

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mr. Michael O'Dowd
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pinecrest Academy of Nevada Inspirada
(As it should appear in the official records)

School Mailing Address 2840 Via Contessa
(If address is P.O. Box, also include street address.)

City Henderson State NV Zip Code+4 (9 digits total) 89044-1644

County Clark

Telephone (702) 473-5777 Fax (702) 754-4355

Web site/URL https://www.pinecrestinspirada.org/ E-mail michael.odowd@pinecrestnv.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Lisa Satory E-mail lisa.satory@pinecrestnv.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name State Public Charter School District Tel. (775) 687-9174

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Travis Keys
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 2 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	58	66	124
1	69	81	150
2	89	65	154
3	85	77	162
4	72	63	135
5	65	63	128
6	71	53	124
7	61	63	124
8	62	60	122
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	632	591	1223

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 12.7 % Asian
 - 4.3 % Black or African American
 - 19.8 % Hispanic or Latino
 - 1.6 % Native Hawaiian or Other Pacific Islander
 - 47.8 % White
 - 13.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1, 2019	1193
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Tagalog, Urdu, Punjabi, Laotian

English Language Learners (ELL) in the school: 1 %
11 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 154

8. Students receiving special education services: 8 %

103 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>22</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>16</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>30</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>54</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	42
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Pinecrest Inspirada is to partner with parents and the community to prepare students for the high school, college, and career of their choice.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

As the pandemic hit in March of 2020 and we saw our way of life grind to a halt, we immediately took action to make adjustments for our students. Within two days of the governor’s announcement to close schools, we transitioned all grade levels (K-8) to a fully virtual setting. Those two days were used to disseminate materials and supplies to students who needed them and for teachers to become familiar with the online platforms of Zoom and Google Classroom. Students were expected to login every day for remote live instruction and attendance was monitored closely. Contact was made to families of students who needed additional support to ensure a seamless transition.

In September of 2020, Pinecrest Inspirada petitioned The Pinecrest Board of Trustees to pilot the return of kindergarten and first-grade students for live instruction. We were granted permission to allow 25% of these students on campus at any one time. Half-day instruction, five days a week, was utilized to maximize the number of students we could have on campus by allowing two sessions each day. The remaining students in grades 2-8 continued with full virtual instruction. In October of 2020, the board of trustees saw the value of students attending in-person and expanded our pilot to grades 2, 3, and 6. The half-day schedule, five days a week, was utilized again to allow twice as many students this opportunity to attend in-person instruction. The remaining grades of 4, 5, 7, and 8 continued with virtual instruction. In February of 2021, we were able to bring back all students who elected to return in person while continuing virtual instruction for those who chose

that option. In March of 2021, capacities were increased to 75% and the half-day model was extended to allow for increased instructional time each day in core subjects.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are admitted to Pinecrest Academy Inspirada regardless of race, gender, religion, disability, or ethnic origin. A yearly "Open Enrollment" period is held from the first Monday of January through the last day of February. If the number of applicants is less than or equal to the number of available seats, each applicant is accepted and enrolled. If the number of applicants exceeds the established enrollment cap for each grade level, students are selected by a random lottery system. A lottery is normally held on the first Monday in March. After the lottery is completed, families will be contacted in the rank order in which they are drawn to fill any open seats. Once all seats are filled, the ranked ordering is then used to form a waiting list at each grade level. Children of Board Members, children of employees, siblings, and transfer students from another Pinecrest school in Nevada will have priority for the lottery. Once enrolled, families declare their intent for their child/ren to return each school year, and they do not have to go through the lottery process again.

PART III - SUMMARY

Pinecrest Academy Inspirada was established in 2015 as a K-8 public charter school. The school is located in Henderson, Nevada, the southern tip of the Las Vegas Valley, yet we attract students from 26 different zip codes across Clark County. As a Science, Technology, Engineering, and Mathematics (STEM) focused charter school, we boast an almost equal ratio of male to female students contrary to the national average. Students and families seek out and remain at Pinecrest Inspirada as a school of choice because we foster a sense of Pioneer Pride as evidenced by school climate surveys indicating 100% of families feel valued and welcomed. We develop a culture where families take an active role in their child's educational experience. We realize and value that parents are their child's first and primary teachers. Our purpose is to partner with them to educate their children and invite them to play a vital role in our daily operations. Parent volunteers are regularly seen on campus preparing materials for teachers, reading aloud, flashing sight words and/or math facts with students, helping to supervise the lunchroom and playground, chaperoning field trips, and coaching after-school sports. Our core values center on differentiated instruction, collaboration, character/leadership development, and the infusion of STEM into core subject areas. We believe that our school is not just a building but rather a community stage for all to shine.

At Pinecrest Inspirada our mission is to partner with the community to prepare students for the high school, college, and career of their choice. In order to achieve this mission, we employ a variety of strategies, such as differentiated instruction, leadership development, and the development of a school culture focused on Pioneer Pride. In grades K-5, differentiation comes in the form of Power Hour for both reading and math. This program builds on the ability/readiness levels of students and upon the strengths of individual teachers. Students are grouped for a part of their day for homogenous groupings to reinforce skills at their instructional level. For example, a third-grade student who struggles with word study would be placed in a group working on phonics with a teacher who specializes in treading interventions. A student who is working above grade level would be placed with a group analyzing a novel and/or participating in a project-based simulation with a Gifted and Talented Education (GATE) endorsed teacher. In grades 6-8, English Language Arts and Math classes are leveled based on instructional data, while heterogeneously grouped classes remain in science, social studies, and electives. This allows for students to obtain high school level credits for certain subjects, i.e., Algebra I and Spanish I (Geometry in 2021-2022). Additionally, our school utilizes leadership development strategies for teachers and students to help them reach their full potential. Students learn to speak and communicate effectively, self-monitor their own learning, and take ownership by setting goals based on triannual benchmark data. Teachers are empowered to observe and learn from one another, engage in reflective practice, and participate in ongoing continuous staff development, all of which help teachers meet the diverse needs of students. An overarching strategy since our inception has been to develop a culture of Pioneer Pride where kids come first. Recent examples include the development of programs for students who needed to remain virtual due to COVID and prioritizing students who needed to return for face-to-face instruction.

At Inspirada, we have a strong focus on STEM, cross-curricular instruction, arts, and special programs. In 2019, we partnered with Project Lead the Way (PLTW) to infuse STEM education into all content areas. All K-5 teachers and two middle school elective teachers have been trained in the PLTW Curriculum which integrates STEM activities into the core curriculum. These activities engage students in hands-on, collaborative projects solving real-world problems. Middle school students continue this program through semester-long classes and in specially designed units that cross all curricular areas. Recently, Pinecrest Inspirada received the Nevada Governor's STEM designation and was asked to serve as a model for other schools in the area.

In the area of performing arts, Pinecrest Inspirada has developed an innovative Conservatory Music Program where students practice and master essential skills with specialized experts specific to their instruments. As a result, the band, orchestra, and choir ensembles have continued to flourish and grow during the current pandemic compared to other local programs that had to shut down. In addition to the music program, our visual arts program allows students to explore a variety of mediums to develop their skills to prepare for future college and career readiness. At the conclusion of the program, students are able to showcase their work at a community art show where their artwork can be purchased. Finally, the special programs

developed at Pinecrest Inspirada are designed to meet the needs of our diverse population. Examples have included the National Junior Honor Society (NJHS), Student Council, after-school competitive sports programs, competitive robotics, student-led Digital Broadcasting, and after-school clubs.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

As a public state charter school, we align ourselves with state standards and utilize research-based curriculum resources to meet the diverse learning needs of every student. We adopted the following resources due to their vertical alignment, effective spiraling of essential skills, rigor levels, embedded performance tasks, cross-curricular integration opportunities, and college and career readiness approaches.

In English Language Arts, grades K-5 use the Wonders Literacy Series and supplement with Ready Common Core while grades 6-8 we use the SpringBoard CollegeBoard curriculum and supplement with Ready Common Core. Our elementary literacy program focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction while our Middle School literacy program focuses on key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level text complexity. All grade levels utilize strategies such as Close Reading to analyze and annotate text while applying the skill/concept under study; differentiated instruction to teach and reinforce skills commensurate with students' ability levels; and modeling skills such as Think Alouds, Anchor Charts, and before, during and after reading routines with gradual release of "I Do, We Do, You Do" to develop and strengthen literacy skills. Using the Jane Schaffer Writing strategy, each grade level writes a variety of narrative, explanatory and argumentative essays. These writing opportunities promote student discourse as students make claims and provide evidence from the text to examine central ideas and voice multiple points of view as they explore literacy skills in a variety of genres.

The K-5 Math curriculum consists of Ready Classroom Math which was adopted for its strong mathematical discourse approach and engagement focus. The content focuses on Operations and Algebraic Thinking, Number and Operations, Measurement and Data, Geometry, and the eight Mathematical Practices. In grades 6-8, teachers utilize the Nevada Academic Content Standards as a guide for content and offer accelerated courses including, pre-algebra, algebra, and geometry (in 2021-2022). All grade levels implement strategies to develop and reinforce fact practice, fluency, and spiral review of essential skills to help students master grade-level content. In addition, the strategies of implementing manipulatives, visual representations, and math journals address the learning needs of visual, auditory, and kinesthetic learners. These strategies, along with embedding Depth of Knowledge Questioning, assist students in applying what they have learned to solve real-world problems.

The elementary school Social Studies curriculum is integrated into core subjects via Wonders and Ready Common Core Reading. Starting in grade 4, students have a specialized textbook, Nevada Our Home by Gary BeDunnah, to incorporate Nevada History. Grade 5 uses the Scott Foresman Social Studies series focusing on the United States. Both of these programs were adopted because they meet the State Standards unique to Nevada for Social Studies. The middle school Social Studies curriculum uses History Alive: The Ancient World for sixth grade, History Alive: US History Through Industrialization for seventh grade, and Geography Alive: World Geography for eighth grade. The same strategies used for ELA are used for Social Studies as we try to integrate social studies concepts into our literacy program. Finally, also integrated into the eighth grade is a financial literacy unit to prepare students in maintaining a personal budget.

Our K-8 Science Program encompasses Physical Science, Life Science, Earth and Space Science, and the Nature of Science. In alignment with our STEM focus, we adopted Project Lead the Way in grades K-8 to implement the strategies of hands-on, inquiry-based learning that is aligned with the Next Generation Science Standards. In addition, elementary students attend a STEM lab once a week to receive specialized instruction on grade-level standards. In middle school, PLTW is offered in the form of different electives while the science department has adopted STEMscopes because of the hands-on variety of lessons that range from videos to text to weekly lab experiments, all tied to real-world contexts.

Pinecrest Inspira utilizes Smarter Balanced Assessment Consortium (SBAC) for grades 3-8 and Measure of Academic Progress (MAP) for K-3 as a measuring tool to assess annual student growth and proficiency of the Nevada State Standards. Grades K-8 also use the iReady Diagnostic Assessment three times a year to progress monitor student achievement, identify academic areas in need of remediation/acceleration, and plan

for future instruction using a plethora of targeted resources. Additionally, formative assessments are given frequently in informal and formal contexts by each classroom teacher to inform instruction and guide differentiation. Formative and summative data is reviewed repeatedly during data chats between grade level departments and administration to plan for differentiation and identify targeted professional development priorities in order to adapt our instructional approaches to best meet the needs of students.

During the pandemic, our primary instructional delivery methods were adjusted to a digital platform using Google Classroom as our source for administering assignments, assessments, and sharing of resources. By making the transition to Google Classroom we are better able to meet the needs of our students providing them access to materials from anywhere and at any time. The utilization of the following tools has grown instructional pedagogy, increased teacher-student feedback approaches, and promoted high levels of student engagement. In primary grades K-2, the use of Google Slides has increased the visual and auditory supports during instruction. This allows for seamless interactivity between students and instruction and provides frequent academic opportunities to respond, as well as timely teacher feedback. In the intermediate grades 3-5, teachers also use Google add-ons i.e., Peardeck, and Nearpod that allow each student to interact with the content via the ability to annotate, highlight, and engage in student discourse. These tools provide the teacher with immediate feedback to address student mastery levels, misconceptions, and provide for future instructional planning. Finally, in middle school grades 6-8, Kami allows students to interact directly on curriculum resources via their own unique annotations, metacognitive markers, and audio/video recordings. Teachers can also provide written or auditory feedback on the same document—creating a seamless teacher/student connection during the learning process. All grades, K-8 utilize the Zoom Meetings platform for virtual live instruction. Students have access to recorded lessons to refer back to in case of absence, loss of internet, illness, or remediation. Despite the numerous changes in instructional delivery, our assessments have not changed as they continue to be standards-based, rigorous, and authentic to their intended learning target.

Lessons learned over the course of this pandemic across all aspects of teaching and learning have become embedded in all of what we do. Teachers have become familiar with many digital tools that were otherwise unfamiliar prior to the pandemic, out of necessity. Yet, many have continued to use these tools as students return to a face-to-face classroom. An equally important revelation was the significance of our students' social and emotional well-being which was immediately addressed through awareness and efforts to connect with students on a personal level.

1a. For secondary schools (middle and/or high school grades):

Pinecrest Inspirada is one of five Pinecrest Academy of Nevada Schools located in Henderson, Nevada. It is the mission of the Pinecrest system to prepare students for a college and career of their choice. Specific to secondary grades 6-8, Pinecrest Inspirada offers high school credit courses in Algebra I and Spanish I with future plans to offer Geometry in the 2021-2022 school year. We also utilize the SpringBoard curriculum for ELA and Math which is a designated Advanced Placement college and career readiness program. In alignment with Pinecrest's Sloan Canyon High School's Career Technical Education (CTE) program, we offer two introductory electives. Medical Detectives prepares students for the EMT program and Flight and Space prepares them for their aviation program. Our required Computer Science and Applications course provides students the opportunity to work with Google applications, code.org, and other digital platforms to solve real-world problems using 21st-century skills. Students in grades 7 and 8 compete statewide through the First Tech Challenge (FTC) robotics competition. These teams have garnered corporate sponsorship through companies including Tesla, Gene Haas Automotive, and the Las Vegas Raiders. Our team has traveled to compete at the championship level at UNLV and in Reno, Nevada. In addition, many of our students serve as teacher aides which allows them the opportunity to explore career fields in education. We offer an NJHS program that boasts a membership of roughly 25% of the middle school population. NJHS partnered with the City of Henderson Senior Center to beautify their dining area for the holidays and fundraised to purchase shopping carts for underprivileged seniors. Our school's Student Council participates annually in the Leukemia and Lymphoma Society's Pennies for Patients fundraiser where we raised over \$3500 for research and local patients. Both NJHS and student council partnered in an entrepreneurial enterprise to run a student store to raise funds for community service and campus beautification projects.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

In an effort to educate the whole child, as opposed to just an academic education, we offer a multitude of experiences for students in arts and technology. Visual Arts classes are taught to elementary students for 50 minutes weekly and in three daily secondary electives, Art, Photography/Yearbook, and Digital Broadcasting. Students in our elementary art program work across a variety of mediums including; drawing, painting, sculpting/ceramics, pastel, and collage. Secondary students in the Art elective are introduced to a multitude of techniques and mediums to create original pieces of art through personal interpretation. Students have the opportunity to apply the use of colored pencils, watercolor, tempera paints, chalk, clay, paper, and string to develop their own versions of an assigned project. The Photography/Yearbook elective introduces students to the Adobe Creative Suite with a focus on Adobe Photoshop and Illustrator. This course focuses on how cameras work, composition, lighting, and how to use photo editing software. Digital Broadcasting students are responsible for the writing, filming, editing, and production of a daily news broadcast.

Pinecrest Inspirada offers a music program for all kindergarten through fourth-grade students for 50 minutes weekly. In addition to the weekly special, students have the opportunity to participate in music clubs such as Music Karate (one-on-one instrument or voice instruction) and our Choir Club.

Founded on the Inspirada campus, The Pinecrest Conservatory provides Nevada's only advanced music training curriculum housed within a public middle school. Spatial-temporal reasoning skills development is the primary focus as this program evolves the minds of our students to allow high levels of success in science and mathematics. Twenty-six of Las Vegas' most inspiring and sought-after music educators have joined our ranks to provide a transformative music education on solo instrumental and vocal development. Students in our band, orchestra, and choir programs compete on state and regional levels with consistently exemplary rated performances. Twenty percent of the Nevada All-State band is made up of Pinecrest Academy students. By design, this system fosters the award-winning STEAM features of our school and nurtures the creativity needed to prepare our students for the careers of tomorrow.

Physical Education classes are taught to elementary students for 50 minutes weekly and as a daily elective for middle school students. The middle school curriculum provides students the PE/Health required 0.5 credit. The overall goals of PE are accomplished through participation in team sports and individual sports, fitness, wellness, and movement activities. Rules, strategies, safety, and life skills are emphasized in relation to active participation and the development of becoming a knowledgeable spectator. During the pandemic, the PE curriculum focus has been on the physical, mental, social, and emotional development of the student.

Pinecrest Inspirada's Elementary Spanish program is taught for 50 minutes weekly. The program includes students from kindergarten through fourth grade. The students are taught integrated lessons, which promote real-world connections to the Spanish culture. The secondary Spanish program has two Spanish electives. Conversational Spanish is the introductory prerequisite course. The Spanish I course includes students in seventh and eighth grade who earn high school credit. The course is rigorous and gives students a solid foundation in the Spanish language, which includes grammar, culture, and conversational skills.

STEM classes are taught to elementary students for 50 minutes weekly. In this class, students engage in hands-on activities that foster 21st century skills, such as critical thinking, creative problem solving, teamwork, and effective communication. Students work together to seek innovative design solutions as they delve into the world of STEM.

Recently, our staff completed a book study on Stephen Covey's Seven Habits of Highly Effective People and integrated these habits into our everyday instruction and classroom culture. Future plans include offering a leadership elective that focuses on The Seven Habits of Highly Effective Teens.

3. Academic Supports:

Pinecrest Inspirada tailors instruction, interventions, and assessments to meet the needs of our student population in sequential phases. Phase one begins by analyzing and interpreting data within each subgroup at the administrative level and identifying students in need of enrichment or additional support. Phase two involves the sharing of this data between the administration and academic departments or grade levels. Teachers then take this information and collaborate on best practices to support elementary students through Power Hour in both reading and math. In phase three, students in the bottom quartile are identified and referred to the Student Academic Behavior Intervention Team (SABIT) where teachers, parents, and students identify measurable concerns, collect benchmark data, and work together to create intervention goals. Students in the upper quartile are referred to the GATE Program (K-5) or accelerated classes in middle school. The next step is to implement weekly interventions and use progress monitoring to determine student growth. For example, students meet in small groups with classroom teachers and/or the Reading Strategist for 100 minutes a week of intense reading interventions. After 9-12 weeks of interventions, the SABIT team meets to determine whether progress toward goals has been made. If progress has been made, the plan continues with revised interventions and goals. If progress has not been made, the student is referred to the school's Multidisciplinary Team for further evaluation and possible special education testing.

Over the past five years, trend data has shown that we have closed the achievement gap between ethnic subgroups evidenced by the school being awarded full points in this category on the Nevada Report Card. On our most recent data, the only subgroup not within 10 percentage points was our special education students. Some examples of programs that we implement to close the achievement gap of our diverse learners include: Blended Learning programs such as iReady, ST Math, Accelerated Reader, myON, and RAZ Kids which allow students to practice and master essential skills at their instructional level. Additionally, we utilize Wilson Reading System and Barton Reading and Spelling System to instruct dyslexic students. Effective instructional practices used to close the achievement gap include: an inclusion model where special education staff and general education teachers regularly collaborate on planning and instruction; teachers teaching accelerated groups in elementary receive their GATE endorsement to provide higher-level critical thinking skills; Reading Interventionists work with students in small groups to address targeted skills; and instructional minutes increased from 50 to 90-100 minute blocks in both reading and math for all grade levels. Finally, professional development is ongoing and continuously offered throughout the year stemming from analysis of data and student/teacher needs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Creating and maintaining a high level of student engagement has been a top priority in both the pre and post-pandemic environments. Pinecrest Inspirada has always emphasized a focus on student engagement to be the bedrock of effective instruction. In a pre-pandemic environment, teachers were offered a wide range of professional development strategically targeted at student engagement strategies. For example, teachers were provided opportunities to attend conferences that focused on cooperative learning structures as well as specific strategies to increase student academic opportunities to respond. In an effort to prepare students for the college and career of their choice, students enjoy ample opportunities to engage in academic discourse, self-advocacy, focused writing, oral presentations, and collaborative project-based learning. As the school transitioned to a virtual learning environment at the end of last year, we sought further professional development to ensure that engagement initiatives were able to be adapted and implemented at a high level. Within one week of school closures, our entire school population was provided with a Chromebook and curriculum resources to quickly transition to a virtual learning environment. Teachers immediately adapted to the Zoom platform for instructional delivery while maintaining engagement using the embedded tools, such as Zoom polls to formatively assess, breakout rooms to amplify student discourse, and virtual classroom expectations for the creation of online learning norms. Effective online learning norms included a camera on mandate, appropriate attire, and to be seated in a functional learning environment. Upon phased reopenings, professional development opportunities continued and focused on supporting teachers and students, whether their school experiences were in-person, hybrid, or full virtual.

The social and emotional welfare of our students has been made a priority to educate and support the whole child. Our full-time Safe School Professional (SSP) is an experienced licensed social worker whose primary focus is on maintaining the healthy well-being of our student body. For the past three years, she has created and facilitated a weekly Lunch Bunch group that focused on skill-building, coping skills, and friendship and resilience strategies. Challenges of the pandemic created an even greater need for an awareness of the social-emotional support of students and teachers. She was able to quickly adapt her support to a virtual environment. For example, she uses the Zoom platform to meet with students to provide test-taking tips to reduce anxiety and conduct virtual Lunch Bunch groups. In addition, she has created a family resource website designed to support the health and well-being of students.

2. Engaging Families and Community:

It is not just our mission to partner with parents and the community, it is our expectation. The staff at Pinecrest Inspirada considers it a privilege to partner with families in educating our students. We recognize and value the fact that parents have been, and will continue to be, the biggest influence in each child's life. Strategies the school has found successful in engaging families include hosting informational and community events to engage stakeholders, academic endeavors to showcase student achievement, and social events to unite and celebrate with our community. Examples of informational meetings include a Parent Orientation when families first enroll to acquaint them with our expectations, an annual Open House, and parent-teacher conferences throughout the year. Community events including Career Day, a Veteran's Day Tribute, and PTO-sponsored restaurant nights, provide opportunities to maintain positive relationships beyond the walls of our school. Academic Engagement Events such as STEM Showcases, Science Fairs, Fine Arts Nights, and Family Curriculum Nights enable us to celebrate students' academic development with our community. Social events, in collaboration with our PTO, such as the Fall Festival, Pioneer Day, and school dances also contribute to strengthening community connections. These events involve families in creating a positive school culture and are consistently attended by our school's families and community members with overwhelming attendance. The astounding success of our annual Fall Festival in past years created a need to conduct it in a drive-thru manner during the pandemic. Our annual Campus Career Days involve a variety of professionals from a wide range of fields. They come to share not only details about their career but also the educational path it took to get there. Even during a pandemic, 48 community business professionals participated in this year's virtual career day.

Pinecrest Inspirada consistently integrates parent input in all efforts to drive and support our school's mission and vision. They are invited to sit on committees like; STEM Accreditation; School Improvement Plan; Governor's STEM Review; the annual Charter Authority assessment; and social, community, and informational event planning. Furthermore, as we partner with parents on a campus level, we also partner with parents at the classroom level through weekly communication and instant access to student progress via the Infinite Campus Parent Portal. Families use this information to make informed decisions with teachers on how to best facilitate home learning and reinforcement. The seamless transition of the exchange of this information went uninterrupted throughout the pandemic. The utilization of family surveys proved invaluable in assessing the unique needs and circumstances of our students during each phase of reopening.

Our community partners have been a tremendous support to our success. Thanks to the generosity of the Vegas Golden Knights, Haas Automation, Tesla, Amazon, Truman Orthodontics, Team Farnham Realty, the Las Vegas Raiders, Albertsons Grocery, Starbucks, and parent-owned businesses and local restaurants, we have been able to expand and develop numerous programs on our campus.

3. Creating Professional Culture:

The positive professional culture at Pinecrest Inspirada is created by making the teachers feel valued, heard, and respected. The administration's philosophy is that if teachers need something, it will be provided. This can be anything from classroom supplies, PTO-provided meals, surprise popcorn deliveries, teacher mentors, substitutes for reflective practice, tuition reimbursement, staff retreats for culture building and collaboration, team building activities or "Culture Challenges," and shared decision making.

During the transition to distance learning, it was essential that we listen to the teachers' needs and provide professional development (PD) accordingly. It was equally important to maintain the social and emotional well-being of teachers and staff. Our SSP started Wellness Wednesdays for staff to offer ways to connect with others and provide emotional support. In addition, administration and team leads held weekly Professional Learning Committee (PLC) meetings to check in with teachers and staff to connect socially and plan for instruction. The approach to PD at this time continued to follow the belief that one size does not fit all. Each year, the focus of PD is differentiation based on the needs of our teachers and students. The campus Instructional Coach collaborates with the administration and teachers to survey the needs of the campus community, then plans professional development endeavors that emphasize building teacher efficacy. This is delivered in a variety of ways such as Data Days, With It Wednesdays, and one-on-one coaching cycles. During the pandemic, Campus Connect, a web-based professional development platform, was created to meet the needs of teachers system-wide and to share best practices among staff. Our approach to professional learning has improved teacher capacity in developing professional growth; which improves overall student achievement. Supports provided during the pandemic have included technology applications, virtual engagement strategies, building rapport with students in a virtual setting, and maintaining staff morale.

4. School Leadership:

The Leadership philosophy at Pinecrest Inspirada is, "Always do what is best for children." We lead with the philosophy of creating a balance between what is expected and what is effective for the needs of our stakeholders. The school's leadership team consists of one K-8 principal, two elementary assistant principals, a secondary assistant principal, and an instructional coach. All that we do is centered on student achievement. Frequently, we analyze student data and hold data chats to look for trends, assess strengths and weaknesses, and make instructional decisions. With data in mind, we lead by example. The leadership team tries not to forget what it means to be in the classroom. When our middle school teachers were learning the SpringBoard curriculum, the principal jumped in and taught a section of the course for one quarter of the school year. As teachers were learning the Project Lead the Way Launch program, administrators became Certified Trainers and taught multiple units before training Inspirada teachers and educators throughout the Pinecrest system. When a new teacher is hired, he or she is brought through a coaching cycle to familiarize them with the Pinecrest Instructional Model, support them in developing a positive classroom climate, and learn the components of an effective lesson. These examples show our administration immerses themselves into the complete educational process, and understands first hand that

teachers and instruction are at the core of all that we do.

The leadership roles at our campus are multi-faceted. The Principal's role is to serve as an instructional leader. He provides vision, direction, leadership, and organization within the school, with a focus on infusing STEM into all core content areas. He is supported by his team that collaborates as a whole yet each administrator has a specialty area of focus, casting a net to meet the needs of our diverse population. For example, one administrator oversees special education and meets with the department frequently to help write Individualized Education Plans, create and revise schedules, and advocate for inclusiveness between the general and special education classrooms. Another administrator works with our teachers to provide student interventions and write/implement 504 plans.

Working together to keep our school safe and functioning during the pandemic has required intensive, flexible strategic planning. Developing, implementing, and evaluating our school protocols has proven continually challenging when attempting to balance the needs of all members of the school community. However, it has also been a very worthwhile process due to the fact that school leadership has approached each unique circumstance in a practical, purposeful manner. Ultimately, school closures, reopenings, and our unique educational approaches throughout the pandemic have strengthened our school climate.

5. Culturally Responsive Teaching and Learning:

Pinecrest Inspirada meets the needs of culturally diverse students, families, and staff by first selecting appropriate curriculum. I-Ready, Wonders, and SpringBoard were specifically selected for their cultural inclusiveness. In our elementary curriculum, our literature anthology includes stories from all over the world and highlights a variety of cultures. In third grade, during Black History Month, students participate in a Wax Museum project where they select an influential African American figure, conduct research about their significant contributions to society, and become that character in a presentation. In middle school, selected literature is tied to important historical events from across the globe as well as current events. For example, in sixth-grade students read a novel about a student from civil war-ravaged Sudan and use that as a starting point for a STEM project where they connect with the feelings of the character and design devices to improve that character's quality of life. The next step in establishing a culturally responsive environment is to build relationships with our students and families. One way that we have done this is by establishing a Cultural Awareness Week where family members were invited to come and provide first-hand accounts of their cultural experiences and traditions. In middle school, students have the option of taking a World Cultures elective as well as a Foreign language elective. In addition to building relationships with families, we go to great lengths to build student confidence in themselves and respect for one another. Each year, teachers begin with lessons from Stephen Covey's "The First Eight Days," where we establish a leadership classroom that fosters cultures and norms that last all year long. Students are taught how to speak and listen respectfully using "Accountable Talk" practices. This teaches students to listen for clarity and understanding before responding or making a judgement. These practices allow for students to feel safe and comfortable in their own skin and respect differences in gender, culture, and ability. The success of this practice is evidenced by the extremely low reported incidents of bullying or cyberbullying on campus. Finally, our SSP provides outside resources, i.e., counseling, referrals, literature, parenting support, and community resources to students, staff, and or families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

It has always been our practice to establish, communicate, and maintain the highest level of expectations for our teachers, students, staff, administrative team, and educational community. This practice did not waiver at any time over the course of the pandemic. Teachers were expected to continue to provide high-quality live instruction daily while planning and collaborating remotely. Collaboration was used to prioritize and compact the curriculum to maximize instructional time. Teachers continued to assess and monitor student progress and provide office hours to offer additional support and feedback. Emphasis on engagement continued while teachers provided systematic and explicit instruction. Students were expected to attend daily live instruction, participate with cameras on at all times, engage in discourse via breakout rooms, and complete assignments daily/weekly. Teachers established clear learning norms and behaviors that students were expected to adhere to. As evidenced by the interim assessment data, students maintained proficiency and academic growth in comparison with previous years. In regard to these practices, Pinecrest Inspirada held itself to a higher standard than what was asked/required by local and state mandates in the areas of attendance, assessment, and accountability. In order to facilitate these shifts in instruction and scheduling, it was necessary for all staff members, support staff included, to take an active role in the daily operations and instructional responsibilities. For example, our foodservice employees were working as instructional assistants during this time, our receptionist worked with some of our IEP students to ensure their continued success, and our custodians worked tirelessly to sanitize classrooms and other parts of the building to maintain the safety and well-being of all.

It was necessary for the administrative team to constantly focus on the safety of all staff, students, and members of the community during this pandemic. The endless procedural changes and safeguards outlined by the Centers for Disease Control and Prevention and the Southern Nevada Health District were at the forefront of all decision making from scheduling to arrival and dismissal procedures to classroom safeguards and campus-wide cleaning procedures. In the event that students may need to be quarantined due to exposure, procedures were in place to ensure academic instruction was uninterrupted. Finally, the school's expectations were regularly communicated to the community regarding arrival and dismissal procedures, cleaning procedures, academic expectations, and health requirements. Parents and families continually gave input throughout the year as they were surveyed prior to each reopening phase. Parent feedback and increased enrollment during the pandemic showed that families felt safe and involved throughout these changing processes.