this is a change from previous methodology.

(2) How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents? Please note if this is a change in practice.

Upon enrollment, all students will complete a home language survey. Survey results will be used to determine whether students are assessed for further language support. For students who are tagged for further analysis, Quest will verify whether the student has been previously assessed, and then administer the WIDA language assessment if they have not previously been assessed.

All new students will be cross-checked with the state database for prior ELL needs and services. Students who require EL services, based on prior or current home-language results, will receive services. Curriculum for ELL student instruction will be modified based on students' ELL levels in reading, writing, listening, and speaking.

Parents and families will be partners in the assessment and placement process. After enrollment and completion of the home language survey, parents will be notified of next steps (assessment, if appropriate, and placement), and school's ELL Leader will meet with parents to explain the process, discuss their child's needs, and communicate a plan for their child's learning and English acquisition. To ensure effective engagement, materials and conversations will be translated into the student's home language.

Staff will also be notified of students' assessment results, placement, and learning plan, and the ELL Leader will work with general educators and ELL teachers to ensure that teachers have the resources and supports they need to ensure student learning and achievement.

(3.) Under the proposed amendment, will there be any change in how qualified staff meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Please note any changes to prior practice. Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

All ELL staff will meet or exceed Nevada requirements. The ELL Testing Coordinator will administer the WIDA assessment. To ensure that ELL students are learning and achieving at high levels, and making expected progress, we plan to add a TESL-endorsed teacher to provide additional support to students. Principals, working with the ELL Testing Coordinator, will be responsible for monitoring student progress and working with teachers and leaders to implement interventions and supports as needed.

(4.) Under this proposed amendment, are there any new, 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?

Quest teachers and leaders will use effective, best-practice instructional programs, practices and strategies to support EL learners. All ELL staff will receive training in the SIOP (Sheltered Instruction Observation Protocol) model, for example, to ensure that students have equitable access to the core academic program, and that they are learning and achieving.

(5) Under this proposed amendment, will plans for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed, change? If yes, please explain.

Quest's ELL students' progress and achievement will continue to be monitored and evaluated effectively, and the process for exiting students will follow best practice. What *will* change as part of Quest's new overall approach to monitoring and using data to drive school improvement, however, is that progress for ELL students will be monitored, evaluated and supported through Quest's School Performance Dashboard, monthly Data Days, and overall support for improved teaching and learning—through coaching, collaborative planning, and coordinated approaches to using interventions to support student learning and achievement.

(6) Under this proposed amendment, will there be any new, appropriate programs, activities, and procedures that will be implemented for the participation of parents of ELLs? If yes, please explain.

We will continue to reach out to, communicate with, and involve parents through our Parent Advisory Council, parent meetings, and other high-impact activities designed to best meet the needs of all our families.

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

L. HOMELESS/MIGRANT SERVICES

(1) Under this proposed amendment, will the methods used to identify families who qualify for homeless and/or migrant services change? How will you work to avoid misidentification?

Our methods and identification processes for identifying families who qualify for homeless and migrant services will not change. Students and families will be informed of services at enrollment and through various communications sent to parents and families. In addition to using tools such as the McKinney-Vento form the school currently uses, students and families may self-refer or be referred by school counselors. We will put every safeguard in place to ensure that no one is misidentified.

As we communicate to students and families, "All students are required to fill out a McKinney-Vento form upon enrollment. If your living arrangement is both temporary and the result of

economic hardship, you may qualify for services under the McKinney-Vento Act. The purpose of this law is to provide academic stability for students of families in transition.”

(2)What methods will be leveraged to ensure that identified families receive the required services within the mandated timeframe? Will this be different than before this proposed amendment? If so, please explain the rationale for the change.

At Quest, the guidance counselor serves as the homeless and migrant services liaison. This person’s primary responsibility is to identify and assist in immediately enrolling any homeless and migrant children and youth and then helping them to succeed in school. Other liaison responsibilities include:

- Assisting with the enrollment process, including dispute-resolution procedures.
- Sharing information/educate parents/guardians, unaccompanied youth, staff, school board members and community agencies of the educational rights of children and families qualifying for homeless and migrant services.
- Discussing with parent’s preschool options for preschool aged children.
- Offering and helping to arrange transportation.
- Helping obtain school supplies when needed by homeless/migrant students.
- Making sure homeless students receive free school meals.
- Ensuring the same educational services non-homeless students receive.
- Working with agencies in the community to serve homeless and migrant students.
- Carrying out special responsibilities to support unaccompanied children and youth within the school.

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

M. SCHOOL STRUCTURE: CULTURE

(1)Describe any changes you anticipate in the culture of the school under this proposal. Explain how the culture will embody a positive academic environment and reinforce student intellectual and social development.

Building a Culture of High Performance

As described above, Quest—in partnership with TenSquare—will place an intensive focus on school leaders to set the tone in school buildings regarding a performance-driven culture. To ensure leaders are learning together, sharing challenges, and collaborating to solve problems, TenSquare will implement a School Improvement Team (SIT) (meeting at least one half-day per month) to develop the cadre of school leaders on Quest Campuses, as well as provide oversight and support of weekly leadership team meetings at each campus. Through both the leadership institute and the weekly leadership team meetings, TenSquare will coach and develop leaders to identify focused priorities and create clear agendas, to become excellent

managers of people and instructional coaches, to problem-solve challenging issues at their campuses, and to put students first in every decision they make.

This investment and support of school leadership, stemming from a high-level school goal-setting process, will support the development of a performance-driven, positive, and urgent adult culture in every Quest campus, one in which adults take full ownership over student learning in new and dynamic ways.

Leaders, with TenSquare support, will engage in the following activities to drive school excellence:

- Developing a professional, positive, student centered adult culture through the presentation, modeling, and monitoring of Core Values for all adults in the building.
- Engaging in the most powerful kinds of instructional oversight that drive student learning. Rather than spending hours each week giving last-minute feedback on lesson plans, leaders will be present to give feedback in PLCs *during* the planning process. They will take ownership of specific grade levels' data cycles and dig in to the data with teachers, support them with their analysis and re-teach planning, and then hold them accountable for both re-teaching and re-assessment through observation and follow-up. This activity will ensure instructional intentionality and deliberate planning to close learning gaps.
- Being present frequently in classrooms and delivering regular feedback to teachers through coaching, formal, and informal observation. Frequent feedback to teachers is the most powerful action to ensure instruction is organized, engaging, intentional, and rigorous in all classrooms.
- Engaging in a clear performance management process for all non-teaching staff
- Using the School Performance Dashboard and academic performance data to make decisions about school priorities.
- Effectively delegating and monitoring operations and culture according to a school management calendar.
- Building strong relationships with parents, families, and community members through regular communications, meetings, presentations, and celebrations.
- With support, mapping out and implementing a targeted PD plan focused on the school most important priorities (more information on PD in Curriculum and Instructional Design section above).
- Engaging in strategic actions to build a robust leadership pipeline over time. Such actions may include the implementation of best practices for retention and recruitment of high performing staff, building the capacity of teacher leaders and grade level leaders who will gain experience leading PLCs, and engaging in an effective cycle of performance management to develop secondary leaders in the process of reaching their performance goals.

(2) Under this proposal, discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

School-wide PBIS systems will be developed with a defined behavior matrix that tiers student behaviors, and includes consequences as well as rewards. This will be reinforced with consistent management systems in individual classrooms. All classrooms will contain intentional, developmentally appropriate management systems designed to recognize positive behaviors and offer logical consequences to correct negative behaviors.

At the early elementary level (K-3), TenSquare will work with leaders to design and implement a responsive color-chart management system and train teachers on a school-wide behavior model focused on age appropriate consequences.

For grades 4-8, an individual and group incentive system (“Scholar Dollars” or a clipboard monitoring system, for example) will be implemented based on school culture data.

The system will be technology based and allow for student self-monitoring of behaviors.

All of these strategies will be designed to lead to the following outcomes:

- A reduction in student transiency from 20% in SY1617 - by 5%
- A reduction in student suspension, due to incidents of violence, from a baseline in SY1617 of 38 incidents - by 10%
- A reduction in student suspensions in early grades (K-2) from baseline in SY1617 by 5%

By School Year 19-20 a fully-developed student behavior tracking system will be in place for all students, grounded in effective PBIS principles, and using technology to track, monitor and support a culture of high expectations for student behavior and achievement.

(3) Under this proposal, describe how the school plans to align staff and students around high expectations for student behavior. How will school culture be measured and evaluated? Include how parent and student feedback will be incorporated in measuring your school’s success in creating a positive culture.

Building a Culture of Achievement and High Expectations

Transcending a traditional school culture of compliance and safety, Quest will implement a *Culture of Achievement* approach to ensure that school is a joyful place to be—a culture in which students and teachers emphasize and celebrate students’ learning in multiple ways.

Some indicators that characterize our Culture of Achievement include:

- Quarterly gatherings to recognize and celebrate student school core values, academic achievement, and school spirit which include team-building traditions, chants/songs, and images (mascots).
- Adults using common positive language and effective, subtle behavior management strategies to hold students accountable for their behaviors in a respectful, educational way.

- College and career ready culture: homeroom classes that are named after colleges, the sight of college banners in the hallways of the school, and a focus on career readiness and learning about an array of different career pathways for post-secondary success.
- Full-school celebrations of learning such as signs on classroom doors telling what books teachers are currently reading, “Book Character Day”, visits from favorite authors, math fluency competitions, etc.
- Academically and social-emotionally focused Morning Meetings in K-4th grade classrooms.
- Adults using specific authentic praise to build students’ intrinsic motivation.
- A rich and dynamic set of offerings for after-school and out-of-school programming for students, especially at the middle-school level, including an athletic program, interest-specific and academically-focused clubs/enrichment activities, and after-school academic support.
- A maximally inclusive model for students with IEPs and ELL students to ensure participation in the array of culture-based programming offered at each school.
- An intentional orientation program for students and families to familiarize them with policies and procedures at the school and get their buy-in and support (applies to students and families who enroll mid-year).
- Adults welcoming students and families at the school door *every morning* as students make their way to class.

We will measure the effectiveness of our culture shift through 1) data indicating that discipline referrals and suspensions continue to decrease (as outlined according to the targets above); 2) observation and feedback from leaders and leadership coaches; 3) informal and formal feedback from parents and students; and 4) through annual parent surveys.

(4) Under this proposal, describe the school’s approach to help support all students’ social and emotional needs, highlighting differences from prior practice. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

As we have described in more detail elsewhere in this application, we will implement a robust student support system at Quest, designed to use a variety of data points to identify appropriate strategies, interventions, and remediation to support students’ social and emotional well-being.

This approach to PBIS will follow the Tiered Model below and will draw on evidence-based practices that have been shown to be effective (see Horner, Sugai, and Lewis, 2015 for the evidence base associated with particular interventions aligned to this framework).

Table 4- PBIS

Prevention Tier	Core Elements
Primary	<ul style="list-style-type: none"> • Behavioral Expectations Defined • Behavioral Expectations Taught • Reward system for appropriate behavior • Clearly defined consequences for problem behavior • Differentiated instruction for behavior • Continuous collection and use of data for decision-making • Universal screening for behavior support
Secondary	<ul style="list-style-type: none"> • Progress monitoring for at risk students • System for increasing structure and predictability • System for increasing contingent adult feedback • System for linking academic and behavioral performance • System for increasing home/school communication • Collection and use of data for decision-making • Basic-level function-based support
Tertiary	<ul style="list-style-type: none"> • Functional Behavioral Assessment (full, complex) • Team-based comprehensive assessment • Linking of academic and behavior supports • Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingence reward of desired behavior, and (e) use of negative or safety consequences if needed. • Collection and use of data for decision-making

As Quest’s partner, TenSquare believes in very high behavior expectations as well as a “sweating the small stuff” when it comes to student discipline policies; however, TenSquare also recognizes, particularly in take over and turnaround environments, that a “zero tolerance” approach often fails to meet the social-emotional needs of the students who need support the most.

In addition to the activities outlined above, we will also initiate:

- A school wide anti-bullying program, and
- Push-in whole group support from the school counselor to engage students in effective social and emotional programming and to build connections with individual students.

Every school tends to have a group of students (usually 2-4% of the population) who need advanced levels of behavior support to be successful and to contribute positively to the learning environment. For this reason, teachers and leaders will design, with TenSquare support, individual supports for students with significant behavior needs through the Student Support Team (“SST”) process.

As we have detailed in other sections of this application, we will monitor the effectiveness this approach to student support through various mechanisms, as part of the School Performance Dashboard. At each campus, we will carefully track each of the following indicators on a monthly, quarterly, and annual basis, ensuring that attendance rates continue to be remain high, that suspension rates remain low, and that expulsion is virtually non-existent.

Indicators

- Attendance
- Suspension
- Expulsion
- Disproporti

We will also analyze data to ensure that there is no disproportionality across student populations, and if we discover this, we will implement corrective actions immediate to address concerns. Over time, we will track the effectiveness of our work using the following: in Year 1 – we should expect to see measurable declines in student referrals and incidents of bullying; in Years 3 and 5, we should expect to see increased student well-being through reflected in student climate and parent feedback surveys.

We will share our approach to student support through our Student Handbook, in parent meetings and in parent teacher conferences, and through individualized meetings with parents and families if appropriate. We see parents and families as essential partners in their child’s educational journey, and we will do everything we can to invest them in that journey.

N. SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school’s discipline policy, highlighting any changes to take effect under this amendment. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

To set the foundations for a full-school Culture of Achievement, TenSquare will support Quest school leaders with the implementation of a consistent, clear school-wide Positive Behavior Support System (PBIS). PBIS involves leveled behavior Tier 1 supports for the entire school population, Tier 2 supports for 10-20% of the student population, and Tier 3 supports for 5% or less of the student population.

As part of this approach, Quest will implement a progressive discipline policy designed to ensure that all students are given the best opportunity—through services, supports, and interventions—to acquire the necessary skills for learning. Further, the Discipline model will distinguish between lower elementary, upper elementary and middle school students to ensure consequences and rewards are age appropriate. The current discipline model does not distinguish for age of student or define a progressive approach to discipline.

Discipline infractions will be dealt with based on Quest’s policy. The severity of some discipline incidents may dictate more serious consequences. Disruption of school and classroom activities include, but are not limited to: the inability to participate in classroom instruction causing disruption to the learning process, habitually biting/hitting students or teachers, causing harm to others depending on the nature and severity of the offense (i.e. yelling, screaming, or use of inappropriate voice and/ or behavior at any time).

Once the classroom progressive discipline plan has been exhausted and/or the teacher finds that the behavior seriously interferes with teaching and learning, an administrative disciplinary referral will be issued.

K-8th Grade Administrative Disciplinary Actions will include the following:

First Offense - Notify parents; classroom consequence enforced, infraction documented, appropriate remedy applied, age appropriate.

Second Offense - Repeat process from first offense; require a parent/teacher/administrator conference; student *may* be placed on student social behavior contract.

Third Offense - Repeat process from first offense; require a parent/teacher/administrator conference student *will* be placed on social behavior contract.

Suspension will be limited to serious infractions, such as bodily harm to others, and will be administered sparingly.

Expulsion will be applied very rarely and will be consistent with Nevada Statute, as defined below:

Expulsion NRS 392.466

Battery to a staff member or selling/distributing a controlled substance will result in expulsion for 1 semester. A 2nd offense of the same infraction will result in permanent expulsion. If a student is expelled, it is the parent's responsibility to enroll their child in either a private school, virtual school, or an independent study program. Possession of a firearm or weapon warrants expulsion for 1 year. A 2nd offense from the same infraction will result in permanent expulsion.

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

Out-of-School Suspensions

Suspension of a student is a consequence for inappropriate behavior choices that warrant the removal of a student from the school community for a period of time. This is done with great care since it will result in loss of instructional time and participation in classroom and school activities.

Short Term Suspension (1 to 10 days)

Out-of-School Suspension (OSS) involves separation from the school and all school activities for a specified period of time, which is determined by a school administrator. The primary intent is to impress upon the student and parent/guardian that a serious behavior problem exists and that steps must be taken to ensure that the behavior is not repeated.

Before a student is suspended, the school will:

1. Notify the student of the infraction
2. Conduct a thorough investigation.
3. Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. A student's age and development will be considered.
4. Determine the accuracy of the infraction(s) based on this information.
5. The Principal/Assistant Principal or his/her designee has sole discretion to implement an out of school suspension based on the information obtained during the investigation.

Once a decision to suspend a student is made, the Principal/Assistant Principal or his/her designee will shall proceed as follows:

- Inform the student of the suspension and the reason(s).
- Notify the parent/guardian. School administrator may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the suspension.
- Send written notification, by the end of the school day when possible, to the parent/guardian that includes:
 - The disciplinary infraction,
 - The length of the suspension,
 - The student's right to return to school at the end of the suspension, and

- Any conditions for that return. When a student is serving an OSS, s/he may not be on school grounds before school, during the school day, or after school.

A manifestation determination meeting will be held for a student who holds an IEP when an OSS would be 10 days or more, as per IDEA guidelines.

Appealing an Out of School Suspension

Students and parents/guardians may make a written request to the Principal/designee to appeal a short-term suspension within one (1) school day of being notified of the suspension. The Principal/designee will attempt to schedule the Appeal Hearing within seven (7) school days of receiving the written request to appeal.

The Principal/designee will conduct the Appeal Hearing, which is closed to the public, and may include the presentation of evidence, testimony, and questioning of those present. Accordingly, parents/guardians and one (1) additional adult may represent the student at the hearing. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand. The hearing will not be recorded by any means. If the principal issued the suspension, he/she will not be the party to hear or decide the appeal. A designee will be appointed by the Head of School or his/her designee.

The Principal/designee will typically notify the parent/guardian of the appeal decision within two (2) school days after the Appeal Hearing. If the suspension is overturned, the student's cumulative record and any other school-maintained records will reflect that conclusion.

Appealing to the Receiver

If the short-term suspension is upheld on appeal, and the parent/guardian wants to continue the appeal process, the parent/guardian may make a written request to the Receiver, or designee, within two (2) school days of the suspension appeal decision, stating why the suspension should be reversed/modified. The Receiver or designee will attempt to schedule the Appeal Hearing within seven (7) school days of receiving the written request to appeal.

In the event that the Receiver or designee issued the suspension, the Appeal will be heard by a third party appointed by the Receiver.

The Receiver or his/her designee, will conduct the Appeal Hearing, which is closed to the public and may include the presentation of evidence, testimony, and questioning of those present. Accordingly, parents/guardians and one (1) additional adult may represent the student at the hearing. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand. The hearing will not be recorded by any means.

The Receiver or designee will typically notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. If the suspension is overturned, the student's cumulative record and any other school-maintained records will reflect that conclusion. If the Receiver upholds the suspension, the suspension shall be imposed, and such decision will be final.

Long-term suspensions (11 to 45 days) and Expulsions

A long-term suspension is a denial of a student's right to attend school and to take part in any school function for any period of time equal to or exceeding ten (10) school days. An expulsion is the denial of a student's right to attend a school and to take part in any school function during the duration of the suspension. Students who are recommended for a long-term suspension or expulsion will have a Disciplinary Hearing.

When a student commits an offense that is eligible for long-term suspension or expulsion the school will:

- Notify the student of the infraction(s).
- Conduct a thorough investigation.
- Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. The student's age and development will be considered.
- Determine the accuracy of the infractions(s) based on the investigation.
- Send written notification, within one (1) school day of the conclusion of the investigation to the parent/guardian that includes:
 - The disciplinary infraction,
 - The date and time for the Disciplinary Hearing,
 - The student's status pending the hearing
 - Appeal process

Expulsion

Students may be expelled for:

1. Violations of Nevada statute NRS 392.466
2. Extreme violations of the Code of Conduct that significantly and demonstrably harm the educational environment of the school or harm the safety or security of school students, staff, faculty, or others associated with the school.
3. Repeated violations of the Code of Conduct after appropriate remediation have been attempted at the Tier 3 or 4 level.
4. Violation of Disciplinary Plan or a Final Plan Contract.

School administrator may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the long-term suspension.

If it is not possible to provide written notification within one (1) school day of the infraction, the school will email, hand-deliver, or send via certified mail a copy of the notification.

Discipline Due Process

Suspension – Short term

The decision to suspend a student for a short term-suspension (10 or fewer days) shall be made by a school administrator (e.g. Dean, Principal, or any other school administrator) without the recommendation of the student's teacher or other staff. The administrator issuing the suspension will determine the number of days for suspension based on the severity of the infraction and

previous infractions. The suspension shall become effective immediately unless otherwise stated by the administrator issuing the suspension. See special notes regarding Counting Suspension Days.

The parent/guardian may appeal a student's suspension of less than 10 school days as noted in the Student Handbook.

Long-term Suspension and Expulsion

The decision to recommend a student for a long-term suspension (more than 10 school days) or expulsion shall be made by a school administrator (e.g. Dean, Principal, Head of School, or any other school administrator) without the recommendation of the student's teacher or other staff. In recommending long-term suspension or expulsion, the administrator will consider the severity of the infraction, the Discipline Policy, the student's previous infractions, any student Discipline contracts, and the student's age and development. A student recommended for an expulsion or long-term suspension will have a Disciplinary Hearing to review the recommendation. Head of School will make a final decision as to the student's expulsion or long-term suspension.

Discipline Hearing

A student will have a Discipline Hearing when:

- He/she been recommended for expulsion or violated an expellable offense;
- He/she is recommended for a long-term (10+ day suspension).

Discipline Hearings will be scheduled within ten (10) school days of the conclusion of the investigation of any incident.

Discipline Hearings will be conducted by the Principal. If the Principal has a conflict with the student or is involved in the incident being reviewed, a designee will be appointed who is not conflicted. The Principal or designee, serves as an impartial decision maker. The Discipline Hearing is closed to the public. During the hearing, a school administrator(s) will carry out the following procedures:

- A statement of the Code of Conduct violation and summary of the Discipline Hearing procedures.
- An explanation and review of the evidence or facts for which potential long-term suspension/ expulsion is being considered. If video footage is available of the incident, the panel will view the footage.
- The student may be represented by his/her parent/guardian and one additional advocate.
- The student may present any information that he/she wants considered. The Principal, or designee, may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.
- Within 24 hours of the conclusion of the hearing, the Principal, or designee, will make a recommendation regarding the consequence. The recommendation will be effective immediately.

- The student/family will be informed of the decision via phone within two (2) school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.
- If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing will be waived. Therefore, the school will proceed with its determination regarding the proposed infraction and the ruling of the Principal or designee. The findings from the hearing will be approved and take effect immediately. Appeals will not be accepted by students who do not appear at the initial hearing.

In making its decision, the Principal, or designee, will review evidence presented at the hearing, any statements heard on behalf of the school or student, the school Code of Conduct, and prior conduct and/or academic performance, if applicable.

Discipline Panel Hearing Appeal

Any student who is expelled or has a long-term suspension has the right to appeal the decision in writing to the Receiver within three (3) school days of the written notice of expulsion or long-term suspension being issued. The following process shall be implemented for all appeals.

- An appeal hearing date will be set within seven (7) school days of the receipt of the Appeal request.
- The appeal hearing date will occur within thirty (30) calendar days from the date of the hearing being set.
- Appeal hearings will be heard by the Receiver and one additional designee. If the Receiver has a conflict he/she may be replaced by an appointed third-party without a conflict. The Receiver will designate appointees in such instances.
- The student may be represented by his/her parent/guardian and one additional advocate.
- The student has the right to speak on his/her behalf at the Appeal Hearing. The student may choose not to speak at the Appeal Hearing.
- The student may not return to school and participate in school activities while an appeal is pending.
- Appeal hearings are closed to the public.
- If a parent/guardian fails to appear at the Appeal Hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the Appeal Panel will:

- Review all evidence and documentation from the DPR and any supporting documentation;
- Review any statements heard at the Discipline Hearing on behalf of the school or student;
- Review the school Code of Conduct;
- Review the student's prior conduct and/or academic performance;
- The Panel may ask questions regarding the matter to anyone present at the hearing. One advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the

student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.

The Receiver or designee will typically notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. The Panel may determine to:

- Uphold the suspension/expulsion.
- Uphold a suspension/expulsion but clear the student's record of the suspension/expulsion at the end of the semester or school year per specific guidelines determined by the Panel.
- Determine that the suspension/expulsion was not within school guidelines, overturn the suspension/expulsion and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension/expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

If the suspension or expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Panel upholds the expulsion or long-term suspension, the long-term suspension or expulsion shall be imposed, and such decision will be final and reflected in the student's school records. *Decisions made by the Appeal Panel will be final.*

(3) Under this proposal, who will be responsible for implementing the school's discipline policy? Is this a proposed change? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

School leaders at each campus will be charged with implementing the school's discipline policy and setting the tone for a positive school culture throughout the building. The principal will be responsible for reviewing data on a bi-weekly basis to ensure student data is entered with fidelity and the process is followed as outlined in the Student Handbook. The leader will work with our data manager to ensure that discipline referrals and follow-up are accurately tracked, monitored, and shared with appropriate staff. As part of the school's overall approach to improvement and data management, key school culture data – attendance, suspensions (and rarely) expulsions will tracked as part of the School Performance Dashboard. The School Improvement Coach will review data with the principal and leadership team weekly to monitor for fidelity, implementation and accuracy. School leaders will use this data (with support from TenSquare) to analyze and continually improve school culture. Data will be shared in the annual Pre-Service Institute and throughout the year with staff to continue to build a culture of achievement and success for students.

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

As explained above, we will monitor student discipline data on a monthly basis, tracking discipline incidents by sub-group, to ensure that discipline practices do NOT disproportionately penalize more vulnerable student populations. If any disproportionality is detected, leaders will discuss and address it right away. Further, a well defined tiered matrix for Discipline will ensure

that student discipline is followed utilizing specific guidelines and protocols. Any student suspensions must align with the consequence matrix.

(5) Describe the core principles of the school's proposed parent grievance policy under this amendment, highlighting any changes from prior practice.

As has been the case since the Receiver arrived at Quest, parents have been active and involved members of the school community. If a parent or student should have any grievances or objections, they are able to make their voice(s) heard at public school board meetings, parent advisory meetings, and through email. All of these mechanisms are designed to ensure that grievances can be aired and addressed effectively.

(6) Under this proposal, will the school designate a required dress code or uniform policy? If so, please explain the rationale.

Quest will continue to have a uniform policy to support student learning and achievement. As is made clear in our student handbook, the purpose of a uniform dress code is to make clothing a non-issue, so the focus is on education rather than appearance. Students will have every opportunity to express their individuality through their coursework and activities.

O. SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Will the school calendar and schedule be changing at all under this proposal? If yes, please answer the following questions. If not, please explain that this section is not applicable.

N/A - The school calendar and schedule will not change materially from what is currently in place.

(2) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

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

(4) Describe the goal for student attendance and explain how the school 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?

3. Operations Plan

A. BOARD GOVERNANCE

(1) Describe the governance structure under the receivership, including the primary roles of the receiver and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

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

(3) 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.

B. LEADERSHIP TEAM & ORGANIZATIONAL CHART

Will the leadership team and organizational structure be changing at all under this proposal? If yes, please answer the following questions. If not, please explain that this section is not applicable. – N/A

The leadership and organizational structure for the school will remain largely the same, though there may be some changes to the leadership team. TenSquare school improvement leaders will ensure that campus leaders have the resources and supports they need to be successful.

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

(a) Organizational chart(s), including number of FTEs for each position;

(b) Job descriptions for each leadership role;

(c) Resumes of all current leadership. NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2019-20 school year.

(d) Previous student achievement data for the individual primarily responsible for academic programming;

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

(a) School leadership, operations, and governance;

(b) Curriculum, instruction, and assessment;

(c) At-risk students and students with special needs;

(d) Performance management; and

(e) Parent and community engagement.

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

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

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

(6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

C. HUMAN RESOURCES

Will the human resources and staffing processes be changing at all under this proposal? If yes, please answer any of the following questions to describe the proposed changes. If not, please explain that this section is not applicable.

N/A – Human resources and staffing processes will remain largely the same, with the exception of the fact that TenSquare will lead recruiting and placement of teachers and leaders at each campus—following best practice in early recruiting, onboarding and support—in collaboration with Quest leadership. Working collaboratively with the Receiver, TenSquare leaders will

provide professional development, coaching support, and evaluation feedback, re: school leaders. All policies related to personnel will be outlined in the school's personnel policy manual and revised on an annual basis. The school will continue to ensure that it is abiding by all local, state and federal law and regulations governing personnel decisions.

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

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

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

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

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation.

(6) Explain how the school leader will be supported, developed, and evaluated each school year.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

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

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

D.STUDENT RECRUITMENT AND ENROLLMENT

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session), while also sustaining and growing enrollment. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

Quest Academy will recruit and market for enrollment using a variety of methods that will target students from all demographic and social areas, including:

- Participating in several community events throughout the city,
- Posting ads on social media avenues such as Facebook,
- Mailing postcards to the surrounding area,
- Passing out flyers on foot at local businesses and near residential neighborhoods, as well as
- Working with current families and partners to recruit new families.

Quest has and will continue to adhere to the NRS 286.580 and SB208 in regards to student recruitment as reflected in our profoundly diverse demographics and moderate percentage of special populations. We participate in the National School Lunch Program which allows us to reach out to families in poverty.

We will also provide rich supports and services to our English language learners, students with disabilities, and others who may need support, supports and services that are attractive to (and necessary for) many families.

Since its inception, Quest Academy has admitted students through a blind lottery process, wherein information regarding ethnicity, socio-economic, linguistic, and special needs are not factored. Quest has always maintained an exceptionally diverse population, in comparison to nearby zoned schools. Our diversity has continued to be one of our biggest strengths over the years when speaking with parents and community members.

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	95	100	100	100	100	105
1	85	85	85	85	85	85
2	87	85	85	85	85	85
3	95	90	85	85	85	85
4	110	90	90	85	85	85
5	85	105	90	90	85	85
6	70	75	95	80	80	75
7	55	70	75	90	75	75
8	55	50	65	73	88	75
9						
10						
11						
12						
Total	737	750	770	773	768	755

E.SERVICES, FACILITIES, AND ONGOING OPERATIONS

Will services, facilities and ongoing operations be changing at all under this proposal? If yes, please answer any of the following questions to describe the proposed changes. If not, please explain that this section is not applicable. – N/A – See below.

F.SERVICES

N/A – Services will continue to follow best-practices implemented under the guidance of the Receiver, and will not change substantially at Quest.

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

(a) Transportation

(b) Food Service

(c) Facilities maintenance (including janitorial and landscape maintenance)

(d) School health and nursing services

(e) Purchasing processes

(f) Safety and security (include any plans for onsite security personnel)

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

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada’s education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

G. FACILITIES

N/A – As was detailed in December 2017 Receiver’s Report to SPSCA, with one exception Quest facilities issues have largely been resolved for the time being. Facilities operations and management will continue to follow best-practices implemented under the guidance of the Receiver, and will not change substantially at Quest. The one exception concerns the Bridger Campus. Quest leases the Bridger Campus pursuant to a sublease with the Chartered for Excellence Foundation (CFEF). CFEF, Sublessor, is in default with Landlord. Quest and Landlord dispute rent. Dispute is being litigated. Litigation could result in Quest’s ceasing to operate at the Bridger Campus.

(1) any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

(b) The number of general education classrooms required each year;

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

(d) Space requirements for administrative functions, food services and physical education

(2) Describe the process for identifying and securing a new facility (as may be necessary), including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

(3) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school’s Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

(4) Provide 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.

4. Financial Plan

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

(2) 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 that may be associated with a new educational program or delivery. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). The budget must be of sufficient clarity and detail to permit a reviewer to be able to reconstruct each of the calculations in the budget template and there must be clear evidence to support all revenue and expense assumptions. Submit a completed budget in state format for the proposed school.

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

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

See attached pro formas for financial projects and plans.