

# **APPENDIX B**

## **Application**

- 1. Title Page**
- 2. Educational Plan**
- 3. Operational Plan**
- 4. Business Plan**
- 5. Charter Principal Resumes**



## New Application

### Downloads

 [Download all files](#)

**Note:** Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

### Cover Page

#### Applicant Agreement Information

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the Principals are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to, and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ('Board') within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the new charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational instruction no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1<sup>st</sup> and ends June 30<sup>th</sup>. Failure to do so may result in revocation of the charter.

#### Applicant Agreement Signature

Kimberley Marchisotto 05/24/2018

### Title Page










#### Applicant Name

Abraham Lincoln Preparatory School: A Challenge Foundation Academy

#### Charter School Name

Abraham Lincoln Preparatory School

#### Authorized Representative

- James Sandoval
  - Email: [msandoval@vteamcfa.org](mailto:msandoval@vteamcfa.org)
  - SSN: [REDACTED]
  - DOB: [REDACTED]
  - Files:
    -  [Fingerprint Clearance Card](#)
    -  [Affidavit](#)
    -  [Background Information Sheet](#)
    -  [Resume](#)
    -  [Verification of Coursework/Degree](#)
- Kimberley Marchisotto
  - Email: [kmarchisotto@teamcfa.org](mailto:kmarchisotto@teamcfa.org)
  - SSN: [REDACTED]
  - DOB: [REDACTED]
  - Files:
    -  [Fingerprint Clearance Card](#)
    -  [Affidavit](#)
    -  [Background Information Sheet](#)
    -  [Resume](#)

 Verification of Coursework/Degree

**Authorized Representative Mailing Address**

PO Box 5733  
Glendale, AZ 85312

**County**

Maricopa

**Day Time Phone**

602 472 0180

**Fax**

(No response)

**Form of Organization**





















Non Profit Corporation

**Education Service Provider (ESP)**

CMO

**Principal Background Information**

**Charter Principals**

- James Sandoval
  - Email: msandoval@teamcfa.org
  - SSN: [REDACTED]
  - DOB: [REDACTED]
  - Files:
    -  Fingerprint Clearance Card
    -  Affidavit
    -  Background Information Sheet
    -  Resume
    -  Verification of Coursework/Degree
- Kimberley Marchisotto
  - Email: kmarchisotto@teamcfa.org
  - SSN: [REDACTED]
  - DOB: [REDACTED]
  - Files:
    -  Fingerprint Clearance Card
    -  Affidavit
    -  Background Information Sheet
    -  Resume
    -  Verification of Coursework/Degree
- Peter Boyle
  - Email: pboyle@wsst.school
  - SSN: [REDACTED]
  - DOB: [REDACTED]
  - Files:
    -  Fingerprint Clearance Card
    -  Affidavit
    -  Background Information Sheet
    -  Resume
    -  Verification of Coursework/Degree
- Anthony "Tony" Best
  - Email: tbest@teamcfa.org
  - SSN: [REDACTED]
  - DOB: [REDACTED]
  - Files:
    -  Fingerprint Clearance Card
    -  Affidavit
    -  Background Information Sheet
    -  Resume
    -  Verification of Coursework/Degree

**School Governing Body**

- Debbie Peterson (Community)
- Annette Tanori (Community)
- Mariann Nystrom (Community)

**Target Population**

**Mission Statement**

Abraham Lincoln Preparatory School exists to close the achievement gap for students in Maryvale by providing educational excellence and equity for all children.

**Grades Served**

- K
- 1st

- 2nd
- 3rd
- 4th

**Enrollment Cap**

600

**Grades Served Year 1**

K, 1, 2

**Projected Enrollment Cap Year 1**

150

**Grades Served Year 2**

K, 1, 2, 3

**Projected Enrollment Cap Year 2**

200

**Grades Served Year 3**

K, 1, 2, 3, 4

**Projected Enrollment Cap Year 3**

250

**School Calendar**

- Standard

**Instructional Days**

181

**Target Start Date**

08/05/2019

## A. Educational Plan

**A. Educational Plan**

The Educational Plan should define the plan for providing a learning environment that will improve pupil achievement in the target population (A.R.S. § 15-181) to include what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

A.1. Educational Philosophy — [Download File](#)

A.2. Target Population — [Download File](#)

A.3. Program of Instruction — [Download File](#)

A.3.1. Mastery and Promotion — [Download File](#)

A.3.2. Course Offerings and Graduation Requirements

No documents were uploaded.

A.4. School Calendar and Weekly Schedule

[Download File](#) — ALPS School Calendar and Weekly Schedule

A.5. Academic Systems Plan

[Download File](#) — ALPS Academic Systems Plan

A.6. Instructional Analysis

[Download File](#) — ALPS Instructional Analysis

## B. Operational Plan

**B. Operational Plan**

The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance. It should present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

**B.1. Applicant Entity**

[Download File](#) — ALPS Bylaws

[Download File](#) — ALPS Board Consent

[Download File](#) — Status of pending file for director change made May 10. The ACC website conversion has adversely affected all filings.

[Download File](#) — Original articles

[Download File](#) — Restated articles

[Download File](#) — ALPS Org chart

[Download File](#) — B.1 Applicant Entity



B.2. School Governing Body – [Download File](#)

B.3. Management & Operation

[Download File](#) – B.3 Management and Operation

B.3.1. Education Service Providers

[Download File](#) – B.3.1 Education Service Providers

[Download File](#) – Management Agreement between ALPS and CFA of AZ

B.3.2. Contracted Services – [Download File](#)

## C. Business Plan

C. Business Plan

The Business Plan should provide an understanding of how the Applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and sustainably operate a school.

Note: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.

C.1. Facilities Acquisition

[Download File](#) – ALPS Facilities Acquisition

C.2. Marketing and Student Enrollment – [Download File](#)

C.3. Personnel – [Download File](#)

C.4. Start Up Budget

[Download File](#) – start up budget in excel

[Download File](#) – ALPS Start-Up Budget Narrative

C.5. Three Year Operational Budget

[Download File](#) – Projected revenue calculator

[Download File](#) – ALPS Three Year Operational Budget Narrative

[Download File](#) – ALPS Three Year Operational Budget

Verifiable Proof of Secured Funds

[Download File](#) – Verification of funds from TeamCFA

[Download File](#) – CSP Grant Award Notice

## Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

# **Educational Plan**

- **A.1 Educational Philosophy**
- **A.2 Target Population**
- **A.3 Program of Instruction**
  - **A.3.1 Mastery and Promotion**
  - **A.3.2 Course Offerings and Graduation Requirements**
- **A.4 School Calendar and Weekly Schedule**
- **A.5 Academic Systems Plan**
- **A.6 Instructional Analysis**

**A.1**

# **Educational Philosophy**

## A.1 Educational Philosophy

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The following section details the comprehensive overview of the educational philosophy and mission of Abraham Lincoln Preparatory School (“ALPS”).

### A. Overview of the Philosophical Approach

#### *Foundational Beliefs*

The founding team of ALPS wholeheartedly espouses the following foundational beliefs as the core of its philosophy for improving student achievement outcomes in the Maryvale neighborhood.

1. Education is the catalyst for success in a child’s life.
2. College preparation begins in kindergarten.
3. Every child and adult in the learning community should be treated with dignity and respect.
4. Every discipline has a body of knowledge that must be taught and skills that must be mastered.
5. The arts should be a part of every child’s educational experience.
6. Civic knowledge and personal responsibility should be explicitly taught beginning in kindergarten.

Each of the subsections below further expounds on the above beliefs and includes how students will learn and the role of the teacher aligned to the specific belief.

#### **1. Education is the catalyst for success in a child’s life.**

The current state of low-income education in the United States is dismal. Nationally, less than one in ten students from underprivileged backgrounds will graduate with a college education.<sup>1</sup> In Arizona, the situation is even worse. Arizona ranks fiftieth of the fifty states in the percentage of high school graduates who end up matriculating to college.<sup>2</sup>

The situation for Latino students, too, lags far behind that of white students. According to the Morrison Institute of Public Policy, “the percentage of Latinos ages 25 to 34 who had a bachelor’s degree or higher increased only 1 percentage point to a total of 9 percent, compared with 32 percent of Whites.”<sup>3</sup>

This is startling when considering the importance of successful educational opportunities in dictating the future outcomes for students. A 2011 report released by Georgetown University’s Center on Education and the Workforce states that “people with a bachelor’s degree make 84% more over a lifetime than high school graduates.” This discrepancy is actually growing – in 1999, college graduates made only 75% more than non-graduates.<sup>4</sup>

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<sup>1</sup> Luhby, T. (2011). College graduation rates: income really matters. CNNMoney. Retrieved from [http://money.cnn.com/2011/11/21/news/economy/income\\_college/index.htm](http://money.cnn.com/2011/11/21/news/economy/income_college/index.htm).

<sup>2</sup> Teach For America. (2012). Where we work: Phoenix. Retrieved from <https://www.teachforamerica.org/where-we-work/phoenix>.

<sup>3</sup> Morrison Institute of Public Policy. (2012, April 27). Just released: ‘Dropped? Latino education and Arizona’s economic future.’ Retrieved from <http://morrisoninstitute.asu.edu/media/news-events/coming-april-27-dropped-latino-education-and-arizonas-economic-future-1>.

<sup>4</sup> Hsu, T. (2011, August 5). College graduates earn 84% more than high school grads, study says. Retrieved from [http://latimesblogs.latimes.com/money\\_co/2011/08/college-graduates-pay.html](http://latimesblogs.latimes.com/money_co/2011/08/college-graduates-pay.html).

The founding team of ALPS believes that when provided with the combination of a rigorous curriculum that focuses on background knowledge and civic engagement, highly-effective instruction, support, and a school culture that places a premium on long-term success, all students, regardless of background, can finish elementary school firmly on a pathway to secondary and post-secondary success. Through the following ways, ALPS's teachers and students will act on this belief and prepare all students for future academic and professional success:

- Teachers will:
  - Teach a rigorous curriculum facilitated by the foundational Core Knowledge Sequence, which places an emphasis on background knowledge and civic engagement and
  - Implement highly-effective instruction that meets the needs of all students, as determined by data.
- Students will:
  - Demonstrate mastery of the rigorous Core Knowledge Sequence, which will provide learners with a wide background knowledge base in the arts, sciences, language arts, mathematics, and social studies and
  - Learn via best practice instructional techniques intentionally planned to lead to student mastery of content.

Through these aspects of the academic program and school culture, and a relentless mission-driven focus on preparatory academics, ALPS's students will overcome the current demographic trends and achieve academic and professional success later on life.

## **2. College preparation begins in kindergarten.**

Knowing that educational attainment is a leading indicator of students' later success in life, ALPS is determined to do whatever it takes to ensure its students are best-positioned for these milestones. To ALPS's students, families, and teachers, that means the preparation for college begins in kindergarten. By high school and middle school, key inflection points – such as math placement or consciousness about different college options – have already passed. In order for students to be ready for calculus in 12<sup>th</sup> grade, they must take algebra by 8<sup>th</sup> – and be successful in elementary and middle school mathematics along the way.<sup>5</sup>

On campus, this means that:

- Teachers will:
  - Continually tie lessons back to long-term college-and-career preparation goals;
  - Build a college-bound ethos in their classrooms; and
  - Provide high-quality instruction using the Core Knowledge Sequence, a rigorous college-preparatory curriculum.
- Students will:
  - Visit colleges for field trips beginning in elementary school and
  - Reflect on the importance of college during lessons and throughout school by journaling.

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<sup>5</sup> Pappano, L. (4 Feb. 2015). "Is Your First Grader College Ready?" *The New York Times*. Retrieved from <https://www.nytimes.com/2015/02/08/education/edlife/is-your-first-grader-college-ready.html>

### **3. Every child and adult in the learning community should be treated with dignity and respect.**

It will take more than strong academics for ALPS to attain its goal of improving pupil achievement. A vast quantity of research has shown that school culture and climate have a powerful impact on students' achievement. Positive, respect-based school cultures and climates are correlated with fewer disciplinary problems and suspensions, fewer absences, increased academic motivation, and improved student outcomes. This holds true for students, and for teachers as well.<sup>6</sup> In order to maintain this strong, respect-based learning community,

- Teachers will:
  - Explicitly model and teach core values, including dignity and respect,
  - Prepare instructional materials and deliver lessons that make explicit connections between the values of dignity and respect and academic content, and
  - Maintain and enforce high behavioral expectations.
- Students will:
  - Make connections between the core values of dignity and respect and core academic content.

### **4. Every discipline has a body of knowledge that must be taught and skills that must be mastered.**

Despite the stark statistics regarding educational outcomes, there is a very significant body of research regarding how people learn. This research suggests, clearly, that the process of learning is strongest when knowledge is taught in disciplines, and when the knowledge within the disciplines is presented in conceptual frameworks. In order to continue to build these conceptual frameworks, there must be a continual process of knowledge attainment.<sup>7</sup> In short, when you know more, you can learn more – because the new knowledge can easily be meshed into existing conceptual frameworks made of existing background knowledge. Thus, the continual acquisition of knowledge is of paramount importance in schooling.

With this important research-based principle in mind,

- Teachers will:
  - Organize their lessons into “domains,” or units, based on commonalities found in the Core Knowledge Sequence,
  - Prioritize the instruction of background knowledge while lesson planning, and
  - Ensure the direct instruction of background knowledge during lessons.
- Students will:
  - Practice new skills using new knowledge in the context of concept-based domains.

### **5. The arts should be a part of every child's educational experience.**

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<sup>6</sup> O'Brennan, L. & Bradshaw, C. (2013). Importance of School Climate. Retrieved from [https://www.nea.org/assets/docs/15584\\_Bully\\_Free\\_Research\\_Brief-4pg.pdf](https://www.nea.org/assets/docs/15584_Bully_Free_Research_Brief-4pg.pdf).

<sup>7</sup> Bransford, J., Brown, A., and Cocking, R. (1999). How People Learn. Retrieved from <https://www.colorado.edu/MCDB/LearningBiology/readings/How-people-learn.pdf>.

As with the previous principles fundamental to the program of instruction, there is a vast body of research suggesting that the arts are critical to students' academic and socioemotional growth. In John Hattie's groundbreaking meta-research related to the effectiveness of a variety of practices on students' achievement, "creativity programs" had one of the highest positive effect sizes – meaning that the greater the successful implementation of such programs – including arts education programs – within the curriculum, the more successful students were.<sup>8</sup> With that in mind,

- Teachers will:
  - Teach the visual arts and music from the Core Knowledge Sequence,
  - Integrate creativity and arts-based practice opportunities into the core curriculum, and
  - Collaborate with community arts organizations to support rigorous, yet practical, curriculum planning.
- Students will:
  - Participate in visual arts and music annually throughout their elementary and middle school experiences.

## **6. Civic knowledge and personal responsibility should be explicitly taught beginning in kindergarten.**

Lastly, ALPS will emphasize civic knowledge and personal responsibility. Not only does this align with the requirement of the groundbreaking Arizona Civics Act, which emphasizes civic education, it also aligns with the Core Knowledge Sequence and the overall philosophy of TeamCFA, which is to educate the next generation of Americans. In line with this principle,

- Teachers will:
  - Explicitly build civics content into their lessons, beginning in kindergarten,
  - Teach the Core Knowledge Sequence's social studies domains with fidelity, and
  - Build classroom cultures that focus on modeling American civics principles (e.g. democracy) and responsibility
- Students will:
  - Demonstrate mastery of content required for the Arizona Civics Test by the end of 8<sup>th</sup> grade through the Core Knowledge Sequence, and
  - Participate in classroom and school-wide elections and self-governance exercises, when developmentally appropriate.

### **How students will learn under ALPS's model**

With that philosophical approach in mind, students will learn through the following primary avenues:

- By using the *Core Knowledge Sequence* as the masthead for academic curriculum;
- Through teachers' usage of *best practice instructional techniques*, including direct instruction and cooperative learning strategies (described in detail in Section A.3);
- By integrating knowledge and skills through cohesive *domain-based instruction*;
- Through the integration of *arts education* in all disciplines; and

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<sup>8</sup> Hattie, J. (2015). The applicability of visual learning to higher education. Retrieved from <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>.

- Through the integration of *civics education* in all disciplines.

## **B. Elements Fundamental to Program of Instruction**

Aligned with these fundamental beliefs, ALPS proposes a rigorous instructional program to address the academic and non-academic needs of the low-income Latino students of the Maryvale neighborhood. Based upon research and experience, this instructional program will improve student educational outcomes, pursuant to the Arizona charter law, A.R.S. § 15-181, by which the singular purpose of charter schools is to “improve student achievement.” Accordingly, ALPS will ensure an instructional program that increases student achievement according to the following fundamental elements:

- A rigorous college-preparatory curriculum facilitated by the foundational Core Knowledge Sequence.
- Highly-effective instruction facilitated by highly-qualified and developed teachers that meets the needs of all students, as determined by data.

### ***A rigorous college-preparatory curriculum facilitated by the foundational Core Knowledge Sequence.***

The Core Knowledge Sequence is a rigorous, college preparatory curriculum for elementary and middle schools. ALPS’s Kindergarten through 8<sup>th</sup> grade will utilize the Core Knowledge Sequence as a broad foundational liberal arts curriculum. The basic rationale of the Core Knowledge Sequence, as described by its founder, is detailed below.

For the sake of academic excellence, greater equity, and higher literacy, elementary and middle schools need to teach a coherent, cumulative, and content-specific core curriculum.

Our society cannot afford a two-tiered system in which the affluent have access to a superior education, while everyone else is subjected to a dull and incoherent classroom experience. Academic excellence, educational equity and fairness demand a strong foundation of knowledge for *all* learners.

— Dr. E. D. Hirsch, Jr.<sup>9</sup>

The Core Knowledge Sequence provides a solid liberal arts base for advanced courses and college and career readiness. Core Knowledge also emphasizes literacy in the content areas and has been aligned to the Arizona College and Career Ready Standards.

***Highly-effective instruction facilitated by highly-qualified and developed teachers that meets the needs of all students, as determined by data.***

#### Highly-qualified and developed teachers

ALPS believes that the teacher is the single-most important indicator of a child’s academic success. Thus, ALPS will hire teachers who, at a minimum, meet the requirements for being “highly qualified”, as

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<sup>9</sup> Core Knowledge Foundation. (2012). About the curriculum. Retrieved from <http://www.coreknowledge.org/about-the-curriculum>.



defined by pertinent statute and Arizona Department of Education regulations, but also will invest in teachers' job-embedded professional development.

The entire teaching staff at ALPS forms a professional learning community (PLC). Groups of teachers will be assigned to grade-level collaborative teams. ALPS's collaborative teams serve as the "first line of defense" for the facilitation of improvement in terms of instructional performance. Collaborative team members will leverage each other's individual expertise in the areas of instructional methodology, pedagogy, planning, management, and execution to improve, with a keen eye on research-based best practices.

Collaborative teams also serve as an action research cohort, identifying their own effective best practices as time goes on and new ideas are tried and tracked and outcomes are analyzed and shared with the group.

According to teacher survey results and feedback from both informal observations and formal evaluations, additional professional development opportunities will address gaps in teacher skill and instructional capability. According to skill and needs noted in these evaluations, teachers will be assigned differentiated paths that will cater to teacher's individualized needs to improve his or her skill. These differentiated paths may include outside professional development opportunities, observations of other teachers, or temporary assignment to a collaborative team dealing with developing similar needs. Professional development opportunities from consultants, outside sources, or school staff will feed into the continuously-expanding institutional knowledge around instructional practice. Such opportunities will be based upon proven, research-based best practices of instructional methodology.

#### Highly-effective instruction rooted in best practice

ALPS's teachers will utilize research-based instructional best practices to deliver content and curriculum to students. Teachers will receive training in the following instructional methodologies, which are identified as best practices through extensive bodies of research:

- Objective-driven instruction
- Cooperative learning structures
- High-yield instructional strategies
- Differentiation strategies
- Problem-based learning

Each of the above instructional methodologies will be described further in section A.3.

#### Data-driven instruction

A school-wide system of assessment will be implemented that is research-based and formulated according to the best practices set forth in *Driven by Data*<sup>10</sup>. According to this system, students and teachers will be held accountable for student learning of curriculum, and how instruction and assessment will ensure responsiveness to student needs. Teachers will be trained regarding strategies to best use data to inform individualized and differentiated instruction.

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<sup>10</sup> Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.

## **C. Mission Statement**

### **Mission:**

Abraham Lincoln Preparatory School exists to close the achievement gap for students in Maryvale by providing educational excellence and equity for all children, resulting in students meeting and exceeding academic standards.

## **D. Alignment of Mission Statement and Educational Philosophy**

On its face, there is clear alignment between the mission and vision statements of ALPS and its aforementioned educational philosophy. The Core Knowledge Sequence – which underpins the foundational beliefs related to civic education, arts education, the importance of a broad background knowledge base in education, college preparation, and educational attainment – has been proven to ensure academic excellence, as mentioned in the mission statement.

## **E. Rationale for Target Population**

The youth of Maryvale are Arizona’s economic future, especially since the proportion of Latino children in the state continues to rise. As the negative indicators above attest, their future and the future of the state are currently in doubt. However, the “Making Strides in Maryvale” report identified academic and workforce development as a key lever in the redevelopment of the neighborhood.<sup>11</sup> ALPS aims to impact this key lever to support Maryvale’s youth.

### ***Academic achievement and workforce development***

ALPS will sustainably address the issues of academic underperformance in the Maryvale neighborhood. This underperformance is exemplified by the tragically low current educational outcomes for Maryvale students – who currently perform well below state averages on AzMERIT. The Cartwright, Tolleson and Pendergast School Districts, in which ALPS will be located, currently have less than 30% of students passing AzMERIT.<sup>12</sup>

Local implementation of the Core Knowledge Sequence with fidelity – which is a primary source of instruction according to APLS’s educational philosophy – has proven effective at increasing student achievement at Pioneer Prep: CFA. With over 95% of students qualifying for free or reduced lunch and a significant population of English Language Learners, Pioneer Prep: CFA’s AzMERIT scores surpassed those in the of other local schools by 9% in English and 13% in math.<sup>13</sup> Thus, the statistics, research, and experiences above that support the effectiveness of the selected instructional approach suggest that ALPS will fulfill the academic needs and improve pupil achievement of its target population, the Maryvale community.

### ***Conclusion***

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<sup>11</sup> ASU CVPCS. (2006). Making strides in Maryvale. Retrieved from [http://cvpcs.asu.edu/sites/default/files/content/products/Making\\_Strides\\_In\\_Maryvale\\_Final.pdf](http://cvpcs.asu.edu/sites/default/files/content/products/Making_Strides_In_Maryvale_Final.pdf).

<sup>12</sup> Arizona Department of Education. (2018). Accountability & Research. Retrieved from <http://www.azed.gov/accountability-research/data/>.

<sup>13</sup> Ibid.

While the current situation may be dire, the Morrison Institute notes that “the educational uplift of Arizona’s huge Latino population...must move to the center of the state’s agenda.”<sup>14</sup> ALPS will do this, and provide a proof point that low-income Latino youth from underserved neighborhoods can succeed and achieve at high levels.

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<sup>14</sup> Arizona Policy Choices. (2001, October). Five shoes waiting to drop. Retrieved from [http://morrisoninstitute.asu.edu/publications-reports/APC01\\_5ShoesWaiting2DropOnAzsFuture](http://morrisoninstitute.asu.edu/publications-reports/APC01_5ShoesWaiting2DropOnAzsFuture).

**A.2**

# **Target Population**

## A.2 Target Population

Abraham Lincoln Preparatory School (“ALPS”) proposes to serve students and families in Phoenix’s Maryvale community, roughly defined as the area south of Camelback Road, east of 91st Avenue, north of Interstate 10, and west of Grand Avenue. The majority of the target community is in Arizona’s Legislative District 29. In addition, the neighborhood includes portions of the Alhambra Elementary, Cartwright Elementary, Isaac Elementary, Pendergast Elementary, Tolleson Elementary and Phoenix Union High School Districts. Figure A.2.1 is a map of the neighborhood as defined by the Maryvale Village Planning Committee.<sup>1</sup>

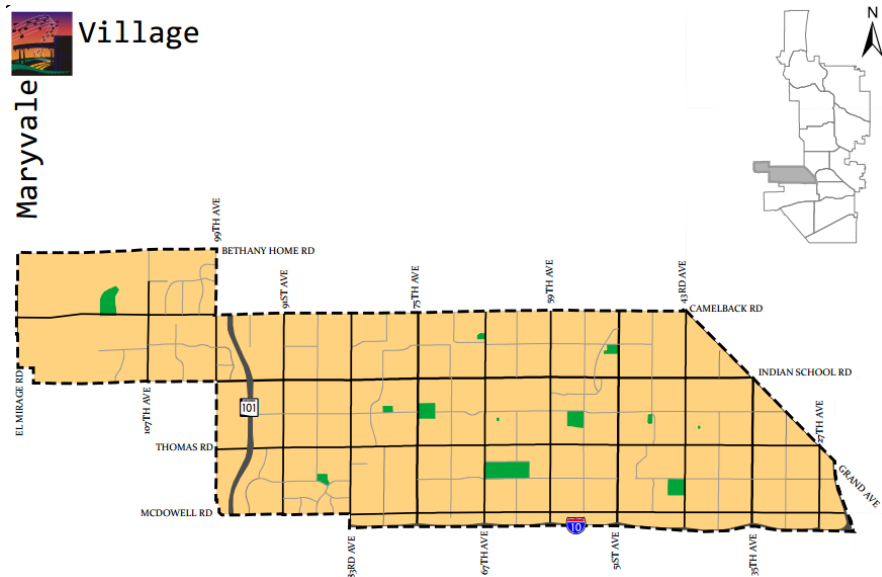


Figure A.2.1: Map of Maryvale

Maryvale is a neighborhood plagued by poor educational outcomes. In the entire neighborhood – home to several dozen public elementary schools and over 250,000 residents – there are only four “A”-rated schools; there are more “D” and “F”-rated schools in the community than “A”-rated schools.<sup>2</sup>

### A. Description of Target Population

#### *Analysis of Community*

The “Making Strides in Maryvale” report produced by the Arizona State University Center for Violence Prevention and Community Safety in 2006 described several challenges in the Maryvale neighborhood: “Like many inner-city communities...Maryvale has struggled with troubling

<sup>1</sup> Maryvale Village Planning Committee. Boundary map. Retrieved from <http://phoenix.gov/pdd/pz/vpmaryvale.html>.

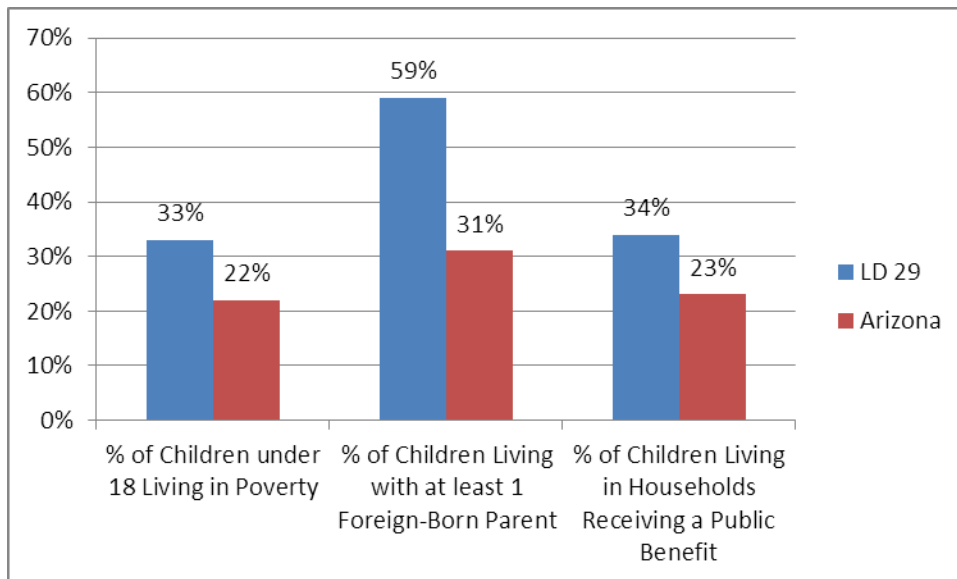
<sup>2</sup> Arizona Charter Schools Association. (2018). Education evaluator. Retrieved from [http://educationevaluator.org/advanced-search/?search-by-school-name=&search-by-zip-code=&a-to-f-letter-grade=&advanced\\_city=phoenix&legislative-district=&congressional-district=&price\\_low=0&price\\_max=4200&submit=FINN+A+SCHOOL](http://educationevaluator.org/advanced-search/?search-by-school-name=&search-by-zip-code=&a-to-f-letter-grade=&advanced_city=phoenix&legislative-district=&congressional-district=&price_low=0&price_max=4200&submit=FINN+A+SCHOOL).

realities of high crime rates, urban decay and rapidly changing demographics.”<sup>3</sup> The rest of this section provides context and analysis around the target neighborhood for ALPS.

### General Demographics

According to the 2010 Census, there are approximately 75,000 students in the target community to be served by ALPS. According to the Children’s Action Alliance, 78% of the district’s children are Hispanic/Latino, 12% are non-Hispanic White, 5% are Black, and 4% are of other races, including Native American and Asian.<sup>4</sup>

Legislative District 29’s demographics in terms of children living in poverty, children living with at least one foreign-born parent, and children living in households receiving a public benefit or assistance are significantly higher than those statewide, suggesting a high-need region (see Figure A.2.2).<sup>5</sup>



**Figure A.2.2: Poverty Rates in LD 29 Compared to Arizona**

### Free and Reduced Lunch

Specifically, the school proposes to serve students in ZIP Code 85037, which is served by the Tolleson Elementary School District and Pendergast Elementary School District. The majority of children in these public schools are disproportionately Hispanic/Latino; including 81.6% of children in the Tolleson Elementary School District.<sup>6</sup>

<sup>3</sup> ASU CVPCS. (2006). Making strides in Maryvale. Retrieved from [http://cvpcs.asu.edu/sites/default/files/content/products/Making\\_Strides\\_In\\_Maryvale\\_Final.pdf](http://cvpcs.asu.edu/sites/default/files/content/products/Making_Strides_In_Maryvale_Final.pdf).

<sup>4</sup> Children’s Action Alliance. (2012). How are the kids in your new legislative district doing? LD 29. Retrieved from <http://www.azchildren.org/MyFiles/2012%20legislative%20district%20fact%20sheets/ld29.pdf>

<sup>5</sup> Ibid.

<sup>6</sup> Geo.azmag.gov/maps/readonaz

The rate in these districts of children qualifying for free/reduced lunch – the federal indicator for poverty – is 75% for the Tolleson Elementary School District and 69% for the Pendergast Elementary School District.<sup>7</sup> All of these districts have free and reduced lunch percentages well over the state average of 47%.<sup>8</sup>

*Degree Attainment, English Language Learners, and Special Education Population*

This data indicates that Maryvale’s children are a high-need population; in addition, the district’s adults have troubling academic indicators. Legislative District 29’s adults have troubling academic indicators. Only 9% of adults have an Associate’s, Bachelor’s, or Graduate degree, and 35% have not earned a high school diploma or GED.<sup>9</sup> These statistics suggest a strong need for a rigorous elementary school option, like ALPS, dedicated to increasing students’ prospects of future success.

In addition to the struggles outlined above, students in the Maryvale neighborhood are confronted with high rates of special education and English language learner populations.<sup>10</sup>

District	English Language Learner (ELL) %	Special Education %
Cartwright	31%	10%
Alhambra	31%	10%
Phoenix Union High (whole district)	10%	12%
Isaac	33%	11%
Pendergast	13%	11%

**Figure A.2.5: Maryvale English Language Learner and Special Education Populations**

Considering all other factors and demographic data previously addressed, the high proportion of students with special and language needs compounds the educational needs of the community.

These factors – a high population of minority and low-income students with many community challenges – generally correlate nationwide with low educational outcomes.<sup>11</sup> The statistics, facts, and realities are stacked against Maryvale’s students. ALPS proposes a robust educational program to address these needs.

<sup>7</sup> [www.azed.gov/hns/frp](http://www.azed.gov/hns/frp)

<sup>8</sup> Woodberry, J. (2011, July 28). Student need increases in West Valley schools. Retrieved from <http://www.azcentral.com/community/peoria/articles/20110728west-valley-student-free-lunch-need.html>.

<sup>9</sup> Ibid.

<sup>10</sup> Retrieved from <http://www.phxhs.k12.az.us/Page/106> and <http://www.allthingsplc.info/evidence/cartwrightschoolnumber83/index.php> and Arizona Department of Education. (2012, October). Arizona October 1<sup>st</sup> enrollment figures. Retrieved from <http://www.azed.gov/research-evaluation/2011-2012-enrollment/>.

<sup>11</sup> Kent, A. (2009, July). Youth from low-income families. Retrieved from <http://aspe.hhs.gov/hsp/09/vulnerableyouth/3/index.shtml>.

### *Analysis of Surrounding Schools*

The demographics of the Maryvale community suggest a veritable crisis in the higher education attainment of Maryvale’s predominantly Latino residents. The Arizona State University Morrison Institute for Public Policy notes that Hispanic students are scoring 20 to 40 percentage points lower than their White and Asian peers on NAEP (National Assessment of Educational Progress) tests.<sup>12</sup>

The following academic statistics reveal the dire straits of Maryvale’s elementary education outcomes.

#### *Academic Results*<sup>13</sup>

	<b>ELA Proficiency</b>	<b>ELA Minimally Proficient</b>	<b>Math Proficiency</b>	<b>Math Minimally Proficient</b>	<b>Science Proficiency</b>	<b>Grade</b>
<b>Villa De Paz</b>	32	47	27	51	45	C
<b>Pendergast Elementary</b>	29	49	25	51	37	C
<b>Sheely Farms</b>	26	55	27	46	43	C
<b>Desert Oasis</b>	24	53	27	48	41	C
<b>Westwind</b>	30	48	31	44	42	B
<b>Amberlea</b>	27	53	20	55	29	B
<b>AVERAGE</b>	28	51	26	49	38	

**Figure A.2.7: Selected Maryvale Elementary School Academic Results**<sup>14</sup>

The academic results of elementary school students in Maryvale, provided by the Arizona Department of Education, suggest significant gaps exist in students’ current proficiency levels in ELA, Mathematics, and Science. On average, only 28% of students in the Maryvale schools referenced above scored proficient in ELA, while 51% scored minimally proficient. In Mathematics, only 26% scored proficient, while 49% scored minimally proficient. In Science, only 38% of students scored proficient as measured by the AIMS test (see Figure A.2.7). This data suggests that students are not being adequately prepared to succeed in college and career. Closing these gaps is critical in preparing students for academic success in high school and college, and to be skilled members of the Arizona workforce.

<sup>12</sup> Welch, N. (2008, October). AZ workforce: Latinos, youth and the future. Retrieved from [http://morrisoninstitute.asu.edu/publications-reports/AZWorkforce\\_LatinosYouthFuture](http://morrisoninstitute.asu.edu/publications-reports/AZWorkforce_LatinosYouthFuture).

<sup>13</sup> AIMS results in this section from Arizona Charter Schools Association. (2012). Education evaluator. Retrieved from <https://azcharters.org/maps>.

<sup>14</sup> These middle schools were chosen as they are within one mile of the proposed site of ALPS.



## Summary

It is the vision of ALPS to be the first “A”-rated elementary school in western Maryvale, representing its success as a proof point that low income schools and students can succeed, despite current academic outcomes in the neighborhood.

### **B. Meeting the Needs of the Target Population**

The low student academic achievement statistics above certainly demonstrate the incredible need for an excellent academic program that leads to increased pupil achievement. ALPS proposes to do just that: provide a quality elementary education to students in the target community. The school model, grounded in research and best practices, aims to address the educational and community challenges of the Maryvale neighborhood. Detailed further in section A.3, key aspects of the school model have proven successful in similar neighborhoods nationwide and in Arizona; research and experiential data to further support how ALPS’s program will meet the needs of the Maryvale neighborhood, including improving pupil achievement, is detailed below.

ALPS proposes an excellent and rigorous curriculum based in the Core Knowledge Sequence and Arizona College and Career Ready Standards. The Core Knowledge curriculum, to be the bedrock of the program of instruction, narrows the achievement gap, exhibited through academic performance and as typically demonstrated by students from various cultural and socioeconomic backgrounds. According to the Core Knowledge Foundation, the primary goal of Core Knowledge is “to enable all children, regardless of background, to be fully literate – armed with the shared knowledge they need to participate fully in culture and civic life.”<sup>15</sup> *Core Knowledge*

Statistics provided by the Core Knowledge Foundation suggest the tremendous educational benefits, including increases in pupil achievement, the program provides for low-income learners such as those in the Maryvale neighborhood:

A 2000 study in Oklahoma City – a diverse district with a heavy low-income population – identified the value-added of the Core Knowledge Sequence to be “highly significant”. Core Knowledge students out-scored peer groups on the Iowa Test of Basic Skills in many categories, including reading comprehension (57.6 vs. 53.1) and math concepts (59.3 vs. 56.3). The results for language usage (62.0 vs. 56.3) suggest Core Knowledge’s effectiveness in addressing the language needs of ELL students.<sup>16</sup>

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<sup>15</sup> Adapted from Western School of Science and Technology: CFA charter application. Approved by the Arizona State Board for Charter Schools January 14, 2014.

<sup>16</sup> Core Knowledge Foundation. (2012). Core Knowledge. Retrieved from [www.coreknowledge.org](http://www.coreknowledge.org).

### *Data-Driven Instruction*<sup>17</sup>

The instructional program of ALPS will include an assessment framework adapted from Paul Bambrick-Santoyo's book *Driven by Data*, to be elaborated further in A.3. The keys to the assessment framework are rigorous, aligned assessment, collaborative analysis of the data, action and instructional adjustment based upon the data, and support and accountability from school leadership to enable the effectiveness of the system.

Previous schools in similar urban, low-income communities have experienced phenomenal increases in pupil achievement through the usage of such assessment systems. For instance, North Star Academy has risen to become the highest-performing urban school in New Jersey utilizing similar systems.

### *Continuous Job-Embedded Professional Growth*

ALPS believes that the teacher in the classroom is one of the most important factors that influences student achievement. To that end, ALPS will aim not only to recruit **national** teaching leaders for the school staff, but also commit to continuously develop and grow its existing staff.

Professional growth will take place within the context of Professional Learning Communities (PLCs). PLCs have a clear research basis as a best practice. Leading researchers (including Fullan, Schmoker, and Marzano) advocate for the implementation of PLCs as effective structures for academic programs, as do leading educational organizations (including the CCSSO and NEA). The National Teaching Standards and Standards for Professional Learning also incorporate PLCs into their standards.<sup>18</sup>

PLCs will be responsible for ongoing data analysis that may include co-observation and debrief cycles, action research, and professional development sessions. PLCs will be supported and guided by school leadership in these tasks. These systems will continuously grow ALPS's teachers, leading to continuous improvements in pupil achievement.

In addition, continuous coaching, feedback, and instructional adjustment will be central to the instructional program of ALPS. This will also continuously improve the effectiveness of ALPS's educators.

### *Instructional Best Practices*

The academic program of ALPS depends on effective teachers utilizing proven instructional best practices, including objective-driven instruction, cooperative learning structures, high-yield instructional strategies, and differentiation strategies.

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<sup>17</sup> Bambrick-Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

<sup>18</sup> Laczko-Kerr, I. (2012). *Creating systems to support student learning*. Retrieved from [http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c\\_psrId=EB58D789884A](http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrId=EB58D789884A).

Scholarship by noted education researchers, including Carol Ann Tomlinson<sup>19</sup>, Spencer Kagan<sup>20</sup>, and Robert Marzano<sup>21</sup> has indicated that such instructional best practices can lead to significant increases in student learning, including among underprivileged student populations, such as those in the Maryvale neighborhood.

### *Special Education and English Language Learners*

The target community of ALPS, as demonstrated by the statistics above, includes students with varied learning needs – including underachieving students, special education students, and English Language Learners. The academic program of ALPS will address the individual education needs of all of these students.

According to the statistics above, the school districts in the Maryvale neighborhood have significant populations of students receiving special education services. To accommodate their needs, ALPS will hire highly-qualified and certified special educators and train all students in best practices regarding the education of students receiving special education services.

In addition, the Response to Intervention (RTI) model – a crucial component of the academic program – will facilitate easy identification of students needing special education services. This model is elaborated further in section A.3.

Similarly, ALPS anticipates a high number of English Language Learners (ELLs) according to the demographics of the Maryvale neighborhood presented above. To accommodate the academic needs of these learners, ALPS will ensure that all teachers are SEI certified and receive continuous training on how to best serve the needs of ELLs.

### **C. Class Size and Student-Teacher Ratio**

ALPS will provide a student-teacher ratio (including special areas teachers) of 20:1 in Year 1, 21:1 in Year 2, and 22:1 in Year 3. It is also the intent of ALPS to provide class sizes of approximately 25 students.

Such smaller class sizes will allow ALPS to provide a more individualized approach to education, which has been proven to improve pupil achievement in the target population. For example, in an urban New York City public school study from 2005, students in smaller classes had significantly higher grades. After four years in a small class, the graduation rate for free-lunch students more than doubled, and their likelihood of graduating equaled those who were not economically disadvantaged.<sup>22</sup>

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<sup>19</sup> Tomlinson, C. A., et al. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature. *Journal for the Education of the Gifted*. Vol. 27, Number 2/3.

<sup>20</sup> Kagan, S. (2008, Summer). Kagan structures simply put. Retrieved from [http://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/ASK38.php](http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK38.php).

<sup>21</sup> Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.

<sup>22</sup> Class Size Matters. (2012). Class size matters. Retrieved from <http://www.classsizematters.org/>.

In addition, such smaller class sizes will improve educational choice in the community. The Cartwright School District, which is the largest public school district in Maryvale, has a student-teacher ratio of over 22:1, which is also above the statewide average.<sup>23</sup> Parents and families seeking smaller class sizes will then be provided the positive educational choice of ALPS.

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<sup>23</sup> <https://www.publicschoolreview.com/arizona/cartwright-elementary/401680-school-district>

## **A.3**

# **Program of Instruction**

## A.3 Program of Instruction

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### A. Curriculum and Alignment

The following details the curriculum for ALPS in the core academic content areas of English language arts, social studies, mathematics, science, and the arts, including as it relates to alignment to Arizona College and Career Ready Standards.

#### **English language arts**

The English language arts curriculum at ALPS will encourage mastery of academically rigorous reading and writing skills to ensure that students are academically prepared for the rigors of secondary school, college, and future career success.

English language arts will closely follow the *Core Knowledge Sequence*. The *Core Knowledge Sequence* is a coherent, cumulative, and content-specific curriculum designed to ensure all students have the requisite background knowledge to be successful in secondary and postsecondary education. By grounding curriculum in the *Core Knowledge Sequence*, English language arts curriculum in the middle grades will ensure alignment to Arizona College and Career Ready Standards, as the Core Knowledge Foundation was a consultant in the development of Common Core Standards. The texts to be studied in will be drawn from the *Core Knowledge Sequence* and also include culturally relevant selections reflective of students' ethnic, racial, and socioeconomic backgrounds.

A special emphasis of English language arts curriculum will be ensuring alignment with the social studies and science curricula, reflecting the importance of integrated domains for students' coherent educational sequence.

The specific materials to be used will be drawn from the Core Knowledge Language Arts program, in order to ensure fidelity to the *Core Knowledge Sequence*.

#### **Social studies**

An enlightened understanding of the history, geography, civics, and economics is crucial for high school and college preparation.

In all grades, social studies content will align to the Arizona State Standards. In addition, social studies courses will closely follow the *Core Knowledge Sequence*. The *Core Knowledge Sequence* introduces many high-level concepts in social studies content.

In addition, social studies curriculum will provide opportunities for further practice of reading and writing skills, reflective of the shift toward literacy through the content areas and nonfiction texts.

The specific materials to be used will be drawn from the Core Knowledge History & Geography program, in order to ensure fidelity to the *Core Knowledge Sequence*.

#### **Mathematics**

Advanced understanding and application of mathematics will be crucial for the future college and career prospects of Maryvale students, especially considering the currently low educational outcomes in mathematics in the target community.

All mathematics instruction will be backwards aligned to the requirements of the Arizona College and Career Ready Standards. Mathematics instruction will align to the *Core Knowledge Sequence*, again representing the background knowledge in mathematics necessary to be successful in secondary math.

Materials used for mathematics instruction will be Singapore Math. The research behind Singapore Math is likewise widely documented to increase student achievement, including in meeting the unique needs of underserved populations. In addition to being the national curriculum adopted by the TeamCFA Academic Division, Singapore Math has been proven to lead to “statistically significant” gains in math performance on assessments aligned to Arizona College and Career Ready Standards.<sup>1</sup>

### **Science**

A rigorous, relevant science curriculum is crucial to students’ long-term college and career prospects in Arizona’s evolving economy.

Science curriculum will align to Arizona State Standards. As in the other core content areas, science instruction will follow the *Core Knowledge Sequence*, which provides the needed background knowledge in the physical, biological, and chemical sciences for students to be successful in secondary and postsecondary science. Curricular materials will be from Core Knowledge. A crosswalk has been developed to align these materials with Arizona State Standards.

### **Visual Arts and Music**

The founding team of ALPS believes the arts – including visual arts and music – are critically important for students’ academic and socioemotional development. In addition to being considered core content areas, reflecting their importance, visual arts and music will be intertwined throughout students’ Core Knowledge domains. Curricular materials will be from Core Knowledge, and are included in the Core Knowledge Language Arts and History & Geography materials. A crosswalk has been developed to align these materials with Arizona State Standards.

### **Physical Education**

Physical education is a core aspect to a strong and interdisciplinary elementary education. It will be used as an opportunity to build healthy habits among students, and for curricular integration to occur between the other core disciplines using Core Knowledge domains. Curricular materials will be from Core Knowledge, and are included in the Core Knowledge Language Arts and History & Geography materials. A crosswalk has been developed to align these materials with Arizona State Standards.

### ***Meeting the Needs of Special Education Students***

Pursuant to the Educational Philosophy, which states that ALPS will ensure high expectations for learning and achievement while meeting the needs for all students, the school will ensure a free and appropriate public education for identified students requiring special education services. ALPS will be sure to hire at least one highly-qualified special education teacher to serve those students’ needs, with all teachers annually receiving training in the planning, delivery, and statutory compliance for students receiving special education services. In delivering instruction to identified students with special needs, ALPS will comply with all applicable state and federal requirements, including Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities in Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Thus, ALPS will deliver instruction to identified students with special needs in the least restrictive environment (LRE) pursuant to such students’ individual education plans (IEPs).

### ***Meeting the Needs of English Language Learners***

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<sup>1</sup> <http://www.genevaschool.org/wp-content/uploads/a-study-of-singapore-math-program-math-in-focus-state-test-results.pdf>

Considering the demographics of the Maryvale neighborhood, ALPS expects a high population of English Language Learners (ELLs). Again, ALPS will be sure to meet the needs of its ELL population. ALPS will hire teachers with Structured English Immersion (SEI) endorsements and provide periodic development in best practices of instruction for ELLs. To identify ELLs, ALPS will use the Primary Home Language Other Than English survey (PHLOTE), and monitor such students' progress with the Arizona English Language Learner Assessment (AZELLA). Pursuant to the results of the AZELLA, ALPS will offer SEI or provide students instructional services according to their Individualized Language Learner Plans (ILLPs). ALPS will use the results of assessment to cater to students' needs and, while adjusting curriculum and instruction, aims to reclassify ELL students as Reclassified Fluent English Proficient (RFEP) as expeditiously as possible.

## **B. Methods of Instruction**

Instruction, taking place in tandem with curriculum, assessment, and professional development systems, will be based upon the Response to Intervention Model and in-classroom instructional best practices. These will allow ALPS's teachers to use the most effective techniques possible to address all student learning needs, thus fulfilling ALPS's mission.

### ***Response to Intervention (RTI) Model***

ALPS will utilize the RTI model to structure classroom instruction.

*RTI has been broadly described as a process in which students are provided quality instruction, their progress is monitored, those who do not respond appropriately are provided additional instruction and their progress is monitored, and those who continue to not respond appropriately are considered for special education services [or individual remediation or enrichment].*

RTI has been found to be a successful instructional model for all learners to receive individualized instruction to meet their needs – a key goal of ALPS. RTI is seen as a three-tiered model.<sup>2</sup>

Tier 1 consists of a universal intervention: regular, in-class instruction for all learners. It is delivered in large groups and utilizes at-grade-level content utilizing highly-effective instructional strategies. Differentiation occurs during Tier 1 such that 80-90% of students can be expected to master ELOs at this level.

If In-Class Formative assessment results (with strategies described further below) suggest a student has not mastered particular ELOs to the level of mastery set by the Governing Board, students will move to Tier 2 intervention. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills. It will occur in small groups during designated times in the master schedule.

Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intensive Intervention in Tier 3 is individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one and small-group in-person settings. Progress monitoring will be constant. Students still not responding through Tier 3 interventions will be referred to Special Education services.

### ***Research-Based Instructional Best Practices***

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<sup>2</sup> Bradley, R., L. Danielson, and J. Doolittle, "Response to Intervention". *Journal of Learning Disabilities* 38.6, Nov./Dec. 2005. Pp. 485-6.



In the context of the RTI model, ALPS’s teachers will utilize research-based instructional best practices to deliver content and curriculum to students. Teachers will receive training in the following instructional methodologies, which are identified as best practices through extensive bodies of research.

#### Objective-driven instruction

All lessons at ALPS will be driven by objectives that align to ALPS’s curricular ELOs. Research suggests that lessons backwards-aligned from objectives are more effective than those which are not.<sup>3</sup> Additionally, the particular method of objective-driven instruction that will be used is based on Madeline Hunter's gradual release method and will include direct instruction/modeling, guided practice, and independent practice.

#### Cooperative learning structures

Based on the work of Dr. Spencer Kagan, cooperative learning structures are designed to “increase academic achievement, improve social skills and social relations, improve thinking skills, reduce discipline problems, and [facilitate the] acquisition of leadership and employability skills.”<sup>4</sup> Cooperative learning structures will be utilized in all classrooms.

#### High-yield instructional strategies

High-yield instructional strategies are the strategies identified as most effective in the meta research of Robert Marzano. High-yield strategies will be utilized in all classrooms. Such strategies include vocabulary building and instruction, feedback and praise, graphic organizers, identifying similarities and differences, goal-setting, generating and testing hypotheses, and summarization<sup>5</sup>

#### Differentiation Strategies

Differentiation can be defined as “a strategy that plans for and designs assignments, lessons, activities, tasks, and projects to match student needs...students [will] learn the same concepts or skills but may approach them through different activities.”<sup>6</sup> Differentiation is a crucial aspect of effective instruction at all levels of the RTI model. Teachers will differentiate content, process, or product according to students’ readiness, interest, and learning profile, considering multiple intelligences, leading to “optimal learning experience for [all] students.”<sup>7</sup>

#### Kinsella vocabulary instruction

Dr. Kate Kinsella’s approach to teaching vocabulary instruction includes a prescribed method for exposing English Language Learners and other students to academic and content-rich vocabulary. This approach will be used to support all students’ vocabulary and literacy development, and has been proven to increase the literacy results of California’s high-needs elementary students.<sup>8</sup>

#### Teach Like a Champion techniques

The groundbreaking educational text *Teach Like a Champion* includes a taxonomy of best-practice, research-based instructional techniques codified by Doug Lemov and the team at Uncommon Schools, a charter network in the northeastern United States that serves mostly low-income and underserved populations. Using such techniques (including checking for understanding, engagement techniques, and others), the Uncommon Schools network has become one of the highest performing in each of the states it serves.<sup>9</sup>

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<sup>3</sup> Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.

<sup>4</sup> Kagan, S. (2008, Summer). Kagan structures simply put. Retrieved from [http://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/ASK38.php](http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK38.php).

<sup>5</sup> Marzano, R., D. Pickering, and J. Pollock. (2004). Classroom instruction that works. Pearson: New York.

<sup>6</sup> Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from [http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c\\_psrId=EB58D789884A](http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrId=EB58D789884A).

<sup>7</sup> Ibid.

### ***Alignment and Implementation of Instruction***

Collaborative teams will align research-based instructional methodologies with the particular needs of Arizona College and Career Ready Standards, a course, or a class of students. Adjustments will be made based upon the results of collaborative team co-observation cycles and student outcomes. In addition, the implementation of the effective instructional methodologies mentioned above will be supported by administration. ALPS will ensure its staff is well-trained in the instructional methodologies outlined above through professional development sessions.

### ***Formative Assessment Strategies***

The school-wide system of assessment is research-based and formulated according to the best practices set forth in *Driven by Data*<sup>8</sup>. This plan details how students and teachers will be held accountable for student learning of curriculum, and how instruction and assessment will ensure responsiveness to student needs.

An effective assessment system must meet four essential conditions: clear learning targets (the essential learning outcomes, or ELOs, of a given course); standards-based instruction aligned to Arizona College and Career Ready Standards; reliable, valid, bias-free assessments; and effective communication and sharing of results. ALPS will be sure to incorporate all four elements in its assessment plan.<sup>9</sup>

### **Types of Assessments**

There are two different types of assessments: assessments *for* learning – formative assessments used to adjust instruction in the classroom according to student need – and institutional assessments *of* learning – summative assessments used as program evaluations of curricular systems and materials and instructional practices. ALPS will utilize three types of assessments to assess mastery of curriculum: In-Class Formatives, Quarterly Common Assessments, which are assessments for learning, and Institutional Assessments of learning (addressed further in A.5).

All of the below assessments will specifically determine student mastery or lack thereof on Arizona State Standards.

### **In-Class Formatives**

Teachers will use the results of in-class formative assessments to drive and inform instruction. Besides daily checks for understanding and exit tickets regarding mastery of ELOs, teachers will utilize formative assessments after each unit to monitor student achievement and progress. These will take the form of aligned exit tickets or multiple-choice tests, authentic assessments such as projects, written responses, or performance-based tasks. The particular formative assessment method chosen will align with the specific instructional methodologies in a given course. The target performance on in-class formatives will be 80% mastery, but adjusted by the Board as needed to continuously improve instructional effectiveness. As assessments for learning, the results of in-class formatives will be used to determine what a teacher will teach next, if a teacher needs to re-teach content using different instructional strategies, which students will be moved to further academic interventions, and what content will be covered during tutoring after school. Such adjustments will be determined during weekly data analysis meetings (also called Data

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<sup>8</sup> Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.

<sup>9</sup> Laczko-Kerr, I. (2012). Creating systems to support student learning. Retrieved from [http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c\\_psrId=EB58D789884A](http://www.anymeeting.com/WebConference-beta/RecordingDefault.aspx?c_psrId=EB58D789884A).

Lunches). In-class formatives will be drawn from the Core Knowledge Language Arts program and Singapore Math for those subject areas.

#### Quarterly Common Assessments

Quarterly Common Assessments (also called benchmark assessments) will be cumulative and common across a course. Collaborative teams will create these in July based on resources and materials from the Core Knowledge Language Arts program and Singapore Math. They will be backwards-aligned according to the content and rigor expectations of the alignment standards listed above. The target performance on Quarterly Common Assessments will be 80% mastery, but adjusted by the Board as needed to continuously improve instructional effectiveness. As assessments for learning, the results of the Quarterly Common Assessments, similar to in-class formatives will be used to determine what, if any, revisions may be necessary to make to the curriculum map to determine what a teacher will teach next, if a teacher needs to re-teach content using different instructional strategies, which students will be moved to further academic interventions, and what content will be covered during tutoring after school. Such adjustments will be determined during weekly data analysis meetings.

#### Summative Assessments

In addition to the assessments described above, ALPS will deliver state-mandated summative assessments (including AzMERIT and AZELLA), as well as school-specific summative assessments, such as NWEA. As described further in Section A.5, such assessments will be used to evaluate the effectiveness of curriculum and instruction at the end of the year in order to adjust for the succeeding year.

### **C. Rationale for Selected Curriculum, Methods of Instruction, and Assessment**

Each of the aforementioned curricular programs, methods of instruction, and assessment practices were carefully and intentionally chosen by the founding team because of their research- and experience-based ability to improve pupil achievement in the target population and alignment to the team’s founding beliefs and mission statement. Each also reflects strong alignment to the Arizona College and Career Ready Standards. Specifics for each are detailed below.

#### *Core Knowledge Sequence*

As has been mentioned throughout this application package, the *Core Knowledge Sequence* has been proven to increase student achievement in the same demographic community as ALPS.<sup>10</sup> In addition, TeamCFA’s experience at a sister school of ALPS – Pioneer Preparatory School: A Challenge Foundation Academy (“Pioneer Prep: CFA”), which serves a demographically- and geographically-similar community to ALPS – which has out-performed its neighboring district elementary/middle schools for almost a decade, confirms the choice of the *Core Knowledge Sequence* as a primary curricular program for the school. It was also chosen due to its alignment to Arizona College and Career Ready Standards.

#### *Singapore Math*

As mentioned above, Singapore Math is the national math curricular program of TeamCFA, but, more importantly, is research-based to support pupil achievement in underserved populations, like that served by ALPS.<sup>11</sup> It was also chosen due to its alignment to both the *Core Knowledge Sequence* and Arizona College and Career Ready Standards.

#### *Response to Intervention (“RTI”)*

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<sup>10</sup> <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf>

<sup>11</sup> <http://www.genevaschool.org/wp-content/uploads/a-study-of-singapore-math-program-math-in-focus-state-test-results.pdf>

The RTI program has been implemented successfully by high-performing schools for decades. RTI was chosen by the founding team of ALPS due to its successful implementation at Western School of Science and Technology: A Challenge Foundation Academy (“Western: CFA”), which is demographically and geographically similar to ALPS. After training and implementation of RTI, Western: CFA increased 11% on the AzMERIT math assessment in the 2016-2017 school year. It can be implemented across disciplines and in alignment with state standards, which is another rationale for its adoption.

#### *Research-Based Instructional Practices*

Much like RTI, the research-based instructional practices (objective-driven instruction, cooperative learning structures, high-yield instructional strategies, and differentiation strategies) mentioned above were chosen because of their successful implementation at Western: CFA, their ability to align to curricular materials chosen and state standards, and the vast research basis for their national ability to increase pupil achievement.

#### *Formative Assessment Strategies*

The formative assessment system outline was chosen due to its ability to increase pupil achievement at the demographically-similar Achievement First network of schools in the Northeast, as detailed by Paul Bambrick-Santoyo in his groundbreaking work *Driven by Data*.<sup>12</sup> The system was adopted with success (as detailed above) by both Pioneer Prep: CFA and Western: CFA.

The strategies (such as exit tickets and aligned multiple-choice assessment) and materials (from Core Knowledge Language Arts and Singapore Math) for formative assessment were chosen due to their ability to be aligned to state standards and the chosen curricular materials.

### **D. Explanation of Achieving Outcomes**

As stated in the Mission Statement, the ultimate outcome for students at ALPS is to “meet and exceed academic standards.” This Program of Instruction is carefully designed to do just that, when executed with fidelity. The integration of the above-articulated instructional, curricular, and assessment systems is based on the successful programs of instruction at ALPS’s sister schools that also serve the target Maryvale community: Pioneer Prep: CFA and Western: CFA. As mentioned in previous sections, Western: CFA, using this integrated Program of Instruction, has been the highest-performing secondary school in Maryvale since 2014, and Pioneer Prep: CFA has consistently out-performed the educational outcomes of neighboring schools. In addition, Founding Director Kimberley Marchisotto has completed administrative residencies at both schools, and with CF of AZ’s ongoing supports, will be well-able to implement the Program of Instruction with fidelity – thus ensuring its successful implementation in achieving the outcomes described in the mission statement.

### **E. Alignment of Program of Instruction and Academic Systems Plan**

The entirety of this Program of Instruction will align to the Academic Systems Plan for both mathematics and reading, detailed in section A.5.

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<sup>12</sup> Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.

**A.3.1**

**Mastery and Promotion**

### A.3.1 Mastery and Promotion

As a school focused on student learning and achievement, Abraham Lincoln Preparatory School (“ALPS”) aims for all students to achieve at high levels and reach grade- and course-level mastery targets such that they are promoted to the next grade.

This section details the criteria by which that promotion is determined.

#### A. Criteria For Grade Level Promotion

Students demonstrate mastery of standards based upon the following factors: (1) grades on tests, quizzes, and assessments that measure student performance on AZ College and Career Readiness State Standards and/or Arizona State Standards; and (2) grades on classwork and projects.

The following details the grading policy for ALPS to be used by teachers in determining final grades for core subjects based upon a combination of scores from the factors above. Please note that according to the below scale, a score of 80% or better denotes mastery of course content, while a score of 70% or better denotes proficiency of subject content. “Proficiency” means students have enough working knowledge of subject content to move on to the next units or next course; “mastery” means students have demonstrated sufficient knowledge of subject content.

ALPS will ensure grades are consistent and valid by grade level by holding at least one professional development session per year at the beginning of the year on how to norm grading policies among collaborative teams.

Letter Grade	Percentage	Definition
A	90%-100%	Students have demonstrated advanced mastery of subject content.
B	80%-89%	Students have demonstrated mastery of subject content.
C	70%-79%	Students have demonstrated proficiency of the subject content
Partially Proficient	60%-69%	Students have approached proficiency of subject content
Minimally Proficient	Below 60%	Students have not demonstrated proficiency of subject content

Figure A.3.1.1: Grading Policy for ALPS

Grades will be calculated by averaging the student’s grade percentages for each quarter.

Grade level promotion decisions will be based upon the following factors: (1) a student earning a grade of at least 70% in the core classes of Language Arts, Social Studies, Mathematics, and Science; (2) a score deemed by the Arizona Department of Education of applicable state statute to pass any requisite

mandatory state assessment; (3) and attendance, for which a student must be present for 95% or more of the instructional days of the school calendar.<sup>1</sup>

## **B. Process For Grade Level Promotion and Retention**

After Quarter 2 grades are calculated and report cards have been sent home, teachers will review student performance to determine which, if any, students are not meeting the above listed criteria.

Parents (in this document referring to the student's legal guardian(s) will then be initially notified of the risk for retention. Parents, teachers, and the student will meet in a Retention Prevention Conference in February to determine a Retention Prevention Plan for the student. The plan will include a variety of interventions on the part of the student, the family, and the teachers to encourage improvement in the student's grades, achievement, or attendance. The Retention Prevention Plan will be documented, signed, and submitted to the School Director. Teachers will then document progress regarding the interventions throughout Quarter 3.

At the end of Quarter 3, parents and students who are at the risk of retention based upon the above defined criteria but who were not identified at the end of Quarter 2 will be notified of the risk for retention. For all students notified of possible retention in either Quarter 2 or 3, parents, teachers, and the student will again (or for the first time) meet to assess progress towards (or determine) the goals set during the initial Retention Prevention Conference. The Retention Prevention Plan will remain in force but be adjusted to meet the student's current need. Again, the updated Retention Prevention Plan will be documented, signed, and submitted to the School Director. Teachers will then document progress regarding the interventions throughout Quarter 3.

At the end of Quarter 4, teachers will review the final progress of all students who were placed on Retention Prevention Plans during Quarters 2 or 3. If the above listed criteria are not met for any students, teachers will submit those students' names and relevant documentation of Retention Prevention Plans to the School Director.

The School Director and Special Education Provider (Year 1 and 2) and in Year 3, the Director of Special Education (for students receiving special education services) will then determine if any of the following factors are true that may serve as exceptions to the promotion criteria: (1) the student's lack of progress is due to the student's qualification for special education services; (2) the student's lack of progress is due to the student's level of English proficiency as measured by the AZELLA test; (3) the student is at or above grade level in all subject areas measured by the end-of-year NWEA assessment; (4) the student is below grade level in any subject areas measured by the end of-year NWEA assessment but made more than one and a half years' growth in all subject areas measured by the same.

If a student does not meet the stated criteria for promotion nor any of the above exception criteria, the School Director, Special Education Provider, and/or Director of Special Education (for students receiving special education services), will recommend that the student be retained.

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<sup>1</sup> In exceptional circumstances, including but not limited to extraordinary family or personal needs or prolonged illness, this requirement may be waived.

An end-of-year conference will then be called between the School Director, Special Education Provider and/or Director of Special Education (for students receiving special education services), teachers, student, and parents. The School Director will then review the Retention Prevention Plan and student progress and present the decision for student retention.

#### *Consistency with State Requirements*

ALPS will maintain consistency and compliance with A.R.S. §15-701. Thus, a student will not be promoted from third to fourth grade if the student scores below the cut score identified by the Arizona Board of Education on the third grade AzMERIT assessment. Notwithstanding this, the student *will* be promoted if the student:

- Is an English learner and has had fewer than two years of English language instruction;
- Is in the process of a special education referral, has been diagnosed as having a significant reading impairment (including dyslexia), or has a disability and the IEP team and parents/guardians agree that promotion is appropriate;
- Has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third grade reading standards as evidenced through a collection of approved reading assessments; or
- Receives intervention and remedial services and demonstrates adequate progress in reading skills.<sup>2</sup>

#### **C. Rationale for Selected Criteria**

The above criteria and process were selected based on the successful experiences of other TeamCFA schools in Arizona (including Pioneer Preparatory School: A Challenge Foundation Academy and Western School of Science and Technology: A Challenge Foundation Academy), which have used the same process since 2009 and 2014 respectively, as well as on research described below.

John Hattie, in his landmark study regarding various influences and how they impact student achievement, found that student retention had a *negative* effect size on student achievement; one of only seventeen of 252 factors to have a negative effect size.<sup>3</sup> Thus, the process above is designed to support students to be promoted – to provide all available interventions at the school’s disposal in order to ensure promotion. However, in the case that retention would be in the best interest of the student and his/her future performance and achievement, this process ensures substantial interventions to support students throughout the school year such that the best decision can be made.

In addition, criteria were selected with the explicit purpose of being aligned to the requirements of state statute.

#### **D. Process for Student Retention**

The process for student retention is described in Section B above.

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<sup>2</sup> <http://www.azed.gov/mowr/>

<sup>3</sup> <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>



**A.4**

**School Calendar and  
Weekly Schedule**

**A.4 School Calendar and Weekly Schedule**

Abraham Lincoln Preparatory School: A Challenge Foundation Academy (“ALPS”) exists to close the achievement gap for student in Maryvale by providing educational excellence and equity for all children. The school calendar and daily schedule exceeds the instructional days and hours required by the Arizona Department of Education and will be optimized to build a strong instructional culture in order for the school to fulfill its mission to close the achievement gap and prepare students for future academic success.

**A. Length of the School Day Demonstrating Compliance**

ALPS’s schedule exceeds the minimum requirement of number of instruction per school week. The school day for students will begin at 8:00 and end at 3:45. The school will provide 6 hours and 55 minutes of instruction per day on full days and four hours of instruction per day on early release days.

Figure A.4.1  
Hours of Instruction Per Year

Grade Level	State Requirement	ALPS
Kindergarten	356	1155
First Grade	712	1155
Second Grade	712	1155
Third Grade	712	1155
Fourth Grade	890	1155
Fifth Grade	890	1155
Sixth Grade	890	1155

Figure A.4.2  
Weekly Instructional Minutes

Subject	K	1	2	3	4	5	6	7	8
ELA	450	450	450	450	450	450	450	450	450
Mathematics	200	200	200	200	200	200	200	200	200
ELA Reteach/Enrich	250	250	250	250	250	250	250	250	250

Math Reteach/Enrich	250	250	250	250	250	250	250	250	250
Science/Social Studies	250	250	250	250	250	250	250	250	250
Character/ Community	75	75	75	75	75	75	75	75	75
Specials (Art, Music, PE)	450	450	450	450	450	450	450	450	450

## B. School Calendar

### 2019-2020 School Event Calendar

Month	Calendar Grid	Notes																																																								
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Scheduled holidays are marked in blue; early-release days are marked in red.

Instructional days = 181

Early release days= 36  
Preservice days= 10 (7/22/19-8/2/19)

### **C. School Calendar Compliance**

ALPS's school calendar demonstrates clear compliance with A.R.S. §15-341.01 by including 181 days of instruction, above and beyond the required 180.

### **D. Rationale for Weekly Schedule**

Section A.2 details the current educational outcomes of secondary students in the Maryvale neighborhood. Therein, the currently too-low educational outcomes for the community are described. The extended instructional day and week ensure that Maryvale students are receiving additional effective instruction, which will contribute to providing students the additional opportunities needed to increase educational outcomes. This has been the case at two other local charter schools, Pioneer Preparatory School: A Challenge Foundation Academy and Western School of Science and Technology: A Challenge Foundation Academy.

In addition, a key component of the ALPS program of instruction is differentiating learning for each individual student. Thus, the weekly schedule provides for at least 500 minutes weekly for acceleration (remediation or enrichment) according to the Response to Intervention model for each student.

Beyond extending learning time for students and accommodating for individual differentiated instruction through acceleration blocks, ALPS's weekly schedule provides for ample teacher development time on early release Fridays.

These intentional structures in the weekly schedule will support improving pupil achievement in the target population.

### **E. Professional Development**

Not only do the proposed daily schedule, weekly schedule, and school calendar support the academic needs of students in the Maryvale neighborhood, the calendar supports the professional development and growth needs of school staff.

Professional Development of teachers and staff is one of the most important aspects of ALPS. In order to deliver quality instruction, teachers need time and training to analyze data and adjust instruction to meet the needs of their students, learn and practice instructional strategies, plan collaboratively, and reflect on instruction and classroom management.

To begin each school year, there will be 10 pre-service days of professional development that will focus on ALPS culture, as well as systems and expectations. Additional topics will include a focus on the Arizona College and Career Readiness Standards, Arizona Standards, and Core Knowledge.

Early release Fridays will enable staff regular and frequent opportunities to analyze and respond to data, plan with instructional teams, learn and share new strategies, and reflect on instruction and student learning/achievement. This is further described in Area IV of the Academic Systems Plan.

**A.5**

# **Academic Systems Plan**

**Academic Systems Plan Template**

Applicant Name: Abraham Lincoln Preparatory School: A Challenge Foundation Academy

**Duration of the Plan:** Begins July 1 and continues for two years

	<b>Baseline</b> (current performance of target population)	<b>Predicted Target</b> (expected performance in Year 1)
<b>Math</b>	<b>26%</b>	<b>35% of students meeting the grade level proficiency norm as measured by the NWEA MAP assessment</b>
<b>Reading</b>	<b>28%</b>	<b>35% of students meeting the grade level proficiency norm as measured by the NWEA MAP assessment</b>

**Narrative for setting baseline figures**

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

In Arizona, charter schools are under a contractual obligation with the state to improve student academic achievement outcomes on Arizona state Reading standards. To that end, in the creation of the Attached Academic Systems Plan, the founding team of Abraham Lincoln Preparatory School (“ALPS”) adapted as a baseline the average AzMERIT reading and mathematics proficiency scores for the traditional public school districts serving the target population: Pendergast, Tolleson, and Cartwright School Districts.

ALPS used data provided online by the Arizona Department of Education. The founding team is confident that this is valid data as each of these schools in Maryvale had data available for analysis on this benchmark.

To that end, the founding team set as a baseline the level of **28%** proficiency on AzMERIT Reading and **26%** proficiency on AzMERIT Math. The founding team believes this current level of achievement is unacceptably low.

Academic Systems Plan Template

Action Step	Process for Implementing Action Step	Person responsible	Frequency and/or timing	Evidence of implementation
<p>1. Develop clear and measurable Essential Learning Outcomes (ELO's) and a scope and sequence based on AZCCRS for ELA and mathematics, the Arizona Science and Social Studies Standards, and the ELL standards.</p>	<p>In Year One, the School Director will deconstruct the AZCCRS, the Arizona Science and Social Studies Standards, and the ELL standards to write measurable ELO's which will form the basis of a scope and sequence.</p> <p>In Year Two and subsequent years, the process will include teachers.</p>	<p>School Director</p> <p>Teachers (starting Year Two)</p>	<p>In Year One, ELO's for grades K-2 will be developed by June 2019.</p> <p>In Year Two, ELO's for grade 3 will be developed by June 2020.</p> <p>In Year Three, ELO's for grade 4 will be developed by June 2021.</p>	<p>A scope and sequence containing clear and measurable ELO's for each subject for grades K-2, adding a grade each year thereafter.</p> <p>This document will be used by teachers, along with Curriculum Plan and Domain Maps to plan daily lessons.</p>
<p>2. Develop a Curriculum Plan and pacing guide for K-3 ELA, mathematics, science and social studies that is aligned to AZCCRS, the Arizona Science and Social Studies Standards, ELL Standards and the Core Knowledge Sequence where applicable.</p>	<p>Using the previously established ELO's based on AZCCRS, the Arizona Science and Social Studies Standards, ELL Standards, Core Knowledge Language Arts (CKLA) scope and sequence, and Core Knowledge Sequence, develop a month by month sequence and timeline for domains to be taught in a coherent manner.</p>	<p>In Year One K-2 teachers, School Director and Instructional coach</p> <p>In Year Two K-3 teachers, School Director and Instructional Coach</p> <p>In Year Three K-4 teachers, School Director and Instructional Coach</p>	<p>Year One Curriculum Plan and pacing guide will be completed by the end of the second week of staff development.</p> <p>Year Two Curriculum Plan for grades K-3 will be started in April 2020 and completed by June 2021.</p> <p>Year Three Curriculum Plan/scope and sequence for grades K-4 will be started in April 2021 and completed by June 2022.</p>	<p>Curriculum Plan and pacing guide for each K-2 (additional grade levels added annually) content area.</p> <p>This document will be used to develop domain maps and daily lessons.</p>
<p>3. Create a</p>	<p>The School Director will create a</p>	<p>School</p>	<p>By February of</p>	<p>Selection criteria</p>

Academic Systems Plan Template

selection criteria rubric for curriculum.	<p>selection criteria rubric for curriculum that takes into consideration the following:</p> <ul style="list-style-type: none"> <li>▪ Alignment to AZCCRS and the Arizona Science and Social Studies Standards</li> <li>▪ Alignment to the ELL standards and availability of ELL supplements</li> <li>▪ Integration opportunities with the Core Knowledge Sequence</li> <li>▪ Integration opportunities with Singapore Math</li> <li>▪ Intervention and enrichment supplements</li> <li>▪ Available professional development</li> <li>▪ Cost</li> </ul>	Director	2019 and reviewed annually in February	rubric for curriculum
4. Gather curriculum options based on selection criteria rubric	The School Director will gather curriculum options based on the selection criteria.	School Director	By March 2019 and annually in subsequent years	Documentation of curriculum options that fit selection criteria rubric
5. Evaluate curriculum and materials based on criteria described in step one and step three and select best option.	Using the selection criteria rubric, the School Director (in Year 1) with the help of the Instructional Staff (after Year 2), will determine which curriculum and materials are best aligned to the Arizona State Standards and best fit the school's program of instruction.	School Director with help of Instructional Staff (after Year 2)	By March of 2019 and annually in subsequent years	Completed selection criteria rubric for evaluated curriculum
6. Adopt and order curriculum that is aligned to AZCCRS, the Arizona Science and Social Studies Standards, and ELL standards and that is consistent with the program of instruction of the school.	<p>The school will adopt and order new curriculum that is aligned to the Arizona State Standards and acquire necessary supplemental resources, such as hands-on science materials. The School Director with the support of Instructional Coach and Teachers (beginning in Year 2) will plan for professional development if needed.</p> <p>As a CFA of Arizona school,</p>	<p>Director (in Year One)</p> <p>Instructional Coach &amp; Teachers (beginning in Year 2)</p>	In March 2019 for Year One, and in March of each subsequent year as needed.	<p>Record of selection criteria rubric for curriculum selection will be kept on file in the office.</p> <p>All curriculum will be at the school site by May 2019, inventoried and prepared for professional</p>



Academic Systems Plan Template

	ALPS will adopt Core Knowledge Language Arts (CKLA), Singapore Mathematics, and Core Knowledge History and Geography.			development.
7. Create a system to modify adopted curriculum to meet the needs of subgroup populations.	Based upon knowledge of incoming student population, including students with disabilities and English Language Learners, develop a plan to evaluate the effectiveness of the adopted curriculum in meeting the needs of subgroup populations. This would include the metrics used to evaluate the effectiveness of adopted curriculum such as student performance data, timelines of when the curriculum should be evaluated, who is responsible for evaluating the curriculum, and who is responsible for making modifications.	School Director Instructional Coach	Before July of 2019 and reviewed by July each subsequent year	Curriculum modification plan available as a shared document
8. The School Director will find and hire individuals who are aligned to the mission, vision, and core beliefs of the school, demonstrate an understanding of AZCCR standards, are willing to participate in ongoing professional development, and demonstrate a strong work ethic.	<p>Select qualified individuals for phone screen interview.</p> <p>Following successful phone screen interview, potential candidates will be invited for an in-person interview (or video interview if candidate is out of state).</p> <p>Following a successful in-person/video interview, candidate will teach a sample lesson and participate in feedback session with School Director.</p>	School Director	<p>Applications will be accepted beginning January 2019, after authorization for the 2019-2020 school year.</p> <p>The interview process for qualified applicants will begin March 2019. Qualified applicants will have an initial phone screen interview, followed by an in-person interview, and a sample teach with feedback interview.</p>	<p>Resumes, interview notes, and final employment agreement will be kept on file to demonstrate the fidelity of the hiring process.</p> <p>Notes may include, but not be limited to, education background, previous experience, referrals, character background, attitude, certification, special training, communication ability, enthusiasm,</p>

Academic Systems Plan Template

			<p>Candidates will be informed of hiring decisions within two weeks of completion of interview process.</p> <p>This process will be implemented each year thereafter.</p>	<p>professional appearance, video recording of sample lesson with observation data and feedback.</p>
<p>9. Provide teacher pre-service professional development of curricular materials for teachers including alignment to AZCCRS.</p>	<p>The School Director and/or contracted consultants will provide to K-3 teachers professional development on curricular materials that includes training on:</p> <ul style="list-style-type: none"> <li>▪ Ensuring alignment to AZCCRS, the Arizona Science and Social Studies Standards, and ELL standards</li> <li>▪ Integrating curriculum into instruction consistently</li> <li>▪ Implementing curriculum with fidelity to the design of the curriculum and program of instruction</li> <li>▪ Creating domain maps &amp; pacing guides</li> <li>▪ Using Core Knowledge &amp; Core Knowledge Language Arts</li> <li>▪ Using Singapore Math</li> <li>▪ Using any other adopted curriculum materials</li> <li>▪ Adapting the curriculum to meet the identified needs of students in subgroups (ELL, 504, special education)</li> </ul>	<p>School Director</p>	<p>Teacher pre-service professional development for two weeks annually in July.</p> <p>Additional training as needed throughout the year</p>	<p>Evidence of professional development learning will be reflected in classroom instruction as observed by the School Director.</p>
<p>10. Create Domain Maps to provide a roadmap for teaching. Each Map will include:</p>	<p>During the first week of teacher pre-service professional development, teachers will create Domain Maps specifying content and AZCCRS standards to be</p>	<p>Teachers School Director</p>	<p>Domain Maps for the 1st quarter of 2019-2020 will be completed by the end of the 2nd</p>	<p>Completed Domain Maps kept in lesson plan binder and in shared drive to allow for</p>

Academic Systems Plan Template

<p>Core Knowledge content, AZCCRS, AZ standards for science and social studies, Essential Learning Outcomes, cross curricular connections, (e.g., music, art), prior knowledge, spiraling knowledge to be learned in future grades, and domain vocabulary.</p>	<p>taught each month at each grade level. Teachers will complete Domain Maps for first quarter content by the end of teacher pre-service professional development.</p> <p>Domain Maps for subsequent content will be completed by teachers during planning time.</p>	<p>Instructional Coach</p>	<p>week of staff development.</p> <p>Domain Maps for the 2nd quarter of 2019-2020 will be completed by October 2019.</p> <p>Domain Maps for the 3rd quarter of 2019-2020 will be completed by December 2019.</p> <p>Domain Maps for the 4th quarter of 2019-2020 will be completed by March 2020.</p>	<p>collaboration among grade levels and specialist teachers.</p>
<p>11. Develop end of year summative assessments aligned with ELOs, AZCCRS, Arizona Science and Social Studies Standards, and ELL standards.</p>	<p>Using available resources such as Core Knowledge Language Arts, Core Knowledge History and Geography, and Singapore Math, teachers will develop end of year summative assessments based on ELOs, AZCCRS, Arizona Science and Social Studies Standards, and ELL standards.</p>	<p>Teachers Director Instructional Coach</p>	<p>By the end of the second week of teacher pre-service professional development of each school year.</p>	<p>Summative year-end assessments for each grade level.</p>
<p>12. Develop quarterly formative benchmark assessments (Quarterly Common Assessments) aligned with ELOs and Arizona State Standards.</p>	<p>Based upon summative year-end assessments and using other available resources, teachers will develop quarterly formative benchmark assessments aligned with ELOs, AZCCRS, Arizona Science and Social Studies Standards, and ELL standards.</p> <p>A calendar for quarterly common benchmark assessments (quarterly common assessments) will be created and dates added to the curriculum plan.</p>	<p>Teachers School Director Instructional Coach</p>	<p>By the end of the second week of teacher pre-service professional development of each school year.</p>	<p>Quarterly Common Assessments for each grade level.</p>
<p>13. Develop and deliver high-quality, coherent</p>	<p>Teachers will be provided with training in the components of daily lesson plans.</p>	<p>Teachers supported by the School</p>	<p>Ongoing-daily throughout the school year</p>	<p>Units and lesson plans will be kept updated and</p>

<p>units and lessons to demonstrate a progression of understanding of content, ELOs and Arizona State Standards. These will include adaptations to meet identified needs of students in subgroups.</p>	<p>Teachers will plan lessons weekly based on established ELOs, curriculum plan, domain maps, and assessments.</p> <p>Units and lessons include weekly formative assessments including adaptations for subgroup learners (special education, ELL) and will include accommodations based on students' IEPs. Units and lessons will be adjusted as formative assessment data becomes available.</p> <p>Lesson plans include ELOs, Big Idea, Essential Questions, Vocabulary, direct instruction/modeling, guided practice, independent practice cross curricular connections, differentiation to address the needs of diverse learners, checks for understanding, formative or summative assessment, materials and resources. Materials and resources would be derived from CKLA, Core Knowledge History and Geography, Singapore Math.</p> <p>Lesson plans will also be adapted to ensure that the curriculum meets the identified needs of students in subgroups (ELL, 504, and special education)</p> <p>Depending upon a teacher's performance level, unit and lesson plans may be submitted to the School Director and /or Instructional Coach for feedback and support. For all teachers, the School Director and/or Instructional Coach will provide feedback on the effective adaptation of curriculum to meet the needs of students in subgroups.</p>	<p>Director and Instructional Coach.</p>		<p>available for the School Director and/or Instructional Coach during classroom observations.</p> <p>Lesson plans will include ELOs, big idea, content, skill, vocabulary, cross curricular connections, differentiation to address the needs of diverse learners, checks for understanding, formative or summative assessment, materials and resources.</p>
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Academic Systems Plan Template

<p>14. Ensure the consistent implementation of selected curriculum into instruction with fidelity to the design of the curriculum and program of instruction via ongoing informal observations, coaching conversations, formal evaluations, professional learning communities, weekly data lunches, and early release professional development days.</p>	<p>Teachers will be informally observed 8-12 times a year. Following these observations, there will be coaching conversations to provide feedback to include the consistent integration of curriculum with instruction and the fidelity of the implementation of curriculum. Based upon this feedback, teachers may develop action steps to improve identified areas.</p> <p>Teachers will be formally evaluated three times a year followed by a post observation meeting to go over evaluation results to include the effectiveness of curriculum implementation. Teachers and School Director will create or modify individualized Educator Action Plan (EAP) to address areas for growth.</p> <p>During weekly data lunches, teachers, director, and Instructional Coach will evaluate the effectiveness of lessons based upon weekly assessments and student work.</p> <p>Teachers will use this data to plan for Friday reteach and enrich groups to address the needs of students who did not meet the ELOs for the week, as well as those who did.</p> <p>Weekly early-release professional development days will respond to systemic needs as they arise based on data and feedback from data lunches.</p>	<p>Teachers School Director</p> <p>Instructional Coach</p>	<p>Regular informal observations and coaching conversations</p> <p>Formal evaluations three times a year</p> <p>Weekly data lunches and Friday early release professional development, August 2019-May 2020 and subsequent years</p>	<p>Informal Observation Instrument</p> <p>Formal Observation Instrument</p> <p>Data lunch agendas Student work Reteach/enrich groups</p> <p>Documented lesson plans including subgroup interventions</p> <p>Professional development agendas</p>
<p>15. Evaluate the effectiveness of our written and adapted</p>	<p>Set the criteria for determining the effectiveness of the written and adapted curriculum using predetermined metrics for</p>	<p>School Director</p> <p>Instructional</p>	<p>Evaluation criteria is set by the beginning of each school year as</p>	<p>Documented curriculum evaluation criteria indicators</p>

Academic Systems Plan Template

<p>curriculum based on student achievement outcomes on benchmark assessments that measure student mastery of standards, and determine if a curricular gap is preventing students from meeting a standard.</p>	<p>growth and proficiency that measure students' ability to meet the standards.</p> <p>A schoolwide data analysis meeting will be held following each quarterly benchmark assessment.</p> <p>Analysis of student achievement data will identify strengths and weaknesses of the curriculum. Documented adjustments will be made to meet students' needs to ensure mastery of the standards.</p> <p>In addition, when students perform poorly on a standard, the specific materials will be evaluated to determine if there was a deficiency therein that prevented student mastery. If so, additional or improved supplemental materials for that standard will be developed and/or provided according to steps one, three, and thirteen.</p>	<p>Coach</p> <p>Teachers</p>	<p>needed.</p> <p>Evaluation of effectiveness of written and adapted curriculum is ongoing after the results of benchmark assessments are analyzed</p>	<p>Documented changes/adjustments to curriculum based on evaluation results</p> <p>Data analysis meeting agendas</p>
<p>16. Create a system to revise, replace and /or supplement existing curriculum after Year One.</p>	<p>1. Form a curriculum review committee that includes School Director, Instructional Coach, and teachers.</p> <p>2. Curriculum review committee will determine criteria to use to evaluate effectiveness of adopted curriculum. Criteria will include metrics such as student achievement data and alignment to the Arizona State Standards.</p> <p>3. The committee will examine student achievement data to determine deficiencies in existing curriculum.</p> <p>3. Committee will determine if revisions, supplemental resources or replacement curriculum is needed to reach</p>	<p>School Director</p> <p>Instructional Coach</p> <p>Teachers</p>	<p>By the fourth quarter in Year One, committee will begin meeting.</p> <p>Committee will meet annually as needed.</p>	<p>Completed rubric that analyzes curriculum materials</p> <p>Professional development for new curriculum</p> <p>Incorporation of new curriculum into Curriculum Plans</p>

	<p>student achievement goals.</p> <p>4. Committee will use the previously established criteria rubric (Action Step 3) to examine new or supplemental curriculum. Criteria includes:</p> <ul style="list-style-type: none"> <li>▪ Alignment to AZCCRS and the Arizona Science and Social Studies Standards</li> <li>▪ Alignment to the ELL standards and availability of ELL supplements</li> <li>▪ Integration opportunities with the Core Knowledge Sequence</li> <li>▪ Integration opportunities with Singapore Math</li> <li>▪ Intervention and enrichment supplements</li> <li>▪ Available professional development</li> <li>▪ Cost</li> </ul> <p>5. Evaluate curriculum options based on criteria described above and select best option.</p> <p>6. Order and adopt new curriculum if needed, plan for professional development if needed, and acquire necessary supplemental resources, such as hands-on science materials.</p>			
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**Area 2: Comprehensive Assessment System to assess student performance**

Action Step	Process for Implementing Action Step	Person responsible	Frequency and/or timing	Evidence of implementation
<p>1. Determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency.</p>	<p>School Director will determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency.</p> <p>The following data will be considered:</p> <ul style="list-style-type: none"> <li>▪ AzMERIT (in a applicable) to measure proficiency and growth for AZCCRS.</li> <li>▪ AIMS Science (in applicable grades) to measure proficiency and growth for Arizona Science Standards.</li> <li>▪ AZELLA (for applicable student populations) to measure proficiency and growth for ELL Standards.</li> <li>▪ NWEA MAP assessment to measure proficiency and growth in Reading and Math</li> </ul>	<p>School Director</p>	<p>By March 2019 for Year 1, and reviewed every March for subsequent years</p>	<p>List of data (summative assessments) to be used for comparisons of student growth and proficiency</p>
<p>2. Create school-wide goal for student mastery and growth.</p>	<p>School Director will create school-wide academic goals around student mastery and growth annually.</p> <p>In Year 1, that goal will be that 35% of students will meet the grade level proficiency norm in Reading and Math as measured by the NWEA MAP assessment.</p> <p>In subsequent years, School Director will use other assessment data such as AzMERIT, AIMS Science, and AZELLA to determine student proficiency and growth goals.</p>	<p>School Director</p>	<p>By the first day of school in Year One and by the first day of school annually thereafter</p>	<p>Goals are posted in the front office and in each classroom.</p>



Academic Systems Plan Template

<p>3. Develop a school calendar for administering Quarterly Common Assessments</p>	<p>The school calendar, including the assessment schedule, will be developed yearly by the School Director and Director of Operations.</p> <p>Information and feedback gathered from stakeholders will be used to develop and revise school calendars.</p> <p>Quarterly Common Assessments will take place at the end of each quarter to provide data on student proficiency.</p> <p>NWEA assessments will be administered in August, December and May to provide data on student growth.</p> <p>The Governing Board will approve the school calendar annually.</p>	<p>School Director Operations Director</p>	<p>School calendar with assessment schedule will be ready for approval by the Governing Board by the January prior to the start of the new school year.</p>	<p>School Calendar  Board agenda &amp; minutes of meeting in which calendar was approved</p>
<p>4. Develop written procedures for students who are not mastering the standards for core subjects and guidelines for the RTI model used schoolwide, per the school's instructional program.</p>	<p>The School Director and Instructional Coach will create the procedures for the school's RTI model. The procedures will identify the frequency of progress monitoring for each intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the standards.</p>	<p>School Director Instructional Coach</p>	<p>Prior to teacher preservice</p>	<p>Written procedures for schoolwide RTI model</p>
<p>5. Train teachers in how to design effective assessments that measure mastery of AZCCRS such as formative assessments and summative Quarterly Common Assessments and</p>	<p>School Director and Instructional Coach will plan and execute training on the components of effective assessments that measure mastery of standards as well as the procedures for the schoolwide RTI model.</p>	<p>School Director Instructional Coach</p>	<p>During teacher pre-service and ongoing as needed</p>	<p>Formative assessments</p>

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how to use the schoolwide RTI model.				
6. Create Quarterly Common Assessments using AZCCRS ELOs, Core Knowledge, and Singapore Math, per the school's instruction program.	Teachers, with the guidance of the Instructional Coach and School Director, will create Quarterly Common Assessments that are aligned to AZCCRS, Core Knowledge, and Singapore Math.	School Director Instructional Coach Teachers	In Year 1, Quarterly Common Assessments for Quarter 1 will be written prior to the beginning of the school year. For subsequent quarters, Quarterly Common Assessments will be completed one quarter prior to administering the assessment. In subsequent years, Quarterly Common Assessments will be reviewed and revised during teacher pre-service and as needed.	Quarterly Common Assessments
7. Administer diagnostic assessment: nationally-normed NWEA MAP assessment to determine how students compare nationally.	Teachers will administer the NWEA MAP Assessment during the first two weeks of school.  The NWEA MAP test will provide a diagnostic view of each student's grade level equivalency in Reading and Math.	Teachers	During the first two weeks of school in Year One and during the first two weeks of school annually thereafter	Copy of testing schedule and procedures  Copies of test results
8. Create ELA and Math intervention groups for students who have been identified as part of the bottom 25% according to the results of the NWEA.	Using the data gathered from the NWEA MAP assessment the School Director and Grade Level Team will determine which students fall in the bottom 25 percentile of the school and what additional interventions they will be provided e.g., activities through CompassLearning.	School Director  Teachers	After data from NWEA MAP assessment is available	NWEA reports  Intervention lists  CompassLearning reports
9. Use informal formative	Teachers will utilize the Backward Design process to	Teachers	Ongoing	Teachers will record their

<p>assessment, including checks for understanding, to track student performance on ELA and Math ELOs aligned to AZCCRS at the daily lesson level to determine if students are performing.</p>	<p>create in-lesson formative assessments that are aligned to the curriculum and the program of instruction.</p> <p>Teachers will draw from multiple resources to ensure that the assessments include a range of DOK questions which are aligned to the AZCCRS.</p> <p>The teachers will work collaboratively during Professional Learning Community (weekly Data Lunches) time to ensure that the assessments are consistent in rigor and vertically aligned.</p> <p>Teachers will use the results of in-class formative assessments to determine if students are performing and drive and inform instruction.</p> <p>Besides daily checks for understanding regarding mastery of ELOs, teachers will utilize formative assessments after each unit to monitor student achievement and progress. These will take the form of aligned assessment, authentic assessment, or online assessments such as CompassLearning. As assessments for learning, the results of in-class formatives will be used to determine what a teacher will teach next, if a teacher needs to re-teach content using different instructional strategies, which students will be moved to further academic interventions, and what content will be covered during Reteach and Enrich periods.</p> <p>The target performance on in-class formatives will be 80% mastery, but may be adjusted by</p>			<p>formative assessment results in their gradebooks, which will be available to school leaders and parents.</p> <p>During informal observations and formal evaluations, the School Director and/or Instructional Coach will specifically observe for the usage of informal formative assessment techniques. Results of such observations and evaluations will be filed by the School Director.</p>
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	as needed to continuously improve instructional effectiveness.			
10. PLCs will hold weekly Data Lunches to analyze the performance of students (including students in subgroups) on the past week's informal formative assessments and after Quarterly Common Assessments. Teachers will then adjust instruction according to the outcomes of Data Lunches.	<p>Weekly, PLCs will hold Data Lunches to discuss interim assessment data and reflection and thus plan effective action to improve outcomes.</p> <p>These meetings will occur in grade level collaborative teams to leverage instructional practices and resources.</p> <p>Quarterly, the Data Lunches will include the School Director to analyze the performance of students on the past quarter's Quarterly Common Assessment.</p> <p>A major focus of the Data Lunches will be to analyze and evaluate the effectiveness of our school's instructional methodologies and curricular alignment in addressing the needs of <i>all</i> students, including subgroup populations (e.g. ELL, students with disabilities)</p> <p>Poor results on interim assessments suggests poor instruction or curricular misalignment; during Data Lunches, teachers whose results indicate more effective instructional methodologies and curricular alignment will be encouraged to share those with teachers with less effective methodologies. These best practices will be incorporated into Teacher Action Plans.</p> <p>Teachers will then create Teacher Action Plans according to the outcomes of Data Lunches. A major focus of the Teacher Action Plans will be on adapting</p>	Teachers in collaborative teams  School Director	Ongoing	Teachers will submit the minutes of their Data Lunches to school leadership. Lesson plans will reflect any adjustments to instruction.

	<p>instruction to meet the data-identified needs of each subgroup (including ELL and students with disabilities).</p> <p>Based on the determination above as to whether or not instructional methodologies or curriculum are meeting the needs of all students, teachers will also determine which students will be moved to Tier 2 or Tier 3 interventions. These will occur within one week of assessments being graded to ensure timely data and information for school leadership and governance.</p> <p>In Tier 2 interventions students will have additional time with material to have multiple opportunities for mastery (e.g., CompassLearning activities).</p> <p>In Tier 3 interventions, students will receive one on one or small group targeted instruction to address individual needs.</p> <p>Teacher Action Plans will then also be reviewed at the following week’s data meeting, as will the aforementioned adjustments made to instructional methodologies and curriculum that are based on students’ needs as illuminated by data and the specific adaptations made for students in subgroups.</p>			
<p>11. Administer formative assessments: nationally-normed NWEA MAP assessment to determine how students compare nationally, and Quarterly Common Assessments aligned to the</p>	<p>Teachers will administer the NWEA MAP Assessment mid-year and end of year. The NWEA MAP test will provide a data of each student’s grade level equivalency in ELA and Math which will be compared to the beginning the year diagnostic to determine growth.</p> <p>The teachers will administer the Quarterly Common Assessment at the end of each quarter to measure</p>	<p>Teachers</p>	<p>At the end of each quarter for Quarterly Common Assessments</p> <p>At the midpoint and end of each school year for NWEA</p>	<p>Copy of testing schedule and procedures</p> <p>Copies of test results</p>

<p>school’s ELOs which are aligned to the AZCCRS for ELA and Math.</p>	<p>ELA and Math progress towards the mastery of the AZCCRS. The Quarterly Common Assessments will be common across the grade level. They will backwards-aligned according to the content and rigor expectations of the alignment standards listed above. The target performance on Quarterly Common Assessments will be 80% mastery but adjusted as needed to continuously improve instructional effectiveness.</p>			
<p>12. Create and update grade-level appropriate documentation (e.g. graphs, charts) displaying results of student ELA and Math proficiency with individual assessment results for unit assessments and benchmark assessments.</p>	<p>Part of the visual culture expectations throughout the school are the display of data relating to student proficiency and growth.</p> <p>Teachers will update class level displays of data showing class proficiency and growth.</p> <p>Teachers will give students time to update their personal record of assessment data.</p>	<p>Students &amp; Teachers</p>	<p>After each Quarterly Common Assessment</p>	<p>Student portfolios with graphs updated regularly</p> <p>Graphs made by students</p>
<p>13. Use a data tracking platform such as Excel as a data collection system to aggregate, disaggregate, and analyze data on the individual student, classroom, subject, grade, subgroup, and school-wide level.</p>	<p>At the end of each assessment cycle, teachers will use available reports from the NWEA MAP assessments and other data tracking platform such as Excel to analyze results and make necessary changes to instruction based on data on the individual student, subgroup (ELL, Free and Reduced Lunch, students with disabilities, students in the bottom 25%), and classroom level.</p> <p>Adjustments to instruction may include differentiation, modification to curriculum and assessment, and modification of instructional methods.</p>	<p>Ongoing</p>	<p>All staff will have access to use this system.</p>	<p>Assessment data reports will be generated and filed at the end of each assessment cycle.</p>

	<p>School instructional leaders will use available reports to analyze results and make necessary changes to program of instruction and instructional supports for teachers based on the data on the individual teacher, grade, or school-wide level.</p> <p>Such a system will assist teachers and school leaders in identifying skills, ELOs, standards, or topics that require additional or different instruction.</p> <p>Available reports will also allow for comprehensive sharing of data with all stakeholders, including parents and Governing Board members.</p>			
14. Re-tier students in the bottom 25% percentile in the RTI model according to assessment results.	Using the results from in-class formative assessments, the NWEA MAP assessment and the Quarterly Common Assessment, teachers will use weekly Data Lunches to re-tier students in the bottom 25% so they receive appropriate interventions.	Teachers	Ongoing – after the results of assessments are analyzed	Teachers will include students’ RTI groupings in the minutes of Data Lunch meetings that are submitted to the School Director, explaining data-based rationales for any changes in tiers.
15. Share student academic achievement data on the Academic Dashboard and discussed with the Governing Board at regular meetings.	School Director will prepare in advance to the Governing Board meetings their Director’s report which will include progress towards the school’s academic goals. School Director will share and discuss that data with the Governing Board.	School Director Governing Board	During each Governing Board meeting	Board meeting minutes, depicting Academic Dashboard, will be public record.
16. Deliver summative institutional assessments, such as the AzMERIT (for tested grades,	At the end of the academic year, the school will administer the following summative assessments to determine student proficiency and growth for the school year: <ul style="list-style-type: none"> <li>▪ AzMERIT</li> </ul>	Teachers	At the end of the second semester of each school year	Copy of testing schedule and procedures  Copy of student test results

Academic Systems Plan Template

<p>AIMS Science assessment (for tested grades), AZELLA (for applicable students), and NWEA MAP Assessment (for all grades).</p>	<ul style="list-style-type: none"> <li>▪ AIMS Science</li> <li>▪ AZELLA</li> <li>▪ NWEA MAP Assessment</li> </ul>			
<p>17. Determine the analysis to be completed to allow for valid and reliable comparison from year to year</p>	<p>The School Director and Instructional Team will determine the analysis to be completed to allow for valid and reliable comparison of student summative data from year to year. This will include metrics for adequate growth and proficiency. Using that analysis, the school will establish growth goals for all students based on previous performances on summative assessments and the previous year's assessments (starting in Year Two) for students previously enrolled in the school.</p>	<p>School Director  Instructional Team</p>	<p>Annually</p>	<p>Completed analysis  School Director created year to year cohort data tracker  Summative assessment data</p>
<p>18. Using summative institutional assessment results, evaluate the school's Comprehensive Assessment System and make changes as necessary.</p>	<p>Over the summer, the School Director will review summative assessment results and use the data to evaluate overall school effectiveness.</p> <p>Once summative assessment results are received, School Director in Year 1 and 2 and thereafter with the assistance of other instructional staff, will undertake the process of analyzing results over the summer to evaluate the overall effectiveness of the Academic Program.</p> <p>Based on summative results, changes to curriculum, instruction, assessments, or professional development will be made. School leadership will provide support, direction, and resources as needed to ensure the effectiveness of this</p>	<p>School Director  Instructional Staff</p>	<p>Ongoing; formal evaluation at the end of each school to be completed before annual teacher pre-service</p>	<p>Revised Comprehensive Assessment System that effectively enables school to monitor the integration of state ELA, Math, Science, and ELL standards into instruction. Changes to the Comprehensive Assessment System will be reflected in curriculum planning, creation of instructional assessments and professional development.</p>



	<p>process.</p> <p>To track the implementation of the above-defined assessment system, an Assessment Plan Tracker will be on a shared online document. Users will input their progress regarding action steps, providing the School Director and Board with an additional accountability measure for the implementation of the plan.</p>			
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**Area 3 - Comprehensive System for Monitoring Instruction**

Action Step	Process for Implementing Action Step	Person responsible	Frequency and/or timing	Evidence of implementation
<p>1. Establish a Teacher Evaluation Committee to create and revise a Walk-Through Checklist and Teacher Evaluation Instrument.</p>	<p>The School Director will appoint instructional staff to the Teacher Evaluation Committee. The School Director will determine the size and composition of the committee.</p>	<p>School Director</p>	<p>Yearly in April the Teacher Evaluation Committee will convene including School Director and instructional staff.</p>	<p>Teacher Evaluation Committee meeting minutes</p>
<p>2. Develop a Teacher Evaluation Instrument with composite measurements of teaching performance, professional practice (ARS §15-537), and academic progress measures (ARS §15-203 (A)(38)) which will be brought before the Governing Board for approval.</p>	<p>The Teacher Evaluation Committee will follow the guidelines outlined in Arizona’s Framework for Measuring Educator Effectiveness to develop an evaluation system to monitor instruction based on the state requirements which will provide valuable information to support and improve teacher performance. Major focuses of the system will include:</p> <ul style="list-style-type: none"> <li>• Ensure instruction is aligned with AZCCRS, the instructional methodologies, selected curriculum, and curriculum planning documents</li> <li>• Verifying that instruction effectively allows for student mastery of standards (included a student achievement data component)</li> <li>• Ensure that adjustments are made to instruction and curriculum for students in subgroup populations (including ELL and students with disabilities)</li> </ul>	<p>School Director  Teacher Evaluation Committee  Governing Board</p>	<p>Before the July Governing Board meeting</p>	<p>Teacher Evaluation Instrument  Teacher Evaluation Committee meeting minutes  Governing Board meeting minutes</p>

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<p>3. Create Staff Handbook to include clear expectations and review those expectations with staff. Expectations will include lesson alignment to AZCCRS and to prescribed curriculum.</p>	<p>School Director will make sure that the expectations included in the Teacher Evaluation Instrument are clearly stated in the Handbook.</p>	<p>School Director</p>	<p>Begin by March 2019, and revised each year by March as needed</p>	<p>Completed Staff Handbook available on the school's website and in the front office</p> <p>Documentation that the Staff Handbook was reviewed with staff during teacher pre-service</p>
<p>4. Train teachers on using the Teacher Evaluation Instrument.</p>	<p>School Director and Instructional Coach will plan and execute training sessions on the components of the Teacher Evaluation Instrument, how they will be monitored and measured, what evidence will be used, and how to use the Instrument for continual growth.</p>	<p>School Director Instructional Coach</p>	<p>Teacher pre-service and revisited during professional development time as needed.</p>	<p>Training materials Teacher sign-off sheet</p>
<p>5. Conduct frequent, informal observations and subsequent coaching conversations to monitor instruction.</p>	<p>The School Director and Instructional Coach will complete informal observations and coaching conversations with teachers throughout the year. The number of informal observations will depend on the teacher's performance level (between 4-6 per semester).</p> <p>Informal observations will be used to:</p> <ul style="list-style-type: none"> <li>▪ Gather evidence to ensure that the classroom instruction is aligned to standards</li> <li>▪ Identify if the instruction is taking place in the manner prescribed by curriculum planning documents</li> <li>▪ Verify if the instruction is allowing students to effectively master state standards</li> <li>▪ Ensure adjustments are made to the curriculum</li> </ul>	<p>School Director &amp; Instructional Coach</p>	<p>Ongoing throughout school year</p>	<p>School Director and Instructional Coach complete teacher observations and Informal Observation Instrument.</p> <p>All observation forms with performance indicators are filed by the School Director and/or Instructional Coach.</p>

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	<p>for students in subgroup populations (including ELL and students with disabilities)</p> <p>Coaching conversations will be non-evaluative and aimed at improving a teacher's performance and identifying concrete areas of growth, or new instructional methodologies to implement based upon best practices. Outcomes of coaching conversations may lead to specific actions plans or professional development opportunities for teachers.</p>			
<p>6. Evaluate instructional practices to ensure effectiveness of teacher instruction, integration of curriculum with instruction, and implementation of curriculum with fidelity, and to identify strengths, weaknesses, and needs of individual teachers.</p>	<p>The School Director and Instructional Coach will disaggregate teacher evaluation and informal observation data along with student Quarterly Common Assessment data to identify strengths, weaknesses, and needs of individual teachers. This information will be used to assist in the development of individualized Educator Goal Plans (EGP). Adjustments to instructional practices will be monitored through informal observations, coaching conversations, and/or formal evaluations.</p>	<p>School Director</p> <p>Instructional Coach</p>	<p>Ongoing, after informal observations</p> <p>After formal observations (beginning of the year, mid-year, end of year)</p>	<p>Completed Informal Observation Instrument</p> <p>Coaching Conversation Notes</p> <p>Completed Teacher Evaluation Instrument</p> <p>Quarterly Common Assessment data/reports</p>
<p>7. Evaluate instructional practices adapted to meet the needs of subgroups (e.g. Free and Reduced Lunch, English Language Learners, students with disabilities, students in the bottom 25%).</p>	<p>The School Director and Instructional Coach will look for instructional adaptations to meet the needs of subgroups during observations. The School Director and Instructional Coach will review lesson plans and curricular materials for inclusion of adaptations for subgroups during the formal evaluation process. Using observation data along with student Quarterly Common Assessment data, the School Director and/or</p>	<p>School Director</p> <p>Instructional Coach</p>	<p>Ongoing, after informal observations</p> <p>After formal observations (beginning of the year, mid-year, end of year)</p>	<p>Completed Informal Observation Instrument</p> <p>Coaching Conversation Notes</p> <p>Completed Teacher Evaluation Instrument</p> <p>Quarterly Common Assessment</p>

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	<p>Instructional Coach will identify strengths, weaknesses, and needs of individual teachers pertaining to their ability to meet the needs of subgroup student populations. This information will be used to assist in the development of individualized Educator Goal Plans (EGP).</p> <p>Adjustments to instructional practices pertaining to meeting the needs of subgroups will be monitored through informal observations, coaching conversations, and/or formal evaluations.</p>			data/reports
8. Quarterly Advance Meetings with staff to share progress towards school-wide goals.	<p>After every quarter, during a Friday professional development session, the School Director will present an update to staff on the progress towards school-wide goals.</p> <p>The purpose of the Quarterly Advance Meetings will be to celebrate progress, identify areas of growth, gather staff input and commitments to closing gaps, and to begin implementing strategic responses through professional development.</p>	School Director	After each quarter	<p>Quarterly Advance presentation &amp; notes</p> <p>Staff commitments to goals</p>
9. Complete three formal observations of each teacher based on the Teacher Evaluation Instrument to gather evidence to evaluate the effectiveness of instructional practices.	<p>The School Director will schedule observations with each teacher and will meet with each teacher for a pre-observation meeting within one week prior to the observation.</p> <p>The School Director will conduct the formal observation to evaluate the effectiveness of instructional practices and review alignment of instruction with lesson plans and state standards.</p>	School Director	Each teacher will have one diagnostic formal evaluation at the beginning of the school year and two formal evaluations (midyear & end of year).	Completed Teacher Evaluation Instrument forms
10. Disaggregate teacher evaluation	School Director will disaggregate teacher evaluation	School Director	After every evaluation cycle	Teacher evaluation data tracker

<p>data to identify strengths, weaknesses, and needs of individual teachers.</p>	<p>data to identify areas of strengths, weaknesses, and needs to:</p> <ul style="list-style-type: none"> <li>▪ Ensuring instruction allows students to effectively master state standards</li> <li>▪ Ensuring curriculum is integrated into instruction consistently</li> <li>▪ Ensuring curriculum is implemented with fidelity to the design of curriculum and program of instruction</li> <li>▪ Ensuring that adjustments are made to the curriculum for students in subgroup populations</li> <li>▪ Ensuring that school’s nonnegotiable instructional practices are being implemented</li> </ul>			
<p>11. Analyze information gathered in teacher evaluation process to provide feedback and develop an individualized Educator Action Plan (EAP), school-level goals, and a professional development plan.</p>	<p>The School Director and Instructional Coach will work with each teacher to analyze and develop an Educator Action Plan (EAP) during post-observation meeting to Formal Observations within one week of the observations. The EAP will be aligned to the school’s year-long professional development plan and to specific individual needs derived from teacher evaluation data (observation data and student academic progress). The School Director will collaborate with teachers to develop individual goals and professional development action plans to ensure and verify instruction allows students to effectively master state standards.</p>	<p>School Director Instructional Coach Teachers</p>	<p>3 times a year, within one week of Formal Observations</p>	<p>Educator Action Plan  Individual Goals  Professional development plan  Student data showing evidence of improved instruction</p>

**Area 4: Comprehensive Professional Development System**

Action Step	Process for Implementing Action Step	Person responsible	Frequency and/or timing	Evidence of implementation
<p>1. Develop a professional development plan aligned to instructional staff learning needs, educational philosophy, and program of instruction including the specific needs of subgroups (e.g. Free and Reduced Lunch, English Language Learners, students with disabilities).</p>	<p>In Year One, the School Director will create professional development for the two weeks of teacher pre-service. In Year Two and subsequent years, this will be a collaborative effort. The school director will also outline strategic professional development to occur during the school year, leaving most Fridays open to enable PD to be responsive to needs observed through observations, teacher needs, and data analysis.</p> <p>Topics will include, but not be limited to:</p> <ol style="list-style-type: none"> <li>1.culture building (mission and vision)</li> <li>2.curriculum and assessment</li> <li>3.operations (e.g. safety, procedures, etc.)</li> <li>4.instructional strategies (including meeting the specific needs of subgroups)</li> <li>5.behavior management</li> <li>6.teacher evaluations</li> <li>7.technology</li> <li>8.cross curricular and arts integration</li> </ol> <p>One early release day (Quarterly Advance) per quarter will be dedicated to analyzing Quarterly Common Assessments and documenting adjustments to curriculum and instruction to meet the needs of students.</p> <p>Professional development sessions may be differentiated based on needs identified by observations/evaluations, team/teacher requests, and</p>	<p>School Director</p> <p>Teachers</p> <p>Instructional Coach</p>	<p>Summer teacher pre-service professional development takes place in July each year beginning July 2019.</p> <p>Early release Fridays are ongoing through the school year August to May.</p>	<p>PD weekly agendas</p> <p>PD materials and presentations</p> <p>PD calendar</p> <p>Evaluations of PD sessions</p>

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	<p>teacher positions, e.g. special areas, and survey data.</p> <p>Identify off-site opportunities for teachers to attend workshops to address specific needs or interests.</p>		Ongoing, as needed	
<p>2. Support high-quality implementation of strategies learned during professional development.</p>	<p>School Director will support high quality implementation of strategies learned during professional development by providing additional support and allocating resources such as time. Space, and the necessary material items required for implementation.</p> <p>Teachers will participate in ongoing observations and coaching by the School Director and/or Instructional Coach after strategies and best practices have been presented in PD.</p> <p>Immediately following professional development, the school director and Instructional Coach will conduct classroom walk-throughs in order to monitor that strategies learned are being implemented. Informal feedback regarding the levels of implementation of new skills and strategies will be given to teachers. Opportunities for further PD, discussion, and practice/role playing will be planned for Friday early release days as necessary.</p> <p>With the support of the school director, teachers will develop Educator Action Plans that identify areas of refinement that will be targeted during professional development, as well as independently as part of professional expectations. These plans will be created</p>	<p>School Director</p> <p>Teachers</p> <p>Instructional Coach</p>	<p>Ongoing-weekly</p> <p>Ongoing</p> <p>Annual creation of Educator Action Plans, reviewed after formal evaluations</p>	<p>Documentation of coaching conversations and classroom observations</p> <p>Walk-through documentation</p> <p>Educator Action Plans</p>



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	<p>annually and reviewed regularly for progress during coaching conversations with the director and/or Instructional Coach. Special education providers, ELL teachers, and specialist teachers will create plans that support the growth of the students they teach.</p>			
<p>3. Provide development based on analysis of data from Quarterly Common Assessments that are adapted to meet the needs of subgroup populations.</p>	<p>The School Director will create professional development to address the following subgroups:</p> <ul style="list-style-type: none"> <li>• Ethnic groups</li> <li>• Gender</li> <li>• Bottom 25%</li> <li>• ELL</li> <li>• Free and Reduced Lunch recipients</li> <li>• Special Education</li> </ul> <p>Assessment data such as Quarterly Common Assessments and NWEA will be used to determine areas lacking proficiency. Teachers will work in collaborative teams to plan reteach time for students not proficient.</p> <p>Revision of curriculum plan and pacing guides may be adjusted if necessary.</p> <p>Professional Development topics to address the needs of subgroups may be offered. These may include differentiation strategies, ELL strategies, scaffolding of curriculum and skills, etc.</p>	<p>School Director</p> <p>Teachers</p> <p>Instructional Coach</p>	<p>Quarterly Advance Meetings</p> <p>Weekly Data Lunches</p>	<p>Documentation of student performance and identification of standards met/unmet</p> <p>Documentation of reteach groups to address learning deficiencies</p> <p>Documentation of progress towards reaching proficiency</p>
<p>4. Monitor the implementation of adjustments introduced during professional development sessions to address gaps in</p>	<p>Following professional development, the School Director and Instructional Coach will conduct classroom walk-throughs looking specifically for evidence of adjustments to address gaps in instructional practices or gaps in</p>	<p>School Director</p> <p>Instructional Coach</p>	<p>Regularly, after professional development has taken place</p>	<p>Informal Observation Instrument, coaching conversation notes</p>

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<p>instructional practices or gaps in addressing the needs of student subgroups.</p>	<p>addressing the needs of student subgroups. Informal feedback regarding the implementation of new skills and strategies will be given to teachers during coaching conversations. Opportunities for further PD, discussion and practice will be planned for Friday early release days as necessary.</p>			
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**A.6**

# **Instructional Analysis**

Instructional Analysis Templates for K-2 Grade Span

Instructional Analysis for Grade 1 Math

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that responses meet the listed criteria in the left-hand column and align with the new charter application package.

<p>Required Standard: <b>1.OA.A.2</b></p>	<p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).</p>
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Solve addition word problems using three whole numbers with a sum less than or equal to 20.</li> <li>2. Know that objects, drawings and/or equations with a symbol for an unknown number can help in solving a word problem.</li> <li>3. Understand that there are keywords in a word problem that tell us to add (e.g., in all, all together, total, etc.)</li> </ol>
<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should master prior to meeting learning targets:</p> <ul style="list-style-type: none"> <li>- <b>K.OA.A.1.</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</li> <li>- <b>K.OA.A.2.</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</li> <li>- <b>K.OA.A.4.</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</li> <li>- <b>K.OA.A.5.</b> Fluently add and subtract within 5.</li> </ul> <p>How prior knowledge will be used:</p> <ul style="list-style-type: none"> <li>- Teacher will use previously gathered data to identify students who may not have reached mastery on the standards listed above and will plan small group instruction accordingly.</li> <li>- Regular instruction will include strategies that can be used in solving math problems, such as using objects and drawings to represent problems, math fluency in addition, using strategies such as making a 10 in addition which come from the previously-mastered standards.</li> </ul>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> <li>o In line with the Singapore Math teaching philosophy of moving students from concrete to pictorial to abstract understanding, when applicable math lessons will begin with a shared inquiry activity to provide students the opportunity to explore concepts.</li> <li>o Teacher will tell students that each pair will get 20 manipulative objects. The challenge is to break the 20 objects into 3 different numbered groups that equal 20 as many ways as they can.</li> <li>o Teacher will give time for pairs of students to explore materials and experiment with different ways that 3 groups of objects can equal 20.</li> <li>o Teacher will have groups share their learning (e.g., <math>5+7+8=20</math>; <math>1+9+10=20</math>, etc.) and will model writing the addition equations on the board. These should be written with both numbers and visual representations such as bar models (Singapore Math strategy). Teacher</li> </ul>

*will direct students to write equations in their math journal.*

Direct Instruction:

Essential Question

*Introduce the Essential Question(s):*

- *What is a word problem? How can we use addition to solve a word problem?*
- *What is an equation? How does it help us to create and solve a word problem?*
- *What is a symbol? How can using symbols or drawings help in solving a word problem?*
- *What are keywords in an addition word problem? How do keywords help us solve an addition word problem?*

Big Idea

*Introduce the big idea:*

- *“Addition equations using three whole numbers can be represented in a word problem.”*
- *There are keywords in word problems that tell us to add (in all, all together, total, etc.)*

Vocabulary

- *The vocabulary directly tied to the Learning Targets is:*
  - a. *Addend*
  - b. *Sum*
  - c. *Equation*
  - d. *Word problem*
  - e. *Symbol*
  - f. *Addition*
- *Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, using a Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.*
- *Bolded vocabulary words are new to students. The goal is that students will use newly acquired vocabulary in their speaking, problem solving, and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.*

Guided Practice

- *Teacher will introduce the task to students: “Today’s task is to solve the word problem on the board. We will read the problem together and then you will have 5 minutes to work with your partner to solve the problem and write an addition equation.”*
- *Teacher will model reading a problem, such as, “My teacher has 6 red stickers, 5 blue stickers, and 7 yellow stickers. How many stickers does she have in all?” and then lead students in reading the problem. (LT 1)*
- *Teacher will give pairs of students time to re-read the problem, work to find the solution using the manipulative materials, and write the addition equation while she circulates and redirects, asks clarifying questions, etc. The purpose being that students will learn that objects, drawing, and/or equations with symbols to represent an unknown*

- number can help solve a problem. (LT 2)*
- *Teacher will ask a pairs of students to model their solution. (LT 1)*
- *Teacher will discuss with the class the key words in the problem that told them to use addition (“in all”). (LT 3)*
- *Teacher will model how to play math dice game (such as “Roll It, Solve It, Write It”) with a partner to practice adding three whole numbers. Teacher will move about the room observing students’ strategies and solutions providing feedback as needed.*
- *As a whole group, teacher will ask each pair to pick one of the equations and turn it into a word problem and include words that tell us to add. For example, if they roll  $7+3+4=14$ , they could say, “There were 7 children playing in the playground, then 3 friends came to join them, then 4 more friends arrived. How many children in all are playing in the playground?” Students will solve their classmates’ problems. (LT 1)*

Independent Practice

- *Teacher will give students individual whiteboards and markers. Teacher will read word problems using 3 numbers with a sum less than 20 and include key addition words. Students will identify the keywords that indicate addition. Teacher will direct students to use manipulatives or drawings to represent the numbers and solve the problem as they are read. (LT 1, 2, 3)*
- *Teacher will observe students working on solutions and provide feedback as needed.*
- *Teacher will give students an exit ticket where they will solve an addition word problem with 3 whole numbers with a sum less than or equal to 20. Teacher will direct students to underline the keywords that indicate addition and to draw a picture representing the numbers and problem they solved. (LT 1, 2, 3)*

High Yield Instructional Strategies

*Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:*

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*
- *Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses*
- *Checks for understanding: the teacher stops at strategic points to assess learning of students*
- *Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative*
- *Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery*
- *Mastery check: short, precisely targeted assessment of the day’s standard is given to determine levels of student mastery, and to inform continued instruction*
- *Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy*

	<ul style="list-style-type: none"> <li>- <i>Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.</i></li> </ul> <p><u>Differentiation</u>  <i>Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</i></p> <ul style="list-style-type: none"> <li>- <i>Menu of choice</i></li> <li>- <i>Sentence starters</i></li> <li>- <i>Exemplars</i></li> <li>- <i>Assignment expectations, e.g., number of paragraphs, words, etc.</i></li> <li>- <i>Graphic organizers</i></li> <li>- <i>Reading level e.g., providing texts at different Lexile levels</i></li> <li>- <i>Visual aids</i></li> <li>- <i>Small group instruction</i></li> <li>- <i>Collaborative learning opportunities</i></li> <li>- <i>Chunking/Writing Summaries</i></li> <li>- <i>Summarize key points</i></li> <li>- <i>Speak more slowly</i></li> <li>- <i>Grammar/vocabulary wall</i></li> <li>- <i>repeat/clarify directions</i></li> </ul> <p><i>For this standard the following methods would be recommended:</i></p> <ul style="list-style-type: none"> <li>- <i>Students may continue to use manipulative materials until they are ready to move to more abstract understanding of content and skills.</i></li> <li>- <i>Small group instruction</i></li> <li>- <i>Reduced number of problems to solve</i></li> <li>- <i>Strategic pairing of students</i></li> <li>- <i>Strategic pairing of students</i></li> </ul>
<p><b>4. Instruction</b>          Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> <li>- <i>Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</i></li> <li>- <i>Students will work with a partner to break 20 manipulative materials into 3 different numbered groups that equal 20. They will record their work using visual models (Singapore Math strategy) and equations. They will repeat this finding other ways 3 different addends can equal 20.</i></li> <li>- <i>Students will share their discoveries with the whole group and record new solutions in their math journal.</i></li> </ul> <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> <li>- <i>Students will be given a task by the teacher. They will work with a partner to solve the problem using the manipulative materials and write a visual representation and an addition equation into their math journal. (LT 1 &amp; 2)</i></li> <li>- <i>Pairs of students will model how they solved the problem. (LT 1)</i></li> <li>- <i>Students will participate in class discussion about what key words in the</i></li> </ul>

	<p><i>word problem told them to add. (LT 3)</i></p> <ul style="list-style-type: none"> <li>- <i>Students will play a math dice game, such as “Roll It, Solve It, Write It” with a partner to practice adding 3 whole numbers.</i></li> <li>- <i>With whole group, students will pick one of the equations from the dice game and turn it into a word problem using words that indicate addition. (LT 1)</i></li> </ul> <p><u><i>Independent Practice</i></u></p> <ul style="list-style-type: none"> <li>- <i>Students will solve teacher generated oral word problems using addition of 3 numbers with a sum less than 20 using white boards. Students will write the keywords that indicate addition. Students will use manipulatives or drawings to represent the numbers and solve the problem as they are read. (LT 1, 2, &amp; 3)</i></li> <li>- <i>Students will solve an addition word problem using 3 whole numbers with a sum less than or equal to 20 as an exit ticket. They will underline the keywords that indicate addition and will draw a picture to represent the numbers and the problem they solved (LT, 1, 2, &amp; 3)</i></li> </ul> <p><u><i>Differentiation</i></u></p> <ul style="list-style-type: none"> <li>- <i>Students may solve fewer problems</i></li> <li>- <i>Students may be strategically paired</i></li> <li>- <i>Students may work in small groups with the teacher</i></li> <li>- <i>Students may use manipulative materials throughout the lesson as needed</i></li> <li>- <i>Students may be strategically paired</i></li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. The following formative assessments are correlated to learning targets:</i></p> <ol style="list-style-type: none"> <li>1. <i>Students successfully solve word problems using 3 whole numbers with a sum less than or equal to 20</i></li> <li>2. <i>Students can solve word problems using both symbols and numbers</i></li> <li>3. <i>Students can name and identify keywords in a word problem that tell us to add</i></li> <li>4. <i>Students use manipulative materials to explore and solve math problems</i></li> </ol> <p><i>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets:</i></p> <p><i>Rubric</i></p> <ul style="list-style-type: none"> <li>- <i>1 = Minimally Proficient - Student does not demonstrate understanding of the skills taught with less than 60% accuracy</i></li> <li>- <i>2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 60-69% accuracy</i></li> <li>- <i>3 = Proficient - Student demonstrates understanding of most skills taught with at least 70-79% accuracy</i></li> <li>- <i>4 = Mastery – Student demonstrate understanding of all skills taught with at least 80% accuracy</i></li> </ul>



**6. Summative Assessment**

Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.

*Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from Math in Focus (Singapore Math). They will be developed by teachers and be common across grade levels.*

*The summative assessment for this standard is a quiz consisting of 5 problems in which students correctly solve addition word problem using 3 whole numbers with a sum less than or equal to 20 and underline the keywords that indicate addition.*

*The following rubric will be used to determine mastery of standard:*

	Grade:1	
Mastery	Score: 80-100%	Student can correctly solve at least 4 out of 5 addition word problems using 3 whole numbers with a sum of less than or equal to 20, create a visual representation and equation to match the problem, and identify keywords that indicate addition.
Proficient	Score: 70-79%	Student can correctly solve 3 out of 5 addition word problems using 3 whole numbers with a sum of less than or equal to 20, create a visual representation and equation to match the problem, and identify keywords that indicate addition.
Partially proficient	Score: 60-69%	Student can correctly solve 2 out of 5 addition word problems using 3 whole numbers with a sum of less than or equal to 20, create a visual representation and equation to match the problem, and identify keywords that indicate addition. Student makes minor computation errors in an attempt to solve the problems, and/or is unable to identify keywords that indicate addition.
Minimally proficient	Score: 59% or less	Student is unable to correctly solve problem using 3 whole numbers with a sum less than 20, create a visual representation and equation to match the problem, and is unable to identify keywords that indicate addition.

**7. Remediation**

Describe the processes available to provide support to students that do not meet the learning targets.

*Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybridge). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.*

	<p><i>Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p> <p><i>Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA &amp; Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.</i></p> <p><i>For this standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Students scoring partially proficient and minimally proficient on the summative assessment will receive targeted remediation during the reteach/enrich math period. This could consist of one on one or small group instruction, additional opportunities to practice the skill on paper or using technology, and additional opportunities to explore with manipulative materials.</i></li> <li>- <i>If proficiency is still not demonstrated, students will receive further remediation during the Friday reteach/enrich period. This could consist of one on one or small group instruction, additional opportunities to practice the skill on paper or using technology, and additional opportunities to explore with manipulative materials.</i></li> </ul>
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**Instructional Analysis for Grade 2 in Reading**

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

<p><b>Required Standard: 2.RI.9</b></p>	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Know compare means to find similarities and contrast means to find differences.</li> <li>2. Be able to complete a Venn Diagram, or other graphic organizer, to record the most important similarities and difference between two texts on the same topic.</li> </ol>

<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> <li>- <b>1.RI.9</b> - <i>Identify basic similarities in and differences between 9. two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i></li> </ul> <p><i>How prior knowledge will be used:</i></p> <ul style="list-style-type: none"> <li>- <i>Teacher will read aloud two different texts on the same topic and lead discussion soliciting student responses about how illustrations, descriptions, and/or procedures can be used to find similarities and differences. Teacher will use this prior knowledge to make connections to the new learning targets, such as explaining that comparing means to find similarities and contrasting means to find differences. (LT 1)</i></li> </ul>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Direct Instruction:</u></p> <p><u>Introduce the Essential Questions:</u></p> <ul style="list-style-type: none"> <li>- <i>What does it mean to compare and contrast?</i></li> <li>- <i>How can you compare information on the same topic?</i></li> </ul> <p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> <li>- <i>Compare and contrast means to find similarities and differences.</i></li> <li>- <i>Different texts can have different information about the same topic.</i></li> </ul> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- <i>The vocabulary directly tied to the Learning Targets is:</i> <ol style="list-style-type: none"> <li>a. <i>Similar</i></li> <li>b. <i>Different</i></li> <li>c. <b>Compare</b></li> <li>d. <b>Contrast</b></li> <li>e. <i>Text</i></li> </ol> </li> <li>- <i>Teacher will review previously learned vocabulary and directly instruct new vocabulary (LT 1) using strategy of repeated exposure. For example, using a Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</i></li> <li>- <i>Bolded vocabulary words are new to students. The goal is that students will use newly acquired vocabulary in their speaking, problem solving, and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.</i></li> <li>- <i>Teacher will introduce two different texts on the same topic using previously learned content, such as The Chinese New Year (using Core Knowledge Language Arts (CKLA) text and other resources referenced in CKLA).</i></li> <li>- <i>Teacher will use previously taught close reading model methods:</i> <ol style="list-style-type: none"> <li>1. <i>Students read the text with appropriate scaffolds</i></li> <li>2. <i>Underline important vocabulary or words not known</i></li> <li>3. <i>Highlight important parts</i></li> <li>4. <i>Annotate questions they have or things that don't make sense</i></li> <li>5. <i>Discuss with a partner what the texts are about</i></li> <li>6. <i>Teacher reads texts aloud and leads class discussion clarifying vocabulary and meaning as needed</i></li> </ol> </li> </ul>

7. *Students re-read text and extend their thinking (what other questions do they have, what connections can they make, etc.)*

Guided Practice:

- *Teacher models completion of Venn Diagram, or other graphic organizer, using student responses for similarities and differences between the two texts. Students copy onto their Venn Diagram worksheet. Teacher will emphasize that finding similarities is comparing and finding differences is contrasting. (LT 2)*

Independent Practice:

- *Teacher will explain to students that they will compare and contrast to find at least one more similarity and difference in the text passages and record on the graphic organizer. (LT 1 & 2)*
- *Teacher will work with students to clarify and prompt as needed.*

High yield instructional strategies:

*Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:*

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*
- *Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses*
- *Checks for understanding: the teacher stops at strategic points to assess learning of students*
- *Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative*
- *Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery*
- *Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction*
- *Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy*
- *Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.*

Differentiation

*Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:*

- *Menu of choice*
- *Sentence starters*
- *Exemplars*
- *Assignment expectations, e.g., number of paragraphs, words, etc.*
- *Graphic organizers*
- *Reading level e.g., providing texts at different Lexile levels*

## Instructional Analysis Templates

	<ul style="list-style-type: none"> <li>- Visual aids</li> <li>- Small group instruction</li> <li>- Collaborative learning opportunities</li> <li>- Chunking/Writing Summaries</li> <li>- Summarize key points</li> <li>- Speak more slowly</li> <li>- Grammar/vocabulary wall</li> <li>- Repeat/clarify directions</li> <li>- Sentence starters</li> </ul> <p>For this standard the following methods would be recommended:</p> <ul style="list-style-type: none"> <li>- Small group/one on one instruction during independent practice</li> <li>- Strategic pairing of students during close read</li> <li>- Sentence starters</li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> <li>- Students will actively participate as the teacher introduces the essential questions, big ideas and vocabulary for the lesson. Emphasis will be placed on the words compare and contrast to connect their meaning to prior knowledge (similarities &amp; differences). (LT 1).</li> <li>- Students will participate in close reading activity with two texts on the same topic; one they have already have background knowledge in, such as <i>The Chinese New Year</i> (Core Knowledge Language Arts 2<sup>nd</sup> Grade).</li> </ul> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. read the text with appropriate scaffolds</li> <li>2. underline important vocabulary words or words they don't know</li> <li>3. highlight important ideas/information</li> <li>4. annotate questions they have or things that don't make sense</li> <li>5. discuss with a partner what the texts are about</li> <li>6. listen to teacher reading the two texts and annotate further</li> <li>7. participate in teacher-led class discussion and get clarification on vocabulary and meaning as needed</li> <li>8. re-read text and annotate for what other questions they may have or what connections they can make</li> </ol> <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> <li>- Students will participate as teacher models how to compare and contrast the most important points in the two texts and record information in a Venn diagram. (LT 1 &amp; 2)</li> <li>- Students will copy onto their own Venn diagram worksheet. (LT 2)</li> </ul> <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> <li>- Students will compare and contrast the texts to find at least one more similarity and difference and record them onto the Venn diagram. (LT 1 &amp; 2)</li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson.</p> <ul style="list-style-type: none"> <li>- Teacher will use completed Venn diagram to determine students' understanding of the skills taught.</li> </ul> <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets:</p>

	<p><i>Rubric</i></p> <ul style="list-style-type: none"> <li>- 1 = Minimally Proficient - Student does not demonstrate understanding of the skills taught with less than 60% accuracy Student is unable to find similarities and differences without support and/or student is unable to accurately record on a Venn diagram.</li> <li>- 2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 60-69% accuracy. Student is able to find either similarities or differences and may need support in how to record on the Venn diagram.</li> <li>- 3 = Proficient - Student demonstrates understanding of most of the skills taught with at least 70-79% accuracy. Student accurately finds at least one similarity and difference and is able to record them on the Venn diagram.</li> <li>- 4 = Mastery – Student demonstrates understanding of all of the skills taught with at least 80% accuracy. Student accurately finds more than one similarity and difference and is able to record them on the Venn diagram.</li> </ul>												
<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p>How students will demonstrate mastery of the required standard:</p> <ul style="list-style-type: none"> <li>- Students will read two different text paragraphs (Recommended resources from Core Knowledge Language Arts 2<sup>nd</sup> grade) about Chinese inventions and complete a Venn diagram with at least two similarities and two differences.</li> </ul> <p>The criteria used to determine whether student has mastered the required standard:</p> <ul style="list-style-type: none"> <li>- Mastery of standard 2.RI.9 will be determined using the following rubric:</li> </ul> <table border="1" data-bbox="589 936 1479 1751"> <tr> <td data-bbox="589 936 836 1163">Mastery</td> <td data-bbox="836 936 943 1163">Score 4</td> <td data-bbox="943 936 1479 1163">The proficient student can: -compare and contrast information found in two different texts on the same topic by identifying more than 2 similarities and 2 differences -use a Venn diagram or other graphic organizer to accurately record information</td> </tr> <tr> <td data-bbox="589 1163 836 1360">Proficient</td> <td data-bbox="836 1163 943 1360">Score 3</td> <td data-bbox="943 1163 1479 1360">The proficient student can: -compare and contrast information found in two different texts on the same topic by identifying 2 similarities and 2 differences -use a Venn diagram or other graphic organizer to accurately record information</td> </tr> <tr> <td data-bbox="589 1360 836 1558">Partially Proficient</td> <td data-bbox="836 1360 943 1558">Score 2</td> <td data-bbox="943 1360 1479 1558">The partially proficient student can: -compare or contrast information found in two different texts on the same topic by identifying only 1 similarity and 1 difference -attempt to use Venn diagram or other graphic organizer</td> </tr> <tr> <td data-bbox="589 1558 836 1751">Minimally Proficient</td> <td data-bbox="836 1558 943 1751">Score 1</td> <td data-bbox="943 1558 1479 1751">The minimally proficient student: -is unable to independently compare and contrast information found in two different texts on the same topic -is unable to use Venn diagram or other graphic organizer</td> </tr> </table>	Mastery	Score 4	The proficient student can: -compare and contrast information found in two different texts on the same topic by identifying more than 2 similarities and 2 differences -use a Venn diagram or other graphic organizer to accurately record information	Proficient	Score 3	The proficient student can: -compare and contrast information found in two different texts on the same topic by identifying 2 similarities and 2 differences -use a Venn diagram or other graphic organizer to accurately record information	Partially Proficient	Score 2	The partially proficient student can: -compare or contrast information found in two different texts on the same topic by identifying only 1 similarity and 1 difference -attempt to use Venn diagram or other graphic organizer	Minimally Proficient	Score 1	The minimally proficient student: -is unable to independently compare and contrast information found in two different texts on the same topic -is unable to use Venn diagram or other graphic organizer
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## Instructional Analysis Templates

*through CompassLearning Odyssey (also known as Edgenuity Hybrid). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.*

*Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.*

*Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.*

*Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA & Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.*

*For this standard:*

- Lower Lexile level on reading texts
- Small group/one on one instruction
- Strategic pairing of students

### Instructional Analysis for Grade 2 in Writing

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

<b>Required Standard: 2.W.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Know that informative/explanatory texts convey factual information.</li> <li>2. Know that a fact is information that can be proven and that a definition is an explanation of a word or term.</li> <li>3. Write an introduction that gives the reader an overview of the topic.</li> <li>4. Use facts and definitions in their writing to develop points.</li> <li>5. Write a conclusion that reinforces the ideas presented in their informative/explanatory text.</li> </ol>

<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p>Knowledge and skills that students should master prior to meeting learning targets:</p> <ul style="list-style-type: none"> <li>- <b>1.W.2</b> - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul> <p>How prior knowledge will be used:</p> <ul style="list-style-type: none"> <li>- During Direct Instruction, the teacher will use the read-aloud to activate prior knowledge of informative/explanatory texts, topic, facts, and closure learned in 1<sup>st</sup> grade. The teacher will connect this to the current learning target of using facts and definitions and including a concluding statement or section.</li> </ul>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Direct Instruction:</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>- What are the components of informative/explanatory texts?</li> <li>- How does a writer use facts and definitions to develop points?</li> <li>- How does a conclusion add value to writing?</li> </ul> <p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> <li>- Informative/explanatory writing is based on research and provides information and facts.</li> <li>- A writer chooses which facts and definitions will support a topic.</li> </ul> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- The vocabulary directly tied to the Learning Targets is:             <ol style="list-style-type: none"> <li><b>concluding statement</b></li> <li><b>definition</b></li> <li>informative text</li> <li>explanatory text</li> <li>fact</li> <li><b>introduction</b></li> <li>topic</li> </ol> </li> <li>- Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</li> <li>- Bolded vocabulary words are new to students. The goal is that students will use newly acquired vocabulary in their speaking, problem solving, and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.</li> <li>- Teacher will conduct a whole group read-aloud lesson using informational text about Insects (from Core Knowledge Language Arts 2<sup>nd</sup> grade).</li> <li>- Teacher will lead class discussion on the features of informational texts (LT 1). They will encourage students to identify topic, examples of facts (LT 2), how students can prove that it is a fact (LT 2), definitions (LT 2), and concluding statements (LT 5) in the text, as well as the purpose of those text features. Teacher will also use false examples to help students identify which details develop points (LT 4).</li> <li>- Teacher will record student responses on chart paper graphic organizer.</li> <li>- Teacher will model using student responses (identified topic introduction (LT 3), facts (LT 2 &amp; 4), definitions (LT 2 &amp; 4), and concluding statements (LT 5) to write an informative/explanatory paragraph).</li> </ul>



Guided Practice:

1. Teacher will pair students and give each pair an informational text about Insects (e.g., *Insects and Spiders: Worldwide* by Clarke; this book is in the 2<sup>nd</sup> Grade Scholastic Core Knowledge Library) and assign pages/chapter to focus on.
2. Teacher will give students graphic organizer and explain to students that they will work with their partner to identify and record at least one of the following in the text: topic introduction (LT 3), fact (LT 2 & 4), definition (LT 2 & 4), concluding statement (LT 5).
3. Teacher will conduct whole group debrief to elicit responses from each pair and record on chart paper.
4. Teacher will record student sentences on chart paper as they work whole group to write an informative/explanatory paragraph using student-generated topic introduction, facts and details to develop points, and concluding statement. Students will write this in their writing journals. (LT 1, 2, 3, 4, & 5)
5. Teacher and students will repeat steps 1-3 described above using new assigned pages/chapter. Teacher will explain that once these steps are completed, students will work independently to write an informative/explanatory paragraph.

Independent Practice:

- Teacher will explain that students will use the whole group-generated ideas in step 5 above to write a rough draft of an informative/explanatory paragraph. This text must include: an introduction of the topic (LT 3), facts and definitions that develop points (LT 4), and a concluding statement or section (LT 5).
- Teacher will meet with individual students to give feedback and direct students to incorporate that feedback into their final copy.
- Teacher will pair students up to share their final copy with a peer.

High yield instructional strategies:

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: content is integrated across subject areas

	<p>where logical to maintain fidelity to the Core Knowledge philosophy</p> <ul style="list-style-type: none"> <li>- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.</li> </ul> <p><u>Differentiation</u> Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</p> <ul style="list-style-type: none"> <li>- Menu of choice</li> <li>- Sentence starters</li> <li>- Exemplars</li> <li>- Assignment expectations, e.g., number of paragraphs, words, etc.</li> <li>- Graphic organizers</li> <li>- Reading level e.g., providing texts at different Lexile levels</li> <li>- Visual aids</li> <li>- Small group instruction</li> <li>- Collaborative learning opportunities</li> <li>- Chunking/Writing Summaries</li> <li>- Summarize key points</li> <li>- Speak more slowly</li> <li>- Grammar/vocabulary wall</li> <li>- Repeat/clarify directions</li> <li>- Sentence starters</li> </ul> <p>For this standard the following methods would be recommended:</p> <ul style="list-style-type: none"> <li>- Small group/one on one instruction during independent practice</li> <li>- Strategic pairing of students during guided practice</li> <li>- Sentence starters</li> <li>- Strategic pairing of students during guided practice</li> <li>- Small group/one on one instruction during independent practice</li> <li>- Sentence starters</li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> <li>- Students will actively participate as the teacher introduces the essential questions, big ideas and vocabulary for the lesson.</li> <li>- Students will participate in a whole group read-aloud lesson in which the teacher uses an informational text about Insects (from Core Knowledge Language Arts 2<sup>nd</sup> grade).</li> <li>- Students will participate in a class on the features of informational texts (LT 1). They will also identify the topic, examples of facts (LT 2), how students can prove that it is a fact (LT 2), definitions (LT 2), and concluding statements (LT 5) in the text, as well as the purpose of those text features. Students will also identify false examples to determine which details develop points (LT 4).</li> <li>- Students will participate as the teacher records student responses on chart paper graphic organizer. Students will participate as the teacher models using student responses (identified topic introduction (LT 3), facts (LT 2 &amp; 4), definitions (LT 2 &amp; 4), and concluding statements (LT 5) to write an informative/explanatory paragraph).</li> </ul>

	<p><u>Guided Practice:</u></p> <ol style="list-style-type: none"> <li>1. Students will work with a partner to read assigned text about Insects (e.g., <i>Insects and Spiders: Worldwide</i> by Clarke; this book is in the 2<sup>nd</sup> Grade Scholastic Core Knowledge Library).</li> <li>2. Pairs of students will use a graphic organizer to identify and record at least one of the following in the text: topic introduction (LT 3), fact (LT 2 &amp; 4), definition (LT 2 &amp; 4), concluding statement (LT 5).</li> <li>3. Students will share responses with whole group as teacher records them on chart paper.</li> <li>4. Using the ideas generated in the previous step, students will give sentence ideas for an informative/explanatory paragraph. The teacher will give oral feedback explaining why or why not students' ideas meet the criteria. Teacher records on selected responses on chart paper. Students will write finished paragraph in their writing journal. (LT 1, 2, 3, 4, &amp; 5)</li> <li>5. Students and teacher will repeat steps 1-3 described above using new assigned pages/chapter. Once these steps are completed, students will work independently to write an informative/explanatory paragraph.</li> </ol> <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> <li>- Students will use the group-generated ideas in step 3 above to write a rough draft of an informative/explanatory paragraph. This text must include: an introduction of the topic (LT 3), facts and definitions that develop points (LT 4), and a concluding statement or section (LT 5).</li> <li>- Students will meet individually with teacher for feedback. Students will incorporate that feedback into their final copy.</li> <li>- Students will read their final copy with a peer.</li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson.</p> <ul style="list-style-type: none"> <li>- Teacher will use student-completed informative/explanatory paragraph to determine whether students have met each of the learning targets.</li> </ul> <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets:</p> <p>Rubric</p> <ul style="list-style-type: none"> <li>- 1 = Minimally Proficient - Student demonstrate understanding of the skills taught with less than 60% accuracy. Student is unable to write informative/explanatory text that includes introducing a topic, using facts and definitions to develop points, and provide a concluding section.</li> <li>- 2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 60-69% accuracy. Student is able to partially write informative/explanatory text that includes introducing a topic, using facts and definitions to develop points, and provide a concluding section, but some pieces are missing or irrelevant details are included.</li> <li>- 3 = Proficient - Student demonstrates understanding of most of the skills taught with at least 70-79% accuracy. Student is able to write informative/explanatory text that includes introducing a topic, using facts and definitions to develop points, and provide a concluding section.</li> <li>- 4 = Mastery - Student demonstrates understanding of all of the skills taught</li> </ul>

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<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>How students will demonstrate mastery of the required standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Students will write an informative/explanatory paragraph about an insect they are interested in researching. They will use the same graphic organizer as used in the lesson to record topic, facts, and definitions.</i></li> </ul> <p><i>The criteria used to determine whether student has mastered the required standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Students will score 80% or above to achieve mastery of standard 2.W.2. This will be determined using the following rubric:</i></li> </ul> <table border="1" data-bbox="573 579 1489 1751"> <tr> <td data-bbox="573 579 732 646"></td> <td data-bbox="732 579 841 646"> <p><i>Grade: 2</i></p> </td> <td data-bbox="841 579 1489 646"></td> </tr> <tr> <td data-bbox="573 646 732 972"> <p><i>Mastery</i></p> </td> <td data-bbox="732 646 841 972"> <p><i>Score 4</i></p> </td> <td data-bbox="841 646 1489 972"> <p><i>The student that has reached mastery can:</i>                      -<i>write a well-developed informative/explanatory paragraph that conveys factual information (LT 1, 3, 4, &amp; 5)</i>                      -<i>use various facts and definitions that develop points (LT 2 &amp; 4)</i>                      -<i>write a thorough introduction that gives the reader an overview of the topic (LT 3)</i>                      -<i>write a strong conclusion that reinforces the ideas presented in the body of their paragraph (LT 5)</i></p> </td> </tr> <tr> <td data-bbox="573 972 732 1234"> <p><i>Proficient</i></p> </td> <td data-bbox="732 972 841 1234"> <p><i>Score 3</i></p> </td> <td data-bbox="841 972 1489 1234"> <p><i>The proficient student can:</i>                      -<i>write an informative/explanatory paragraph that conveys factual information</i>                      -<i>use facts and definitions that develop points</i>                      -<i>write an introduction that gives the reader an overview of the topic</i>                      -<i>write a conclusion that reinforces the ideas presented in the body of their paragraph.</i></p> </td> </tr> <tr> <td data-bbox="573 1234 732 1587"> <p><i>Partially proficient</i></p> </td> <td data-bbox="732 1234 841 1587"> <p><i>Score 2</i></p> </td> <td data-bbox="841 1234 1489 1587"> <p><i>The partially proficient student can:</i>                      -<i>write an informative/explanatory paragraph that conveys factual information, but may have some errors or omissions</i>                      -<i>use some facts and definitions that develop points, but some may not</i>                      -<i>write an introduction that gives the reader an overview of the topic, but may have some errors or omissions</i>                      -<i>write a conclusion that reinforces the ideas presented in the body of their paragraph, but may have some errors or omissions</i></p> </td> </tr> <tr> <td data-bbox="573 1587 732 1751"> <p><i>Minimally proficient</i></p> </td> <td data-bbox="732 1587 841 1751"> <p><i>Score 1</i></p> </td> <td data-bbox="841 1587 1489 1751"> <p><i>The minimally proficient student:</i>                      -<i>Is unable to independently write an informative/explanatory in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</i></p> </td> </tr> </table>			<p><i>Grade: 2</i></p>		<p><i>Mastery</i></p>	<p><i>Score 4</i></p>	<p><i>The student that has reached mastery can:</i>                      -<i>write a well-developed informative/explanatory paragraph that conveys factual information (LT 1, 3, 4, &amp; 5)</i>                      -<i>use various facts and definitions that develop points (LT 2 &amp; 4)</i>                      -<i>write a thorough introduction that gives the reader an overview of the topic (LT 3)</i>                      -<i>write a strong conclusion that reinforces the ideas presented in the body of their paragraph (LT 5)</i></p>	<p><i>Proficient</i></p>	<p><i>Score 3</i></p>	<p><i>The proficient student can:</i>                      -<i>write an informative/explanatory paragraph that conveys factual information</i>                      -<i>use facts and definitions that develop points</i>                      -<i>write an introduction that gives the reader an overview of the topic</i>                      -<i>write a conclusion that reinforces the ideas presented in the body of their paragraph.</i></p>	<p><i>Partially proficient</i></p>	<p><i>Score 2</i></p>	<p><i>The partially proficient student can:</i>                      -<i>write an informative/explanatory paragraph that conveys factual information, but may have some errors or omissions</i>                      -<i>use some facts and definitions that develop points, but some may not</i>                      -<i>write an introduction that gives the reader an overview of the topic, but may have some errors or omissions</i>                      -<i>write a conclusion that reinforces the ideas presented in the body of their paragraph, but may have some errors or omissions</i></p>	<p><i>Minimally proficient</i></p>	<p><i>Score 1</i></p>	<p><i>The minimally proficient student:</i>                      -<i>Is unable to independently write an informative/explanatory in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</i></p>
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**7. Remediation**

Describe the processes available to provide support to students that do not meet the learning targets.

*Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybrid). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.*

*Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.*

*Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.*

*Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA & Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.*

*For this standard:*

- *Small group/one on one instruction*
- *Sentence starters/paragraph framework*

Instructional Analysis Templates for 3-5 Grade Span

Instructional Analysis for Grade 4 in Math

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

<p>Required Standard: <b>4.NBT.B.5</b></p>	<p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand that there are various ways to solve multiplication problems (e.g., using strategies based on place value and the properties of operation).</li> <li>2. Understand the properties of multiplication (e.g. commutative, associative, distributive).</li> <li>3. Construct visual models for multiplication (e.g. rectangular arrays, area models, combining equal sized sets, groups, and repeated addition) of problems involving a whole number of up to four digits by a one-digit whole number and involving two two-digit numbers.</li> <li>4. Demonstrate their understanding of multiplication by creating rectangular arrays to multiply a whole number of up to four digits by a one-digit whole number and to multiply two two-digit numbers.</li> <li>5. Demonstrate their understanding of multiplication by creating area to multiply a whole number of up to four digits by a one-digit whole number and to multiply two two-digit numbers</li> <li>6. Write an appropriate equation to match a model of a multiplication problem involving a whole number of up to four digits by a one-digit whole number or two two-digit numbers.</li> </ol>
<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> <li>- <b>3.OA.B.5</b> - Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></li> <li>- <b>3.NBT.A.3</b> - Multiply one-digit whole numbers by multiples of 10 in the range 10– 90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</li> </ul> <p><i>The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students' prior knowledge to help support and remediate such as applying the properties of operations to 1 by 1 digit or 2 by 1 digit multiplication problems first before connecting the concepts to multiplication problems involving larger numbers.</i></p>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Essential Question:</u> <i>Introduce the Essential Question(s):</i></p> <ul style="list-style-type: none"> <li>- <i>How can I use my knowledge of multiplication to help me solve, illustrate, and explain my thinking?</i></li> <li>- <i>How does place value help me find the product in a multiplication problem?</i></li> <li>- <i>How can the properties of operations help me find the product in a multiplication problem?</i></li> </ul>



Big Idea:

*Introduce the Big Idea:*

- *Using concepts of place value and models, we can create multiple representations to explain the process of multiplication.*

Shared Inquiry

- *In line with the Singapore Math teaching philosophy of moving students from concrete to pictorial to abstract understanding when applicable math lessons will begin with a shared inquiry activity to provide students the opportunity to explore concepts.*
- *Teacher will follow the introduction of the Essential Questions and the Big Idea by introducing an exploratory math problem involving the multiplication of four digits by one digit numbers.*
- *Teacher will provide students with place value manipulatives and pose the multiplication problem.*
- *The teacher will pose strategic questions to guide students to develop their own strategy for solving this problem using their background knowledge on place value and multiplication.*
- *The questions will be followed by time to collaboratively work on finding various ways to solve multiplication problems and record their strategies in writing or through a visual representation with their partner or table group. (LT 1, 2 & 3)*
- *That will be followed by time to share their strategies with the whole group before attempting to solve the problem again.*
- *During this time, the teacher will not provide direct instruction rather will focus their attention on guiding students to use their prior knowledge and problem-solving skills to begin forming an understanding of the learning targets.*

Vocabulary:

- *Vocabulary will be reviewed prior to the beginning of direct instruction to help make connections to background knowledge and build new knowledge.*
- *The vocabulary directly tied to the Learning Targets is:*
  - o *area model*
  - o **Associative Property of Multiplication**
  - o **Commutative Property of Multiplication**
  - o **Distributive Property of Multiplication**
  - o *equal groups*
  - o *equation*
  - o *factor*
  - o *multiply/multiplication*
  - o **partial product**
  - o *place value*
  - o *product*
  - o *rectangular array*
  - o *strategy*
- *Bolded vocabulary words will be emphasized during the lesson. These words may be new or critical to the understanding of the concepts. The goal is that students will use acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.*

Direct Instruction/Modeling:

- Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.
- Following the discussion of new vocabulary, the teacher will address the learning targets tied to the exploratory math problem presented during the shared inquiry. These may include but will not be limited to: understanding that there are various ways of solving multiplication problems (LT 1), understanding the properties of multiplication (LT 2), and constructing visual models of multiplication (LT 3).
- The teacher will explicitly teach and model the concepts needed to reinforce the strategies that students came up with during shared inquiry and add additional strategies that students may not have discovered. These may include but will not be limited to: demonstrating their understanding of multiplication by creating a rectangular array (LT 4) and an area model (LT 5) to explain their thinking and writing an appropriate equation to match a model of a multiplication problem (LT 6). The teacher will use this time to specifically address any misconceptions that might have appeared during the shared inquiry or that are common for this learning target.

Guided Practice:

- The teacher will pose similar word problems and ask students to work with partners to solve the problem using the strategy just taught. The teacher will circulate, answer questions, and assist as needed. (LT 1-6)
- The teacher will bring class together after each problem to have students explain how they solved the problem as well as any points of confusion they encountered. (LT 1)
- For the final guided practice problems, the teacher will ask students to work with partners to solve the problems using any strategy and to record their strategy in note form ("First, I..."). The teacher will circulate and ask the students questions to help them clarify their explanations. (LT 1)
- As a whole group, the teacher will ask specific students (chosen based on the teacher's observations during circulation) to share their strategy with the whole group. The teacher will record those strategies on an anchor chart. (LT 1)

Independent Practice:

- During independent practice, the teacher will use their observations from the guided practice to assign students to different activities such as:
  - o a board game that includes word problems involving multiplication of up to 4 digit numbers by 1 digit numbers and asks students to solve using a visual model (LT 3, 4, & 5) or asks them to match the visual model with the equation that represents it (LT 6),
  - o an enrichment activity composed of problems that are multi-step or at a DOK 3-4 involving multiplication of up to 4 digit numbers by 1 digit numbers or 2 digit by 2 digit numbers and asks students to solve using a visual model (LT 3, 4, & 5) or asks them to match the visual model with the equations represented in the problem (LT 6),
  - o or a remediation activity with the teacher in which the learning targets are revisiting using manipulatives or other hands on strategies.



High Yield Instructional Strategies:

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy
- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.

Differentiation:

Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:

- Menu of choice
- Sentence starters
- Exemplars
- Assignment expectations, e.g., number of paragraphs, words, etc.
- Graphic organizers
- Reading level e.g., providing texts at different Lexile levels
- Visual aids
- Small group instruction
- Collaborative learning opportunities
- Chunking/Writing Summaries
- Summarize key points
- Speak more slowly
- Grammar/vocabulary wall

For this standard the following methods would be recommended:

- Collaborative group and partner work
- Giving students the choice to use manipulatives and other graphic organizers (e.g place value charts)
- Anchor charts displaying relevant information
- Opportunities for small group instruction
- Using differentiated activities during independent practice

	<ul style="list-style-type: none"> <li>- Note-taking templates that include sentence starters</li> <li>- Clearly posted vocabulary wall with translations</li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Shared Inquiry:</u></p> <ul style="list-style-type: none"> <li>- Students in pairs will use manipulatives as well as their math journals to solve the exploratory math problem provided by the teacher. They will record their strategy in their math journals. (LT 1, 2, &amp;3)</li> <li>- During the teacher questioning time, students that are called on will share their strategy with the whole class, while the rest of the students will record any new information they hear in their journals.</li> </ul> <p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> <li>- Students will review previously learned vocabulary and write new vocabulary in math journal. Students will participate in activities to learn new words, using strategies such as Kinsella: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</li> <li>- As the teacher will address the learning targets tied to the exploratory math problem presented during the shared inquiry, students will record any new information in their math journals. The learning targets may include but will not be limited to: understanding that there are various ways of solving multiplication problems (LT 1), understanding the properties of multiplication (LT 2), and constructing visual models of multiplication (LT 3).</li> <li>- Students will record new strategies as they are taught by the teacher. These may include but will not be limited to: demonstrating their understanding of multiplication by creating a rectangular array (LT 4) and an area model (LT 5) to explain their thinking and writing an appropriate equation to match a model of a multiplication problem (LT 6).</li> <li>- Students will record common misconceptions identified during the shared inquiry or that are common for this standard.</li> </ul> <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> <li>- Students will participate in teacher led practice of that day's learning target. With a partner, students will solve multiplication word problems using the strategy presented by the teacher. When asked, they will share with the whole class their process for solving the problems. They will also record any new information in their journals. (LT 1-6)</li> <li>- In partners, students will use what they have recorded in their journals to put into note form the new learning or strategy they have gained during that lesson. Selected partners will be asked to share with the whole class. (LT 1)</li> </ul> <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> <li>- During independent practice, students depending on their proficiency with the concepts will apply their learning through activities such as:             <ul style="list-style-type: none"> <li>o a board game that includes word problems involving multiplication of up to 4 digit numbers by 1 digit numbers and asks students to solve using a visual model (LT 3, 4, &amp; 5) or asks them to match the visual model with the equation that represents it (LT 6),</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ an enrichment activity composed of problems that are multi-step or at a DOK 3-4 involving multiplication of up to 4 digit numbers by 1 digit numbers or 2 digit by 2 digit numbers and asks students to solve using a visual model (LT 3, 4, &amp; 5) or asks them to match the visual model with the equations represented in the problem (LT 6),</li> <li>○ or a remediation activity with the teacher in which the learning targets are revisiting using manipulatives or other hands on strategies.</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Students will be given the option to use place value manipulatives throughout the lesson.</li> <li>- Students will be given various opportunities in which they will have the choice of which strategy to use when solving the math problems associated with the standard.</li> <li>- During independent practice, students will be placed in activities that align with their ability and will have the opportunity to receive small group instruction.</li> <li>- Students will be given note-taking templates that include sentence starters</li> <li>- Students will be given vocabulary definitions and relevant vocabulary will be posted on the vocabulary wall in both English and Spanish.</li> </ul>						
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. The following formatives assessments are correlated to the learning targets:</p> <ol style="list-style-type: none"> <li>1. Students will be able to explain in writing in an exit ticket that multiple strategies can be used to solve a multiplication problem and list at least two strategies (e.g. arrays partial products, equations).</li> <li>2. Students will be able to explain orally or in writing the properties of multiplication and provide an example of each. Teacher will monitor progress towards mastery using a checklist.</li> <li>3. Students will be able to construct visual models for multiplication involving 4 digits by 1 digit or 2 digits by 2 digits multiplication problems. Teacher will monitor progress towards mastery using a 10 question exit ticket.</li> <li>4. Students will be able to solve 4 digits by 1 digit or 2 digits by 2 digits multiplication problems using rectangular arrays. Teacher will monitor progress towards mastery using a 10 question quiz.</li> <li>5. Students will be able to solve 4 digits by 1 digit or 2 digits by 2 digits multiplication problems using an area model. Teacher will monitor progress towards mastery using a 10 question quiz.</li> <li>6. Students will be able to interpret models of multiplication problems by writing the appropriate equation. Teacher will monitor progress towards mastery using a 10 question quiz.</li> </ol> <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets:</p> <p>Rubric</p> <table border="1" data-bbox="574 1713 1432 1877"> <tr> <td></td> <td>Grade: 5</td> <td></td> </tr> <tr> <td>Mastery</td> <td>Score: 80-100%</td> <td>For LT 1, student can explain that there are various ways to solve a multiplication problem and provide at least two strategies.</td> </tr> </table>		Grade: 5		Mastery	Score: 80-100%	For LT 1, student can explain that there are various ways to solve a multiplication problem and provide at least two strategies.
	Grade: 5						
Mastery	Score: 80-100%	For LT 1, student can explain that there are various ways to solve a multiplication problem and provide at least two strategies.					

Instructional Analysis Templates

		<p><i>For LT 2, student can explain the properties of multiplication (commutative, associative, distributive) and provide at least one example.</i></p> <p><i>For LT 3, student can construct at least 8 out of 10 visual models involving 4 digits by 1 digit or 2 digits by 2 digits multiplication problems.</i></p> <p><i>For LT 4-5, student can correctly solve problems involving multiplication of whole numbers of up to 4 digits by a 1 digit whole numbers and two digit by two digit numbers using a rectangular array or an area model in at least 8 out of 10 problems.</i></p> <p><i>For LT 6, student can correctly interpret models of multiplication problems by writing the appropriate equation in at least 8 out of 10 problems.</i></p>
<i>Proficient</i>	<i>Score: 70-79%</i>	<p><i>For LT 1, student can explain that there are various ways to solve a multiplication problem and list at least one strategy.</i></p> <p><i>For LT 2, student can name the properties of multiplication (commutative, associative, distributive) and provide at least one example for two of the properties.</i></p> <p><i>For LT 3, student can construct 7 out of 10 visual models involving 4 digits by 1 digit or 2 digits by 2 digits multiplication problems</i></p> <p><i>For LT 4-5, student can correctly solve problems involving multiplication of whole numbers of up to 4 digits by a 1 digit whole numbers and two digit by two digit numbers using a rectangular array or an area model in 3 out 5 problems.</i></p> <p><i>For LT 6, student can correctly interpret models of multiplication problems by writing the appropriate equation in 7 out of 10 problems.</i></p>
<i>Partially proficient</i>	<i>Score: 60-69%</i>	<p><i>For LT 1, student can explain to a limited degree that there are various ways to solve a multiplication problem.</i></p> <p><i>For LT 2, student can only name and give an example of one of the properties of multiplication</i></p>

			<p><i>(commutative, associative, distributive).</i></p> <p><i>For LT 3, student can be able to construct 6 out of 10 visual models for multiplication involving 4 digits by 1 digit or 2 digits by 2 digits multiplication problems</i></p> <p><i>For LT 4-5, student can correctly solve problems involving multiplication of whole numbers of up to 4 digits by a 1 digit whole numbers and two digit by two digit numbers using a rectangular array or an area model in 6 out of 10 problems.</i></p> <p><i>For LT 6, student can correctly interpret models of multiplication problems by writing the appropriate equation in 6 out of 10 problems.</i></p>
	<p><i>Minimally proficient</i></p>	<p><i>Score: 59% or less</i></p>	<p><i>For LT 1, student is unable to explain there are various ways to solve a multiplication problem.</i></p> <p><i>For LT 2, student can only name one or less of the properties of multiplication (commutative, associative, distributive).</i></p> <p><i>For LT 3, student can be able to construct less than 6 out of 10 visual models for multiplication involving 4 digits by 1 digit or 2 digits by 2 digits multiplication problems</i></p> <p><i>For LT 4-5, student can correctly solve problems involving multiplication of whole numbers of up to 4 digits by a 1 digit whole numbers and two digit by two digit numbers using a rectangular array or an area model in less than 6 out of 10 problems.</i></p> <p><i>For LT 6, student can correctly interpret models of multiplication problems by writing the appropriate equation in less than 6 out of 10 problems.</i></p>
<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from Math in Focus (Singapore Math). They will be developed by teachers and be common across grade levels. Assessments will include different question types such as multiple choice, multi-step tasks, multi-response, and free response.</i></p> <p><i>The summative assessment for this standard will be a 24-question test in which students will be able to do the following:</i></p> <ol style="list-style-type: none"> <li><i>1. Explain in writing that multiple strategies can be used to solve a</i></li> </ol>		

	<p><i>multiplication problem and list at least two strategies (e.g. arrays partial products, equations) with at least 80% accuracy.</i></p> <ol style="list-style-type: none"> <li>2. <i>Explain in writing the properties of multiplication and provide an example of each with at least 80% accuracy.</i></li> <li>3. <i>Construct visual models for multiplication involving 4 digits by 1 digit or 2 digits by 2 digits multiplication problems with at least 80% accuracy.</i></li> <li>4. <i>Solve 4 digits by 1 digit or 2 digits by 2 digits multiplication problems using rectangular arrays with at least 80% accuracy.</i></li> <li>5. <i>Solve 4 digits by 1 digit or 2 digits by 2 digits multiplication problems using an area model with at least 80% accuracy</i></li> <li>6. <i>Interpret models of multiplication problems by writing the appropriate equation with at least 80% accuracy.</i></li> </ol> <p><i>The following criteria will be used to determine mastery of each question type:</i></p> <ul style="list-style-type: none"> <li>- <i>Summative assessment questions consisting of a single response answer will be scored by percentage correct, with at least 80% accuracy indicating mastery.</i></li> <li>- <i>Summative assessment questions consisting of multi-step tasks or multiple responses will also be scored by percentage correct, with at least 80% accuracy indicating mastery. However, these questions will be further reviewed to determine if the error was due to a computation error, question type confusion, or a lack of mastery of the learning target.</i></li> <li>- <i>Summative assessment questions consisting of a free response answer will be scored using a rubric (See Formative Assessment section above, specifically criteria for LT 1 &amp; 2) to determine proficiency level.</i></li> </ul>
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybridge). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p>



## Instructional Analysis Templates

	<p><i>Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA &amp; Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.</i></p> <p><i>For this standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, using manipulatives or pictorial representations, beginning with basic multiplication problems before moving to multi-digit multiplication problems, and/or using technology.</i></li> <li>- <i>Additional time/opportunities for students to reach mastery.</i></li> </ul>
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### Instructional Analysis for Grade 4 in Science

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

<p><b>Required Standard:</b> <b>S1.C3.PO4.</b></p>	Determine whether the data supports the prediction for an investigation.
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand that data can either support or deny a prediction of an investigation.</li> <li>2. Be able to interpret data recorded in various formats including graphs, charts, and/or written observations.</li> <li>3. Evaluate data to determine whether it supports or denies a prediction of an investigation.</li> </ol>
<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i> <i>Third Grade –</i></p> <ul style="list-style-type: none"> <li>- <b>S1.C3.PO2.</b> <i>Construct reasonable interpretations of the collected data based on formulated questions.</i></li> <li>- <b>S1.C3.PO3.</b> <i>Compare the results of the investigation to predictions made prior to the investigation.</i></li> </ul> <p><i>The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students' prior knowledge to help support and remediate such as making the connection between interpreting and evaluating data and how evaluating requires you to take a stance that is justified with evidence.</i></p>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Essential Question:</u> <i>Introduce the Essential Question(s):</i></p> <ul style="list-style-type: none"> <li>- <i>What is data?</i></li> <li>- <i>How does it support or deny the prediction of an investigation?</i></li> </ul> <p><u>Big Idea:</u> <i>Introduce the Big Idea:</i></p> <ul style="list-style-type: none"> <li>- <i>Data can either support or deny a prediction of an investigation.</i></li> </ul> <p><u>Shared Inquiry:</u></p> <ul style="list-style-type: none"> <li>- <i>After reviewing the Essential Questions and Big Idea, the teacher will</i></li> </ul>

introduce a shared inquiry activity related to the Core Knowledge Electricity domain and the fourth-grade science standard, S5.C3.PO2.

- The teacher will provide table groups with materials (light bulb, battery, string, rubber bands, copper wiring with alligator clips, paper) and ask them to use the materials to light a light bulb.
- Before building, the teacher will have students draw a diagram predicting which materials and in what configuration will light up the light bulb. build a simple circuit.
- The teacher will circulate and ask groups questions to help guide them throughout the activity. The teacher will have students record their observations for each trial they make.
- At the end of the activity, the teacher will have students share the observations and data they gathered. The teacher will focus this discussion on getting students to evaluate whether their data supports the predictions they made earlier. (LT 1, 2, & 3)

Vocabulary:

- Vocabulary will be reviewed prior to the beginning of direct instruction to help make connections to background knowledge and build new knowledge.
- The vocabulary directly tied to the Learning Targets is:
  - o Data
  - o **Prediction/Hypothesis**
  - o **Evaluate**
- Content Vocabulary from Electricity Core Knowledge Domain & 4<sup>th</sup> grade science standards, S5.C3.PO2:
  - o Static electricity
  - o **Protons**
  - o **Electrons**
  - o Attract
  - o Repeal
- Bolded vocabulary words will be emphasized during the lesson. These words may be new or critical to the understanding of the concepts. The goal is that students will use acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.

Direct Instruction/Modeling:

- Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.
- Following the discussion of new vocabulary, the teacher will review concepts of electricity already covered previously such as the composition of atoms and electricity as the flow of electrons.
- The teacher will walk students through an experiment on static electricity that poses the question of “Which materials can create static electricity?”
- The teacher will use the demonstration of the experiment to model for students the parts of the scientific method. The teacher will stop strategically throughout to check for understanding and gather student input.
- The teacher will spend a larger focus on the scientific method step of collecting and analyzing of data. (LT 2 & 3)
- The teacher will explain that the data will either support or deny a



*prediction. (LT 1)*

- *The teacher will show data for the experiment presented in different formats (observations, chart, graph). (LT 2)*
- *For each of those data sets, the teacher will do a think aloud explaining how to interpret whether the data presented supports or denies the hypothesis or prediction made at the beginning of the experiment. (LT 3)*

Guided Practice:

- *During the guided practice, the teacher will propose a new question “Which materials are better conductors of electricity?” The teacher will provide the materials needed to create a simple circuit: battery, light bulb, and different materials to use as the connector.*
- *The teacher will continue to guide this experiment but will allow students to conduct the process in small groups. The teacher will require students to check in prior to moving to the next component of the scientific method.*
- *The teacher will stop periodically to review whole-class each of the components of the scientific method, but will allot more time during the recording, analysis of data, and conclusion steps.*
- *During the recording of data, the teacher will make sure students understand that data can be recorded in different ways. (LT 2)*
- *During the analysis of data, the teacher will show examples of data that were prepared in advance by the teacher or that come from the groups’ work. These examples might include common points of confusion or show different ways of recording the same data (graph vs. chart). The teacher will allow the students to discuss and analyze the data in their groups before sharing their interpretations of the data in a whole group setting. (LT 2)*
- *When discussing the conclusion, the teacher will ask groups to discuss and write a short response on whether their data supported or denied their hypothesis/prediction. The teacher will circulate to support groups through questioning. The teacher will note those groups or individuals that need further support for independent practice. The teacher will choose groups to share their short responses based on how well they can explain how their data supports or denies their hypothesis/prediction. (LT 1 & 3)*

Independent Practice:

- *The teacher will provide students with a menu of options of questions to answer through an experiment such as “How does temperature affect the flow of electricity?” and “What configuration (simple, parallel, complex) for a circuit is most efficient?” The menu of options will take into consideration the students’ interest and ability level.*
- *The teacher will allow students to work independently, in partners, or in groups, but will require all students to complete their own lab report that includes all the components of the scientific method but the focus will be on the students’ ability to collect and analyze data presented in various formats to determine if the data supports or denies their predictions. (LT 1, 2, & 3)*
- *During this time, the teacher will work with individuals or groups that demonstrated the need for additional support during the guided practice component of the lesson.*

High Yield Instructional Strategies:

*Teachers are required to implement instructional non-negotiables throughout their*

	<p>lessons. As a school we have determined these as:</p> <ul style="list-style-type: none"> <li>- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.</li> <li>- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses</li> <li>- Checks for understanding: the teacher stops at strategic points to assess learning of students</li> <li>- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative</li> <li>- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery</li> <li>- Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction</li> <li>- Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy</li> <li>- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.</li> </ul> <p><u>Differentiation:</u> Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</p> <ul style="list-style-type: none"> <li>- Menu of choice</li> <li>- Sentence starters</li> <li>- Exemplars</li> <li>- Assignment expectations, e.g., number of paragraphs, words, etc.</li> <li>- Graphic organizers</li> <li>- Reading level e.g., providing texts at different Lexile levels</li> <li>- Visual aids</li> <li>- Small group instruction</li> <li>- Collaborative learning opportunities</li> <li>- Chunking/Writing Summaries</li> <li>- Summarize key points</li> <li>- Speak more slowly</li> <li>- Grammar/vocabulary wall</li> </ul> <p>For this standard the following methods would be recommended:</p> <ul style="list-style-type: none"> <li>- Menu of choice for what experiment to conduct during independent practice</li> <li>- Graphic organizers containing the parts of the scientific method</li> <li>- Small group instruction during independent practice</li> <li>- Collaborative learning opportunities throughout</li> <li>- Sentence starters for lab report</li> <li>- Clearly posted vocabulary wall with translations and dictionaries</li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students</p>	<p><u>Shared Inquiry:</u></p> <ul style="list-style-type: none"> <li>- After reviewing the Essential Questions and Big Idea, the students will be</li> </ul>

will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.

*introduced to a shared inquiry activity related to the Core Knowledge Electricity domain and the fourth-grade science standard, S5.C3.PO2.*

- *In groups, students will work collaboratively to use the materials provided (light bulb, battery, string, rubber bands, copper wiring with alligator clips, paper) to light up a light bulb.*
- *Before beginning, the group will discuss what materials and configuration they think will work. Then as individuals, they will draw a diagram of the configuration they think will be successful in lighting the light bulb.*
- *The groups will then test out their predictions, recording their results in a graphic organizer.*
- *At the end of the activity, the groups will share the observations and data they gathered and evaluate whether that data supports the predictions they made earlier. (LT 1, 2, & 3)*

Direct Instruction:

- *Students will review previously learned vocabulary and write new vocabulary in science journal. Students will participate in activities to learn new words, using strategies such as Kinsella: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.*
- *Students will add to notes in their science journal related to the teacher’s review of their past knowledge of electricity such as the composition of atoms and electricity as the flow of electrons.*
- *Students will observe the teacher demonstrate an experiment answering the question: “Which materials can create static electricity?”*
- *During the demonstration of the experiment, students will record on a graphic organizer each part of the scientific method as the teacher completes the same notes on an anchor chart. That graphic organizer will then be included in their science journal for future reference.*
  - o *There will be a larger focus on the scientific method step of collecting and analyzing of data. (LT 2 & 3)*
  - o *Students will the teacher’s explanation on the concept that data will either support or deny a prediction. (LT 1)*
  - o *Students will be shown data for the experiment presented in different formats (observations, chart, graph). (LT 2)*
  - o *For each of those data sets, the students will listen to and record notes on the teacher’s explanation of how to interpret whether the data presented supports or denies the hypothesis or prediction made at the beginning of the experiment. (LT 3)*

Guided Practice:

- *With teacher guidance, the students in small groups will conduct an experiment answering the question: “Which materials are better conductors of electricity?” Students will use the directions, a blank copy of the graphic organizer used during direct instruction, and the teacher provided materials (battery, light bulb, and different materials to use as the connector) to conduct their experiment in groups.*
- *The groups will have to check in with their teacher after every component of the scientific method before moving on to the next step.*
- *Periodically, students will contribute to a whole-class review on each of the components, but focusing more time during the recording, analysis of data, and conclusion steps.*

	<ul style="list-style-type: none"> <li>- During the recording of data, students will be asked to explain how they will record data with the objective of getting students to understand that data can be recorded in different ways. (LT 2)</li> <li>- During the analysis of data, students will discuss and analyze examples of data that were prepared in advance by the teacher or that come from the groups' work. These examples might include common points of confusion or show different ways of recording the same data (graph vs. chart). This will first be done in their groups before sharing their interpretations of the data in a whole group setting. (LT 2)</li> <li>- When discussing the conclusion, the groups will discuss and write a short response on whether their data supported or denied their hypothesis/prediction. Students may receive additional assistance from the teacher as needed. Groups will be chosen to share their short responses based on how well they can explain how their data supports or denies their hypothesis/prediction. (LT 1 &amp; 3)</li> </ul> <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> <li>- The students will decide from a menu of options of questions to answer through an experiment such as "How does temperature affect the flow of electricity?" and "What configuration (simple, parallel, complex) for a circuit is most efficient?" The menu of options will take into consideration the students' interest and ability level. Students will also decide if they want to work independently, with a partner, or in a group. However, all students will complete their own lab report that includes all the components of the scientific method but focuses on the students' ability to collect and analyze data presented in various formats to determine if the data supports or denies their predictions. (LT 1, 2, &amp; 3)</li> <li>- Some students might work with the teacher individually or in small groups depending on their needs.</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Students will have the option to choose what experiment to conduct during independent practice</li> <li>- Students will be given graphic organizers containing the parts of the scientific method and guiding questions.</li> <li>- Students will have the opportunity for small group instruction during independent practice.</li> <li>- Students will have collaborative learning opportunities throughout.</li> <li>- Students will have access to sentence starters to use for completing any of the written assignments such as the scientific method graphic organizers and the lab report.</li> <li>- Students will have access dictionaries and to a clearly posted vocabulary wall with translations.</li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. The following formatives assessments are correlated to learning targets:</p> <ol style="list-style-type: none"> <li>1. Students will be able to explain orally or in writing that data can either support or deny a prediction of an investigation. The teacher will monitor progress using a checklist.</li> <li>2. Students will be able to interpret data that is presented in various formats including graphs, charts, and/or observations. The teacher will monitor</li> </ol>

	<p><i>progress using a teacher created exit ticket composed of short answer responses.</i></p> <p>3. <i>Students will be able to evaluate data to determine whether it supports or denies a prediction for an investigation. The teacher will monitor progress using a teacher created exit ticket composed of short answer responses.</i></p> <p><i>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets.</i></p> <p><i>Rubric:</i></p> <ul style="list-style-type: none"> <li>- <i>1 = Minimally Proficient - Student demonstrate understanding of the skills taught with less than 60% accuracy.</i></li> <li>- <i>2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 60-69% accuracy</i></li> <li>- <i>3 = Proficient - Student demonstrates understanding of most of the skills taught with at least 70-79% accuracy</i></li> <li>- <i>4 = Mastery – Student demonstrates understanding of all the skills taught with at least 80% accuracy.</i></li> </ul>
<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative assessments will be backward-designed based on the ELO’s aligned to the Arizona State Science Standards. They will include content materials from the Core Knowledge Sequence. They will be developed by teachers and be common across grade levels. Assessments will include different question types such as multiple choice, multi-step tasks, multi-response, and free response questions.</i></p> <p><i>Students will be given a teacher created summative assessment that is composed of multiple choice and short response questions. The questions will assess their mastery of the learning targets using the following criteria:</i></p> <ol style="list-style-type: none"> <li>1. <i>Students will be able to explain that data can either support or deny a prediction of an investigation.</i></li> <li>2. <i>Students will be able to interpret data that is presented in various formats including graphs, charts, and/or observations.</i></li> <li>3. <i>Students will be able to determine if given data supports or denies a prediction for an investigation and cite what evidence in the data supports their answer.</i></li> </ol> <p><i>Criteria used to determine student mastery:</i></p> <ul style="list-style-type: none"> <li>- <i>Summative assessment questions consisting of single response questions will be scored by percentage correct, with at least 80% accuracy indicating mastery.</i></li> <li>- <i>Summative assessment questions consisting of short response questions will be scored using the rubric below.</i> <ul style="list-style-type: none"> <li>o <i>Minimally Proficient</i> <ul style="list-style-type: none"> <li>▪ <i>LT 1 – Student cannot explain that data can either support or deny a prediction of an investigation.</i></li> <li>▪ <i>LT2 – Student cannot interpret data that is presented in various formats.</i></li> <li>▪ <i>LT3 – Student cannot determine if data supports or denies a prediction.</i></li> </ul> </li> <li>o <i>Partially Proficient -</i> <ul style="list-style-type: none"> <li>▪ <i>LT 1 – Student cannot explain that data can either support or deny a prediction of an investigation.</i></li> <li>▪ <i>LT2 – Student can interpret data that is presented in</i></li> </ul> </li> </ul> </li> </ul>

	<p><i>limited formats.</i></p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ <i>LT3 – Student can sometimes determine if data supports or denies a prediction and cites limited evidence in the data to support their answer.</i></li> </ul> </li> <li>○ <i>Proficient -</i> <ul style="list-style-type: none"> <li>▪ <i>LT 1 – Student can explain that data can either support or deny a prediction of an investigation.</i></li> <li>▪ <i>LT2 – Student can interpret data that is presented in most formats The Interpretation is basic.</i></li> <li>▪ <i>LT3 – Student can determine if data supports or denies a prediction and cites some evidence in the data to support their answer.</i></li> </ul> </li> <li>○ <i>Mastery –</i> <ul style="list-style-type: none"> <li>▪ <i>LT 1 – Student can explain that data can either support or deny a prediction of an investigation.</i></li> <li>▪ <i>LT2 – Student can interpret data that is presented in various formats. The interpretation is extensive.</i></li> <li>▪ <i>LT3 – Student can determine if data supports or denies a prediction and cites extensive evidence in the data to support their answer.</i></li> </ul> </li> </ul> </li> </ul>
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybrid). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p> <p><i>Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA &amp; Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still</i></p>



## Instructional Analysis Templates

	<p><i>has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.</i></p> <p><i>For this standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, using models or pictorial representations, reviewing foundational concepts such as the components of the scientific method, and/or using technology and virtual simulations.</i></li> <li>- <i>Additional time/opportunities for students to reach mastery.</i></li> </ul>
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Instructional Analysis for Grade 5 in Reading	
<p><i>Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.</i></p>	
<p>Required Standard: <b>5.RI.6</b></p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand that an event or topic can be described in various ways by different authors and may be influenced by their point of view.</li> <li>2. Understand that multiple accounts of the same event or topic can share similarities and differences based on each author's personal point of view.</li> <li>3. Analyze multiple accounts of the same event or topic to note important similarities and differences in the point of view they represent.</li> </ol>
<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> <li>- <b>4.RI.6</b> - <i>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i></li> </ul> <p><i>Throughout the lesson, the teacher may use the students' prior knowledge to help support and remediate such as making the connection between having to "describe the difference in focus and the information provided" (4.RI.6) and "noting important similarities and differences in the point of view they represent" (5.RI.6)</i></p>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Essential Question:</u> Introduce the Essential Question(s):</p> <ul style="list-style-type: none"> <li>- <i>Why would an event or topic be described in different ways by different authors?</i></li> <li>- <i>How do I compare different accounts of an event to determine the similarities and differences in their point of view?</i></li> <li>- <i>How does an author's point of view affect their account of an event or topic?</i></li> </ul> <p><u>Big Idea:</u> Introduce the Big Idea:</p> <ul style="list-style-type: none"> <li>- <i>Different points of view among numerous authors can result in varied accounts of the same event or topic.</i></li> </ul>

Shared Inquiry:

- The teacher will read aloud *The Day the Crayons Quit*. Throughout the read aloud the teacher will stop to ask questions related to each of the crayon's point of view, how their point of view is affected by their experience, and how the points of view of the crayons share similarities and differences. During each pausing point, the teacher will allow students to discuss their ideas with shoulder partners before asking some students to share with the whole class. (LT 1, 2, & 3)
- After the read aloud, the teacher will allow students to work in their table groups to develop their own definition for point of view.

Vocabulary:

- Vocabulary will be reviewed prior to the beginning of direct instruction to help make connections to background knowledge and build new knowledge.
- The vocabulary directly tied to the Learning Targets is:
  - o **point of view**
  - o accounts
  - o context
  - o **compare**
  - o **contrast**
- Content Vocabulary from 5<sup>th</sup> grade Social Studies Standards, S1.C4.PO1 (introduced in 4<sup>th</sup> grade Core Knowledge Sequence):
  - o oppose
  - o massacre
  - o resistance
- Bolded vocabulary words will be emphasized during the lesson. These words may be new or critical to the understanding of the concepts. The goal is that students will use acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.

Direct Instruction/Modeling:

- Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.
- Following the discussion of new vocabulary, the teacher will use two of the crayons' accounts to address LT 3.
- The teacher will model using a dialectical journal to analyze each crayon's account. The teacher will write down the parts of each crayon's account that give insight into their unique perspective and provide a short interpretation of that perspective.
- The teacher will then use the information gathered through the dialectical journal to complete a Venn Diagram that compares and contrasts the two accounts.
- The teacher will then model writing a RAGE paragraph (a paragraph with the following structure: restate question, answer question, give examples, explain your examples) to answer the Essential question: How does an author's point of view affect their account of an event or topic?

Guided Practice:

- The teacher will assign students to read and annotate two short non-fiction excerpts from different accounts of the Boston Massacre (from fifth-grade



*Social Studies Standards, S1.C4.PO1, introduced in 4<sup>th</sup> grade Core Knowledge History and Geography). One account will be from the perspective of a merchant who observed the events (John Tudor) and the other will come from the perspective of a British soldier present that day (Captain Thomas Preston).*

- *After reading, the teacher will bring the class together to review guidelines for completing dialectical journals in which specific passages in a text are identified and analyzed. Beginning with John Tudor’s account, the teacher will use large printouts of both Tudor’s account and of the dialectical journal to guide students through completing their journal entries for each of the accounts. The same will be done with Captain Preston’s account. The cognitive lift will be gradually released to students beginning with the teacher doing most of the work with student input to students doing more of the thinking with some teacher guidance.*
- *The teacher will then guide students through comparing and contrasting Tudor and Captain Preston’s account using a Venn Diagram highlighting the important similarities and differences in the point of view they represent. (LT 1, 2, 3)*
- *The teacher will guide students through using a RAGE paragraph to answer the following question: What are some of the important similarities between these two accounts? Throughout the process, the teacher will give students time to collaboratively come up with responses for each part of the RAGE paragraph (Restate, Answer, Give Examples, Explain) before eliciting their response in a whole group setting. (LT 3)*

*Independent Practice:*

- *The teacher will introduce another account of the Boston Massacre, an article from the Boston Gazette. The teacher will direct students to complete dialectical journal entries analyzing this text.*
- *The teacher will assign students to either:*
  - o *compare and contrast the Boston Gazette article to the Tudor’s account using a Venn Diagram & complete a RAGE paragraph answering, “What are some of the important differences between the viewpoints expressed by these accounts?” (LT 1, 2, 3)*
  - o *or compare and contrast Boston Gazette article to Captain Preston’s account using a Venn Diagram & complete a RAGE paragraph answering, “What are some of the important differences between the viewpoints expressed by these accounts?” (LT 1, 2, 3)*
- *While students are completing their assignment, the teacher will circulate, noting points of confusion or students that might need additional support. The teacher may pull individual students or small groups of students to address needs.*

*High Yield Instructional Strategies:*

*Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:*

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*
- *Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses*

	<ul style="list-style-type: none"> <li>- <i>Checks for understanding: the teacher stops at strategic points to assess learning of students</i></li> <li>- <i>Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative</i></li> <li>- <i>Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery</i></li> <li>- <i>Mastery check: short, precisely targeted assessment of the day’s standard is given to determine levels of student mastery, and to inform continued instruction</i></li> <li>- <i>Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy</i></li> <li>- <i>Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.</i></li> </ul> <p><u>Differentiation:</u> Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</p> <ul style="list-style-type: none"> <li>- <i>Menu of choice</i></li> <li>- <i>Exemplars</i></li> <li>- <i>Assignment expectations, e.g., number of paragraphs, words, etc.</i></li> <li>- <i>Graphic organizers</i></li> <li>- <i>Reading level e.g., providing texts at different Lexile levels</i></li> <li>- <i>Visual aids</i></li> <li>- <i>Small group instruction</i></li> <li>- <i>Collaborative learning opportunities</i></li> <li>- <i>Sentence starters</i></li> <li>- <i>Chunking/Writing Summaries</i></li> <li>- <i>Summarize key points</i></li> <li>- <i>Speak more slowly</i></li> <li>- <i>Grammar/vocabulary wall</i></li> </ul> <p>For this standard the following methods would be recommended:</p> <ul style="list-style-type: none"> <li>- <i>Assignment expectations – Expectations for the number of examples provided in RAGE paragraphs will vary</i></li> <li>- <i>Excerpts used during Independent Practice vary in complexity and length</i></li> <li>- <i>Graphic organizers – Venn Diagram to help organize similarities and differences in visual manner.</i></li> <li>- <i>Reading materials can be chunked</i></li> <li>- <i>Sentence starters for RAGE paragraph</i></li> <li>- <i>Clearly posted vocabulary wall with translations</i></li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Shared Inquiry:</u></p> <ul style="list-style-type: none"> <li>- <i>During the read aloud, the students will be listening attentively, partaking in discussion with their shoulder partners during the pausing points, and answering questions posed by the teacher relating to each of the crayon’s point of view, how their point of view is affected by their experience, and how the points of view of the crayons share similarities and differences. (LT 1, 2, &amp; 3)</i></li> </ul>

- After the read aloud, the students will work in their table groups to develop their own definition for point of view. They will write this definition in their reading journal

Direct Instruction/Modeling:

- Students will review previously learned vocabulary and write new vocabulary in reading journal. Students will participate in activities to learn new words, using strategies such as Kinsella: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.
- Students will fill out their own dialectical journal in their reading journal while the teacher models analyzing the crayons' accounts, noting important similarities and differences in the point of view they represent. (LT 3)
- Students will fill out a Venn Diagram (which will be kept in their reading journal for future reference) comparing and contrasting the crayons' accounts while the teacher models. (LT 3)
- Students will be writing the RAGE paragraph modeled by the teacher in their reading journal. Students will discuss with partners and answer questions posed by the teacher throughout the writing process.

Guided Practice:

- Students will read and annotate two non-fiction excerpts from different accounts of the Boston Massacre (from AZ Social Studies S1.C4.PO1, introduced in 4<sup>th</sup> grade Core Knowledge History and Geography). One account will be from the perspective of a merchant who observed the events (John Tudor) and the other will come from the perspective of a British soldier present that day (Captain Thomas Preston).
- After reading, with teacher guidance, the students will work on completing dialectical journals for each of the accounts. Gradually, the students will be spending more time discussing and analyzing the texts in their table groups before sharing their ideas with the whole class. While listening to the teacher or others sharing ideas, the students will be adding any new pertinent information to their dialectical journal entries.
- With teacher guidance, the students will complete a Venn Diagram comparing and contrasting Tudor and Captain Preston's accounts, noting the important similarities and differences in the point of view they represent. Gradually, the students will be spending more time in their table groups discussing and determining the similarities and differences between the texts before sharing their ideas with the whole class. (LT 1, 2, & 3)
- With teacher guidance, the students will write a RAGE paragraph answering the following question: What are some of the important similarities between these two accounts? Throughout the process, the students will spend time collaboratively come up with responses for each part of the RAGE paragraph (Restate, Answer, Give Examples, Explain) before sharing their ideas with the whole group. (LT 3)

Independent Practice:

- Students will read, annotate, and complete dialectical journal entries analyzing another account of the Boston Massacre, an article from the Boston Gazette.
- The students will then work on either:
  - o compare and contrast the Boston Gazette article to the Tudor's

	<p>account using a Venn Diagram &amp; complete a RAGE paragraph answering, “What are some of the important differences between the viewpoints expressed by these accounts?” (LT 1, 2, &amp; 3)</p> <ul style="list-style-type: none"> <li>○ or compare and contrast Boston Gazette article to Captain Preston’s account using a Venn Diagram &amp; complete a RAGE paragraph answering, “What are some of the important differences between the viewpoints expressed by these accounts?” (LT 1, 2, &amp; 3)</li> </ul> <p>- Students who need additional assistance may work one-on-one or in a small group with the teacher.</p> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Expectations for the number of examples provided in RAGE paragraphs may vary depending on the student’s ability.</li> <li>- Excerpts used during independent practice vary in complexity and length. Students will be assigned to them depending on their reading level.</li> <li>- Students will use Venn Diagrams to help them identify similarities and differences among texts.</li> <li>- Students will be given reading materials that are chunked into smaller parts.</li> <li>- Students will be given sentence starters for their RAGE paragraph.</li> <li>- Students will have access to a clearly posted vocabulary wall with translations.</li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. The following formatives assessments are correlated to learning targets:</p> <ol style="list-style-type: none"> <li>1. Students will be able to explain orally or in writing that an event or topic can be described in various ways by different authors and may be influenced by their point of view. The teacher will monitor progress using a checklist.</li> <li>2. Students will be able to explain orally or in writing that multiple accounts of the same event or topic can share similarities and differences based on each author's personal point of view. The teacher will monitor progress using a checklist.</li> <li>3. Students will be able to analyze the multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent by identifying and elaborating on at least three textual examples. The teacher will use student responses in dialectical journals and the RAGE paragraph completed during Independent Practice to monitor progress.</li> </ol> <p>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets.</p> <p><u>Rubric:</u></p> <ul style="list-style-type: none"> <li>1 = Minimally Proficient - Student demonstrate understanding of the skills taught with less than 60% accuracy.</li> <li>2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 60-69% accuracy.</li> <li>3 = Proficient - Student demonstrates understanding of most skills taught with at least 70-79% accuracy.</li> <li>4 = Mastery – Student demonstrates understanding of all of the skills taught with at least 80% accuracy.</li> </ul>

<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from the Core Knowledge Sequence. They will be developed by teachers and be common across grade levels. Assessments will include different question types such as multiple choice, multi-step tasks, multi-response, and free response questions.</i></p> <p><i>Students will be given a summative assessment that is composed of multiple choice and short response questions. The questions will assess their mastery of the learning targets using the following criteria:</i></p> <ol style="list-style-type: none"> <li><i>1. Student understood that an event or topic can be described in various ways by different authors and may be influenced by their point of view.</i></li> <li><i>2. Student understood that multiple accounts of the same event or topic can share similarities and differences based on each author's personal point of view.</i></li> <li><i>3. Student analyzed multiple accounts of the same event or topic to note important similarities and differences in the point of view they represent.</i></li> </ol> <p><i>Criteria used to determine student mastery:</i></p> <ol style="list-style-type: none"> <li><i>1. Summative assessment questions consisting of single response questions will be scored by percentage correct, with at least 80% accuracy indicating mastery.</i></li> <li><i>2. Summative assessment questions consisting of short response questions (RAGE paragraphs) will be scored using the rubric below.</i> <ul style="list-style-type: none"> <li><i>o Minimally Proficient – Student gives an incomplete answer that identifies a difference or similarity (but not important) between the viewpoints expressed by the given accounts and gives little or no evidence.</i></li> <li><i>o Partially Proficient - Student gives an incomplete answer that identifies an important difference or similarity (not both) between the viewpoints expressed by the given accounts and gives limited evidence.</i></li> <li><i>o Proficient - Student gives a complete answer that identifies at least one important difference and similarity between the viewpoints expressed by the given accounts and provides adequate evidence.</i></li> <li><i>o Mastery – Student gives a complete answer that identifies at least multiple important difference and similarity between the viewpoints expressed by the given accounts and provides extensive evidence.</i></li> </ul> </li> </ol>
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybrid). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for</i></p>

## Instructional Analysis Templates

	<p><i>each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p> <p><i>Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA &amp; Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.</i></p> <p><i>For this standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, using a lower Lexile or more familiar text to compare and contrast points of view, before moving to more complex text.</i></li> <li>- <i>Additional time/opportunities for students to reach mastery.</i></li> </ul>
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### Instructional Analysis for Grade 5 in Writing

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

<p>Required Standard: <b>5.W.1</b></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
<p><b>1. Learning Targets</b></p> <p>Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand that a written opinion piece expresses a point of view supported by reasons and information.</li> <li>2. Introduce a topic clearly and state an opinion in a topic sentence.</li> <li>3. Organize an opinion piece supporting a point of view in which ideas and reasons are logically grouped to support their purpose.</li> <li>4. Support reasons in an opinion piece with facts and details.</li> <li>5. Provide a concluding statement that summarizes the opinion they presented.</li> </ol>



<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> <li>- <b>4.W.1</b> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.             <ul style="list-style-type: none"> <li>o Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>o Provide reasons that are supported by facts and details.</li> <li>o Provide a concluding statement or section related to the opinion presented.</li> </ul> </li> </ul> <p><i>The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students’ prior knowledge to help support and remediate. For example, the teacher may have students begin with finding related ideas before asking them to logically group them to support their purpose.</i></p>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Essential Question:</u> <i>Introduce the Essential Question(s):</i></p> <ul style="list-style-type: none"> <li>- What is an opinion? How do you defend your opinion?</li> <li>- What is a topic sentence? How do I write a topic sentence?</li> <li>- What are supporting details or reasons? How do I organize supporting details that support my position?</li> <li>- What is a conclusion? How do I write a strong conclusion that is related to my position?</li> </ul> <p><u>Big Idea:</u> <i>Introduce the Big Idea:</i></p> <ul style="list-style-type: none"> <li>- Writers use persuasive techniques and logical arguments to support their point of view.</li> </ul> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- Vocabulary will be reviewed prior to the beginning of direct instruction to help make connections to background knowledge and build new knowledge.</li> <li>- The vocabulary directly tied to the Learning Targets is:             <ul style="list-style-type: none"> <li>a. Opinion</li> <li><b>b. Point of view</b></li> <li>c. Topic sentence</li> <li>d. Reasons (Supporting details)</li> <li>e. Conclusion</li> </ul> </li> <li>- Content Vocabulary from AZ Social Studies Standards, S1.C4.PO4 (Introduced in 4<sup>th</sup> grade Core Knowledge Sequence)             <ul style="list-style-type: none"> <li><b>a. Federalist</b></li> <li><b>b. Anti-Federalist</b></li> <li>c. Bill of Rights</li> </ul> </li> <li>- Bolded vocabulary words will be emphasized during the lesson. These words may be new or critical to the understanding of the concepts. The goal is that students will use acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.</li> </ul> <p><u>Direct Instruction/Modeling:</u></p> <ul style="list-style-type: none"> <li>- Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-</li> </ul>

*examples, use in sentence and apply to other learning.*

- *Following the discussion of new vocabulary, the teacher will pair up students. Half of the pairs will be reading on short persuasive essay on the dangers children using social media. The other pairs will read a persuasive essay with a contrasting opinion. The teacher will give the pairs 5 minutes to create a poster outlining main points of what they just read. Then the teacher will give table groups (composed of two pairs) 5 minutes to share with each other what they learned.*
- *As a whole group, the teacher will breakdown one of the essays into its main components stopping periodically to get student input and to check for understanding. The teacher will focus on identifying the opinion the essay presents (LT 1 & 2), the topic sentence (LT 2), the reasons it provides to support the opinion and how their organization supports the point of view (LT 3), the facts and details used to support the reason given (LT4), and the conclusion (LT 5). The teacher will lead a discussion on the effectiveness of each of those components.*

Guided Practice:

- *The teacher will give the students time to identify with a partner the main components of the second essay: identifying the identifying the opinion the essay presents (LT 1 & 2), the topic sentence (LT 2), the reasons it provides to support the opinion and how their organization supports the point of view (LT 3), the facts and details used to support the reason given (LT4), and the conclusion (LT 5). They will also evaluate their effectiveness. The teacher will circulate the room providing additional support and pausing periodically to check for understanding in a whole group setting.*
- *Using a topic from the AZ Social Studies Standards, S1.C4.PO4 (introduced in the 4<sup>th</sup> grade Core Knowledge Sequence), the teacher will review with students their writing assignment: Write an opinion piece on whether the American government should give more power to local and state governments (antifederalists) or to a central federal government (federalists)?*
- *The teacher will guide students through brainstorming using a graphic organizer to outline their ideas.*

Independent Practice:

- *The teacher will give students time to use their outlines to independently write a first draft of their essay. (LT 1, 2, 3, 4, & 5)*
- *Using the two examples from the direct instruction and guided, the teacher will prompt students to discuss and plan in pairs what components of their essays they want to focus on during revision.*
- *While students are writing their revised essays, the teacher will conference one on one with students to review their plan for revisions and provide additional assistance.*

High Yield Instructional Strategies:

*Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:*

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*
- *Gradual release/ratio: cognitive lift shifts from teacher to student as lesson*



	<p><i>progresses</i></p> <ul style="list-style-type: none"> <li>- <i>Checks for understanding: the teacher stops at strategic points to assess learning of students</i></li> <li>- <i>Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative</i></li> <li>- <i>Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery</i></li> <li>- <i>Mastery check: short, precisely targeted assessment of the day’s standard is given to determine levels of student mastery, and to inform continued instruction</i></li> <li>- <i>Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy</i></li> <li>- <i>Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.</i></li> </ul> <p><u><i>Differentiation:</i></u>  <i>Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</i></p> <ul style="list-style-type: none"> <li>- <i>Menu of choice</i></li> <li>- <i>Exemplars</i></li> <li>- <i>Assignment expectations, e.g., number of paragraphs, words, etc.</i></li> <li>- <i>Graphic organizers</i></li> <li>- <i>Reading level e.g., providing texts at different Lexile levels</i></li> <li>- <i>Visual aids</i></li> <li>- <i>Small group instruction</i></li> <li>- <i>Collaborative learning opportunities</i></li> <li>- <i>Sentence Starters</i></li> <li>- <i>Chunking/Writing Summaries</i></li> <li>- <i>Summarize key points</i></li> <li>- <i>Speak more slowly</i></li> <li>- <i>Grammar/vocabulary wall</i></li> </ul> <p><i>For this standard the following methods would be recommended:</i></p> <ul style="list-style-type: none"> <li>- <i>Exemplars of effective opinion pieces</i></li> <li>- <i>Assignment expectations – the length of paragraphs or number of reasons within the essay may be adjusted based on student ability</i></li> <li>- <i>Graphic organizer for draft</i></li> <li>- <i>One-on-one instruction during independent practice</i></li> <li>- <i>Sentence starters</i></li> <li>- <i>Dictionaries and clearly posted vocabulary wall with translations</i></li> <li>- <i>Reading materials can be chunked</i></li> </ul>
<p><b>4. Instruction</b>  Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are</p>	<p><u><i>Direct Instruction:</i></u></p> <ul style="list-style-type: none"> <li>- <i>Students will review previously learned vocabulary and write new vocabulary in writing journal. Students will participate in activities to learn new words, using strategies such as Kinsella: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</i></li> </ul>

incorporated into Instruction.

- Following the discussion of new vocabulary, students will read and annotate one of two short persuasive essays on children using social media with a partner. Post reading, the pairs will create a poster outlining the essay's main argument and evidence. The pairs will share this with another pair.
- While the teacher breaks down one essay using a rubric, students will be annotating and taking notes on the persuasive components of the essay: the opinion the essay presents (LT 1 & 2), the topic sentence (LT 2), the reasons it provides to support the opinion and how their organization supports the point of view (LT 3), the facts and details used to support the reason given (LT4), and the conclusion (LT 5).

Guided Practice:

- Working in their pair groups, students will identify the components of the second essay identifying the opinion the essay presents (LT 1 & 2), the topic sentence (LT 2), the reasons it provides to support the opinion and how their organization supports the point of view (LT 3), the facts and details used to support the reason given (LT4), and the conclusion (LT 5). They will also evaluate the effectiveness of each of those components.
- Using a topic from the AZ Social Studies Standards, S1.C4.PO4 (introduced in the 4<sup>th</sup> grade Core Knowledge Sequence), students will review the following writing assignment with the teacher: Write an opinion piece on whether the American government should give more power to local and state governments (antifederalists) or to a central federal government (federalists)?
- Students will use a graphic organizer to outline their ideas with the guidance of their teacher.

Independent Practice:

- Students will use their outlines to independently write a first draft of their essay. (LT 1, 2, 3, 4, & 5)
- Students will use the two prior opinion essays (used during direct and guided practice) and the rubric to discuss and plan with a partner what components of their essays they want to focus on during revision.
- Students will meet with their teacher to review their plan for revisions in a one on one setting.

Differentiation:

- Students will have access to exemplars of effective opinion pieces
- Students may have different expectations for the length of paragraphs or number of reasons they provide within the essay depending on ability.
- Students will be using a graphic organizer for draft which may include different guiding questions based on ability
- Students may be pulled for one-on-one instruction during independent practice.
- Students will be given reading materials that are chunked into smaller parts.
- Students will be given sentence starters to help write their essays.
- Students will have access to dictionaries and clearly posted vocabulary wall with translations.

**5. Formative Assessment**

List criteria for determining whether students have met each of the learning targets.

*Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. In this lesson, the teacher will use the outline and draft of the opinion that students will produce to determine whether students have met each of the learning targets. The following formative assessments are correlated to learning targets:*

- *Students will be able to explain orally or in writing that that a written opinion piece expresses a point of view supported by reasons and information. The teacher will monitor progress using a checklist.*
- *Students will be able to introduce their topic clearly and state an opinion in a written topic sentence. Progress will be monitored using the outline and student drafts of the opinion piece.*
- *Students will be able to organize their opinion piece supporting a point of view in which ideas and reasons are logically grouped to support their purpose. Progress will be monitored using the outline and student drafts of the opinion piece.*
- *Students will be able support reasons in an opinion piece with facts and details. Progress will be monitored using the outline and student drafts of the opinion piece.*
- *Provide a concluding statement that summarizes a given opinion. Progress will be monitored using the outline and student drafts of the opinion piece.*

*While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets.*

*Rubric*

- *1 = Minimally Proficient - Student demonstrate understanding of 0 to 1 of the learning targets. Students produce an outline and draft that does not fully develop or is missing three or more of the following components: topic sentence introducing topic and opinion, organization that supports their point of view and has ideas and reasons logically grouped, facts and details supporting reasons, and a concluding statement to summarize their opinion.*
- *2 = Partially Proficient - Student demonstrates understanding of 2 of the learning targets. Students produce an outline and draft that does not fully develop or is missing two of the following components: topic sentence introducing topic and opinion, organization that supports their point of view and has ideas and reasons logically grouped, facts and details supporting reasons, and a concluding statement to summarize their opinion.*
- *3 = Proficient - Student demonstrates understanding of 3 learning targets Students produce an outline and draft that does not fully develop or is missing one of the following components: topic sentence introducing topic and opinion, organization that supports their point of view and has ideas and reasons logically grouped, facts and details supporting reasons, and a concluding statement to summarize their opinion.*
- *4 = Mastery – Student demonstrates understanding of all 4 of the learning targets. Students produce an outline and draft that fully develop all of the following components: topic sentence introducing topic and opinion, organization that supports their point of view and has ideas and reasons logically grouped, facts and details supporting reasons, and a concluding statement to summarize their opinion.*

**6. Summative Assessment**

Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.

The summative assessment for this standard is the final product of the opinion writing sample. The following rubric which was adapted from the AzMERIT Opinion Writing Rubric (Grade 3-5) will be used to determine mastery of the standard.

Score	4	3	2	1
<b>Purpose, Focus, and Organization (LT 1, 2, 3, &amp; 5)</b>	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained opinion with little or no loosely related material</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> </ul>	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A maintained opinion, though some loosely related material may be present</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Partially focused opinion but insufficiently sustained or unclear</li> <li>• Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion</li> </ul>	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Absent, confusing, or ambiguous opinion</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>

	<b>Evidence &amp; Elaboration (LT 4)</b>	<p><i>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Relevant evidence integrated smoothly and thoroughly</i></li> <li>• <i>Clear and effective expression of ideas, using precise language</i></li> </ul>	<p><i>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Generally integrated evidence from sources</i></li> <li>• <i>Adequate expression of ideas, employing a mix of precise and general language</i></li> </ul>	<p><i>The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Weakly integrated evidence</i></li> <li>• <i>Imprecise or simplistic expression of ideas</i></li> </ul>	<p><i>The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Minimal, absent, erroneous, or irrelevant evidence from the source material</i></li> <li>• <i>Expression of ideas that is vague, unclear, or confusing</i></li> </ul>	
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybridge). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA</i></p>					

*block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.*

*Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA & Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.*

*For this standard:*

- *Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, using a lower Lexile or more familiar text to gather information for their writing, providing sentence starters, and/or giving additional time/opportunities for students to complete their writing assignment with mastery of learning targets.*

Instructional Analysis Templates for 6-8 Grade Span

Instructional Analysis for Grade 7 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

<p>Required Standard: <b>7.RI.2</b></p>	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Know the central idea of a text is the overall message the writer is trying to convey.</li> <li>2. Determine two or more central ideas in a text.</li> <li>3. Know that a writer may develop central ideas over the course of a text.</li> <li>4. Know that objective writing is based on fact and does not include personal opinion.</li> <li>5. Analyze how a central idea is developed in a text.</li> <li>6. Write an objective summary of a text.</li> </ol>
<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> <li>- <b>RI.6.2</b> - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> </ul> <p><i>How the prior knowledge will be used:</i></p> <ul style="list-style-type: none"> <li>- Teacher will activate students' prior knowledge by reading a short text aloud and having students orally identify the main idea as well as the details that led them to the main idea. The teacher will model how to write a short summary of the text using student responses absent of personal opinions.</li> <li>- The teacher will connect this activity to the new learning targets by explaining that they will use their prior knowledge of finding the central idea to analyze how an author develops a central idea over the course of a text.</li> </ul>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Direct Instruction</u></p> <ul style="list-style-type: none"> <li>- Teacher will introduce the big ideas, essential questions, and vocabulary associated with the learning targets in student friendly language. These should be visible in the classroom throughout the course of study of this standard to provide a frame of reference for learning.</li> </ul> <p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> <li>- Texts may have more than one central idea.</li> <li>- Central ideas may develop over the course of a text.</li> <li>- A reader can use his or her understanding of central ideas to summarize a text objectively.</li> </ul> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>- What is a central idea? How is a central idea identified? How does a central idea develop over the course of a text?</li> <li>- How can a central idea be summarized objectively?</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>- The vocabulary directly tied to the Learning Targets is:             <ol style="list-style-type: none"> <li>a. Analyze</li> <li>b. Objective</li> <li>c. Central idea</li> </ol> </li> <li>- Teacher will review previously learned vocabulary and directly instruct new</li> </ul>



- vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.
- Bolded vocabulary words are new to students. The goal is that students will use newly acquired vocabulary in their speaking, problem solving, and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.
  - Teacher will show a comic strip, such as Garfield, and ask students to read it then discuss with a partner what they think the central idea of the comic is. Teacher will lead class discussion about how the author uses the comic strip to develop the central idea frame by frame. Each frame adds more information in the development of the central idea. In a piece of text, the author develops the central idea in a similar way—each paragraph, chunk, or detail (frame) work together to build and support the central idea and its development. (LT 1 & 3)
  - Teacher will provide students text of the speech given by US President Franklin Roosevelt following the attack on Pearl Harbor (AZ Social Studies Standard: SI C8 PO4; Core Knowledge 7th grade).
  - Teacher will use previously taught close reading model methods:
    1. Students read the text with appropriate scaffolds
    2. Underline important vocabulary or words not known
    3. Highlight important parts
    4. Annotate questions they have or things that don't make sense
    5. Discuss with a partner what the texts are about
    6. Teacher reads texts aloud and leads class discussion clarifying vocabulary and meaning as needed
    7. Students re-read text and extend their thinking (what other questions do they have, what connections can they make, etc.)
  - Teacher will lead class discussion in which students determine the central ideas of Roosevelt's speech. (LT 2)
  - Teacher will explain that they will now work to see how Roosevelt used details to develop the central ideas. (LT 3)
  - Teacher will chunk the speech into three parts:
    1. The relationship between the United States and Japan prior to December 7<sup>th</sup>, 1941 and his claim of how Japan had deliberately sought to deceive the US before the attack.
    2. The details of the events of December 7<sup>th</sup>, 1941.
    3. Roosevelt's request that Congress declare a state of war between the US and Japan.
  - Teacher will model how to write an explanation of the first part of the speech by identifying a supporting detail, describing the detail, explaining why the author chose this detail, and explaining how the detail supports the central idea. Teacher will state the central idea of the section. (LT 5 & 6)
  - Teacher will include some examples of sentences not written objectively, lead students in discussion of what makes them subjective, then rewrite to be objective. (LT 4)
  - Teacher will elicit student responses to identify each of the pieces described above. Teacher will use color codes for identification:
    - o Green-describe the detail
    - o Blue-explain why the author/speaker chose this detail
    - o Pink-explain how the detail supports the central idea



- Teacher will direct students to use the same color code method to write example into their writing journal.
- Teacher will model how to write an objective summary of the first section of Roosevelt’s speech based on the previous instruction (LT 4, 5, & 6).

Guided Practice

- Teacher will instruct students to work in pairs to follow the same steps for the second section of Roosevelt’s speech. Students will work together to write a 4-5 sentence explanation of the section, then color code each sentence according to if it describes the detail, explains why the author/speaker chose to include this detail, or explains how the detail supports the central idea. Teacher will remind students that this is to be written objectively. (LT 4, 5, & 6)
- Teacher will then pair students with a different partner and instruct students to explain to the new partner how the previous step was completed.
- Teacher will bring students back to whole group and use questioning strategies to clarify, reinforce, and reteach as needed to ensure students are ready to attempt the third part independently.
- Teacher will guide discussion so students reach consensus on the central idea of the section.
- Teacher will direct students to work in pairs to write a summary of the second section of Roosevelt’s speech (LT 4, 5, & 6).

Independent Practice

- Teacher will instruct students to work independently to repeat the process for the third section of Roosevelt’s speech. (LT 4, 5, & 6)

High yield instructional strategies:

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day’s standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy
- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines,

	<p>systems, and procedures. Strategies meet the requirements of students' IEP, 504, ELL or other.</p> <p><u>Differentiation:</u>  <i>Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:</i></p> <ul style="list-style-type: none"> <li>- Menu of choice</li> <li>- Sentence starters</li> <li>- Exemplars</li> <li>- Assignment expectations, e.g., number of paragraphs, words, etc.</li> <li>- Graphic organizers</li> <li>- Reading level e.g., providing texts at different Lexile levels</li> <li>- Visual aids</li> <li>- Small group instruction</li> <li>- Collaborative learning opportunities</li> <li>- Chunking/Writing Summaries</li> <li>- Summarize key points</li> <li>- Speak more slowly</li> <li>- Grammar/vocabulary wall</li> <li>- Repeat/clarify directions</li> <li>- Sentence starters</li> </ul> <p><i>For this lesson:</i></p> <ul style="list-style-type: none"> <li>- Small group/one on one instruction during independent practice</li> <li>- Strategic pairing of students during close read and guided practice</li> <li>- Strategic pairing of students during close read and guided practice</li> <li>- Small group/one on one instruction during independent practice</li> </ul>
<p><b>4. Instruction</b>  Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Direct Instruction</u></p> <ul style="list-style-type: none"> <li>- Students will participate as teacher shares the big ideas, essential questions, and vocabulary associated with the learning targets for this standard.</li> <li>- Students will read a comic strip with a partner and discuss what they think the central idea of the comic is (LT 1 &amp; 3).</li> <li>- Students will participate in a class discussion about how the author uses each frame of the comic strip to develop the central idea. Students will reach consensus on the central idea of the comic strip (LT 1 &amp; 3).</li> <li>- Students will connect this idea to how an author develops the central idea in a text (LT 3).</li> <li>- Students will use previously learned close reading strategies to read the text of the speech given by US President Franklin Roosevelt following the attack on Pearl Harbor (AZ Social Studies Standard: SI C8 PO4; Core Knowledge 7th grade): <ol style="list-style-type: none"> <li>1. Students read the text with appropriate scaffolds</li> <li>2. Underline important vocabulary or words not known</li> <li>3. Highlight important parts</li> <li>4. Annotate questions they have or things that don't make sense</li> <li>5. Discuss with a partner what the texts are about</li> <li>6. Teacher reads texts aloud and leads class discussion clarifying vocabulary and meaning as needed</li> <li>7. Students re-read text and extend their thinking (what other questions do they have, what connections can they make, etc.)</li> </ol> </li> <li>- Students will participate in a class discussion in which they reach determine the central ideas in Roosevelt's speech (LT 2).</li> </ul>

	<ul style="list-style-type: none"> <li>- Students will follow along as teacher models how to use details to identify and develop the central idea of the first section of the speech (LT 3 &amp; 5) (the text will be broken down into three sections:             <ol style="list-style-type: none"> <li>1. The relationship between the United States and Japan prior to December 7<sup>th</sup>, 1941 and his claim of how Japan had deliberately sought to deceive the US before the attack.</li> <li>2. The details of the events of December 7<sup>th</sup>, 1941.</li> <li>3. Roosevelt’s request that Congress declare a state of war between the US and Japan.)</li> </ol> </li> <li>- Students will write modeled paragraph into their writing journal using the same color-coded system as the teacher:             <ul style="list-style-type: none"> <li>o Green-describe the detail</li> <li>o Blue-explain why the author/speaker chose this detail</li> <li>o Pink- explain how the detail supports the central idea (LT 5)</li> </ul> </li> <li>- Students will identify examples of subjective sentences purposely included by the teacher and suggest how to rewrite to make them objective (LT 4).</li> <li>- Students will write summary paragraph modeled by teacher into their writing journal (LT 6).</li> </ul> <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> <li>- Students will work with a partner to follow the same steps modeled by the teacher for the second section of Roosevelt’s speech. Students will write a 4-5 sentence explanation of the section, then color code each sentence according to if it describes the detail, explains why the author/speaker chose to include this detail, or explains how the detail supports the central idea. Students will write the sentences from an objective standpoint.</li> <li>- Students will work with a new partner to explain how previous step was completed. Students will give feedback and suggestions for improvement.</li> <li>- Students will participate in whole group discussion to ask questions, get clarification, or reinforcement before moving to independent practice.</li> <li>- Students will work in pairs to write a summary of the second section of Roosevelt’s speech (LT 4, 5, &amp; 6).</li> </ul> <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> <li>- Students will repeat the process for the third section of Roosevelt’s speech.</li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson.</p> <p>Students will turn in their independent practice for section three of Roosevelt’s speech. Teacher will use a checklist to identify the following are present:</p> <ul style="list-style-type: none"> <li>- Central ideas are stated</li> <li>- Relevant detail that supports and develops central idea is chosen</li> <li>- Student writing is objective and does not contain any personal opinions</li> <li>- Student has described the detail</li> <li>- Student has explained why Roosevelt chose to include this detail</li> <li>- Student has explained how the detail supports the central idea</li> </ul>
<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p>Summative assessments will be backward-designed based on the ELO’s aligned to AZCCRS. They will include content materials from the Core Knowledge Sequence. They will be developed by teachers and be common across grade levels. Assessments may include different question types such as multiple choice, multi-step tasks, multi-response, free response, and essay response questions.</p>

*How students will demonstrate mastery of the required standard:  
Students will write an objective summary of Winston Churchill's speech addressing a joint session of the US Congress, December 26, 1941.*

*The criteria used to determine whether student has mastered the required standard:  
- Students will score at least 80% on this assignment based on the rubric below.*

<i>Criteria</i>	<i>Highly Proficient-Score 4</i>	<i>Proficient-Score 3</i>	<i>Partially Proficient-Score 2</i>	<i>Minimally Proficient-Score 1</i>
<i>Central Idea</i>	<i>Determines more than one central idea and accurately explains how the author develops those ideas over the course of the text.</i>	<i>Determines one or more central idea and can follow its development over the course of the text.</i>	<i>Determines one central idea, but is unable to explain how it is developed over the course of the text.</i>	<i>Is unable to determine central ideas of the text.</i>
<i>Use of text in development of central idea</i>	<i>Includes specific, relevant, and accurate details from each section of the text. Each detail is described, explained, and connected to the central idea.</i>	<i>Includes some specific, relevant, and accurate details from the text. Details are described, explained, and/or connected to the text.</i>	<i>Struggles to identify specific, relevant, and accurate details from the text. Attempts to describe, explain, and connect to the central idea. Some information may be irrelevant or inaccurate.</i>	<i>Is unable to identify relevant details.</i>
<i>Objective summary</i>	<i>Provides an objective summary of the text and thoroughly describes relevant details and the evidence to support them.</i>	<i>Provides an objective summary of the text by focusing on relevant details to support the central idea.</i>	<i>Attempts to provide an objective summary of the text, but may include personal opinion.</i>	<i>Is unable to provide an objective summary of the text.</i>

**7. Remediation**

Describe the processes available to provide support to students that do not meet the learning targets.

*Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybrid). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.*

*Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.*

*Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.*

*Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA & Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.*

*For this standard:*

- *Small group/one on one instruction to address specific items not present on checklist or not scoring proficient on the rubric. Teacher may scaffold as necessary, for example, using a lower Lexile or more familiar text to identify central ideas, relevant details, and writing an objective summary, before moving to more complex text, such as the Roosevelt speech.*
- *Additional time/opportunities for students to reach mastery.*

**Instructional Analysis for Grade 7 in Writing**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: **7.W.3**  
 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
 b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**1. Learning Targets**  
 Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.

Students will:

1. Engage and orient the reader in a narrative by establishing a context and point of view.
2. Engage and orient the reader in a narrative by introducing a narrator and/or characters.
3. Organize a well-structured event sequence in a narrative that unfolds naturally and logically.
4. Use narrative techniques, such as dialogue, pacing, and description with relevant details, to develop experiences, events, and/or characters.

**2. Prior Knowledge**  
 List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.

*Knowledge and skills that students should master prior to meeting learning targets:*

- 6.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 7.RL.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

*The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students' prior knowledge to help support and remediate.*

**3. Instructional Plan**  
 Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.

Essential Question  
 Introduce the Essential Question(s):

- What are the necessary parts of a narrative? How can these be used to convey real or imagined events?
- What is dialogue? How can dialogue be used to personalize a character?
- What are the five senses? How can they be used to explain the action, experiences or events in a story?

Big Idea  
 Introduce the big idea:

- "Writers use narratives to create and share real or imagined events."

Vocabulary

- The vocabulary directly tied to the Learning Targets is:
  - a. Context
  - b. **Point of view**
  - c. Narrator
  - d. Sensory language
  - e. Dialogue



- f. Plot
- g. Setting
- h. Characters

- *Bolded vocabulary words are new to students. The goal is that students will use newly acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.*

Direct Instruction/Modeling

- *Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.*
- *Instruction begins with a high interest activity such as reading the narrative exemplar, *The Tell-Tale Heart* by Edgar Allen Poe (Core Knowledge literature for 7th grade). The teacher will read the text aloud to model effective read-aloud strategies.*
- *During the reading, the teacher will stop at strategic pausing points and model using the dialectical journal to find examples of point of view (LT 1), introduction of narrator (LT 2), characterization (LT 2 & 4), well-structured sequencing of events (LT 3), and narrative techniques such as dialogue, pacing, and description with relevant details that develop experiences, events, and/or characters (LT 4). They will focus on explaining the effect they have within a narrative.*

Guided Practice

- *Teacher will allow students to work in groups to identify examples of techniques within each of the Learning Targets such as finding examples of point of view (LT 1), introduction of narrator (LT 2), characterization (LT 2 & 4), well-structured sequencing of events (LT 3), and narrative techniques such as dialogue, pacing, and descriptions with relevant details that develop experiences, events, and/or characters (LT 4). Using the dialectical journal, they will explain their effect in the narrative using examples from the text. Teacher will lead a class discussion on the examples they identified.*
- *Teacher leads group discussion to create group model narrative from the point of view of a mother living during the Great Depression (AZ Social Studies Standard S1.C8.PO.1 and Core Knowledge 7th grade) using an outline graphic organizer and teacher created rubric. Teacher directs students to record group narrative to use as an exemplar during Independent Practice. (LT 1, 2, 3, & 4)*

Independent Practice

- *Teacher will assign students to write a draft of a narrative coming from one of the following perspectives: farmer, child, business owner, immigrant, or stockbroker living during the time of *The Great Depression*. The draft must do the following: establish the point of view (LT 1), Introduce the narrator and characters (LT 2), have a well-structured sequence of events that unfolds naturally and logically (LT 3), use narrative techniques such as dialogue, pacing, and description with relevant details to develop experiences, events, and/or characters (LT 4).*
- *Teacher will assign students to review their drafts using the teacher created rubric before conferencing one on one with the teacher.*
- *Teacher will work with individual students or small groups to provide*

*feedback and additional instruction as needed.*

High Yield Instructional Strategies

*Teachers are required to implement instructional non negotiables throughout their lessons. As a school we have determined these as:*

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*
- *Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses*
- *Checks for understanding: the teacher stops at strategic points to assess learning of students*
- *Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative*
- *Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery*
- *Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction*
- *Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy*
- *Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.*

Differentiation:

*Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:*

- *Menu of choice*
- *Exemplars*
- *Assignment expectations, e.g., number of paragraphs, words, etc.*
- *Graphic organizers*
- *Reading level e.g., providing texts at different Lexile levels*
- *Visual aids*
- *Small group instruction*
- *Collaborative learning opportunities*
- *Chunking/Writing Summaries*
- *Summarize key points*
- *Speak more slowly*
- *Grammar/vocabulary wall*
- *Sentence starters*

*For this standard the following methods would be recommended:*

- *Small group instruction*
- *Exemplars*
- *Assignment expectations*
- *Graphic organizer (dialectical journals)*
- *Collaborative learning opportunities (group work)*



	<ul style="list-style-type: none"> <li>- Grammar/vocabulary wall</li> <li>- Sentence starters</li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> <li>- Students review previously learned vocabulary and write new vocabulary in writing journal. Students participate in activities to learn new words, using strategies such as Kinsella: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</li> <li>- While teacher is reading, students will annotate provided text of <i>The Tell-Tale Heart</i> using the school wide adopted close reading strategies.</li> <li>- During pausing points, students will record the teacher’s examples of point of view (LT 1), introduction of narrator (LT 2), characterization (LT 2 &amp; 4), well-structured sequencing of events (LT 3), and narrative techniques such as dialogue, pacing, and descriptions with relevant details that develop experiences, events, and/or characters (LT 4). They will also record the effect they have within a narrative using dialectical journals.</li> </ul> <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> <li>- Students will work in groups to identify examples of techniques within each of the Learning Targets such as examples of point of view (LT 1), introduction of narrator (LT 2), characterization (LT 2 &amp; 4), well-structured sequencing of events (LT 3), and narrative techniques such as dialogue, pacing, and descriptions with relevant details that develop experiences, events, and/or characters (LT 4). Using the dialectical journal, they will explain their effect in the narrative using examples from the text. They will participate in a teacher led class discussion on the examples they identified.</li> <li>- Students will provide input to create a group model narrative from the point of view of a mother living during the Great Depression (AZ Social Studies Standard S1.C8.PO.1 and Core Knowledge 7th grade) using an outline graphic organizer and teacher created rubric. Students will individually record the group narrative to use as an exemplar during Independent Practice. (LT 1, 2, 3, &amp; 4,)</li> </ul> <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> <li>- Students will write a draft of a narrative coming from one of the following perspectives: farmer, child, business owner, immigrant, or stockbroker living during the time of <i>The Great Depression</i>. The draft must do the following: establish the point of view (LT 1), introduce the narrator and characters (LT 2), have a well-structured sequence of events that unfolds naturally and logically (LT 3), use narrative techniques such as dialogue, pacing, and description with relevant details to develop experiences, events, and/or characters (LT 4).</li> <li>- Students will review their drafts using the teacher created rubric before conferencing one on one with the teacher.</li> <li>- Students will work with the teacher individually or in small groups to receive feedback and additional instruction as needed.</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- Students will have the choice of picking their narrative topic. The menu of options takes into consideration both student ability levels and interests.</li> <li>- Students will utilize a graphic organizer that includes guiding questions to</li> </ul>

	<p><i>help organize their ideas.</i></p> <ul style="list-style-type: none"> <li>- <i>Depending on language proficiency level, students may have personalized length requirements as well as sentence starters to assist the expression of their ideas.</i></li> <li>- <i>Depending on language proficiency level, students may write their narrative in their native language and work with a dictionary and/or peer to translate their writing into English.</i></li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson.</i></p> <p><i>During the writing of a narrative from the perspective of someone during the Great Depression, the teacher will use a checklist to determine evidence of mastery of the Learning Targets. Criteria for determining whether students have met each of the learning targets:</i></p> <ol style="list-style-type: none"> <li>1. <i>Student engaged and oriented the reader by establishing a context and point of view.</i></li> <li>2. <i>Student engaged and oriented the reader by introducing a narrator and/or characters.</i></li> <li>3. <i>Student organized a well-structured event sequence that unfolds naturally and logically.</i></li> <li>4. <i>Student used narrative techniques, such as dialogue, pacing, and description with relevant details to develop experiences, events, and/or characters.</i></li> </ol> <p><i>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets:</i></p> <p><i>Rubric</i></p> <ul style="list-style-type: none"> <li>- <i>1 = Minimally Proficient - Student demonstrates understanding of 0 to 1 of the learning targets. Students produce an outline and draft that does not fully develop or is missing three or more of the following components: an established context and point of view, introduction of narrator and/or characters, a well-structured event sequence that unfolds naturally and logically, and the usage of narrative techniques (dialogue, pacing, description with relevant details) to develop experiences, events, and/or characters.</i></li> <li>- <i>2 = Partially Proficient - Student demonstrates understanding of 2 of the learning targets. Students produce an outline and draft that does not fully develop or is missing two of the following components: an established context and point of view, introduction of narrator and/or characters, a well-structured event sequence that unfolds naturally and logically, and the usage of narrative techniques (dialogue, pacing, description with relevant details) to develop experiences, events, and/or characters.</i></li> <li>- <i>3 = Proficient - Student demonstrates understanding of 3 learning targets. Students produce an outline and draft that does not fully develop or is missing one of the following components: an established context and point of view, introduction of narrator and/or characters, a well-structured event sequence that unfolds naturally and logically, and the usage of narrative techniques (dialogue, pacing, description with relevant details) to develop experiences, events, and/or characters.</i></li> <li>- <i>4 = Mastery – Student demonstrates understanding of all 4 of the learning</i></li> </ul>

**Instructional Analysis Templates**

	<p><i>targets. Students produce an outline and draft that fully develop all of the following components: an established context and point of view, introduction of narrator and/or characters, a well-structured event sequence that unfolds naturally and logically, and the usage of narrative techniques (dialogue, pacing, description with relevant details) to develop experiences, events, and/or characters.</i></p>													
<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>The summative assessment for this standard is the final product of the narrative writing sample. The following rubric which was adapted from the AzMERIT Informative-Explanatory Essay Writing Rubric (Grade 6-11) will be used to determine mastery of standard:</i></p>													
	<table border="1"> <thead> <tr> <th data-bbox="560 577 649 619"></th> <th data-bbox="649 577 852 619"><b>4</b></th> <th data-bbox="852 577 1055 619"><b>3</b></th> <th data-bbox="1055 577 1258 619"><b>2</b></th> <th data-bbox="1258 577 1503 619"><b>1</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="560 619 649 1780" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Purpose, Focus, &amp; Organization (LT 1 &amp; 3)</b></td> <td data-bbox="649 619 852 1780"> <p><i>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li><i>• Strongly maintained controlling idea with little or no loosely related material</i></li> <li><i>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</i></li> </ul> </td> <td data-bbox="852 619 1055 1780"> <p><i>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li><i>• Maintained controlling idea, though some loosely related material may be present</i></li> <li><i>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</i></li> </ul> </td> <td data-bbox="1055 619 1258 1780"> <p><i>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</i></p> <ul style="list-style-type: none"> <li><i>• Focused controlling idea but insufficiently sustained or unclear</i></li> <li><i>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</i></li> </ul> </td> <td data-bbox="1258 619 1503 1780"> <p><i>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</i></p> <ul style="list-style-type: none"> <li><i>• Confusing or ambiguous ideas</i></li> <li><i>• Frequent extraneous ideas that impede understanding</i></li> <li><i>• Too brief to demonstrate knowledge of focus or organization</i></li> </ul> </td> </tr> </tbody> </table>					<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Purpose, Focus, &amp; Organization (LT 1 &amp; 3)</b>	<p><i>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li><i>• Strongly maintained controlling idea with little or no loosely related material</i></li> <li><i>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</i></li> </ul>	<p><i>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li><i>• Maintained controlling idea, though some loosely related material may be present</i></li> <li><i>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</i></li> </ul>	<p><i>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</i></p> <ul style="list-style-type: none"> <li><i>• Focused controlling idea but insufficiently sustained or unclear</i></li> <li><i>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</i></li> </ul>	<p><i>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</i></p> <ul style="list-style-type: none"> <li><i>• Confusing or ambiguous ideas</i></li> <li><i>• Frequent extraneous ideas that impede understanding</i></li> <li><i>• Too brief to demonstrate knowledge of focus or organization</i></li> </ul>
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Instructional Analysis Templates

	<p><i>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources and details. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant detail</li> <li>• Effective use of a variety of elaborative techniques (including but not limited to characterization, dialogue, pacing, and description), demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> </ul> <p><b>Evidence &amp; Elaboration (LT 2 &amp; 4)</b></p>	<p><i>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources and details. The response includes most of the following:</i></p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant detail</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> </ul>	<p><i>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources and details. The response may include the following:</i></p> <ul style="list-style-type: none"> <li>• Weakly integrated detail</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> </ul>	<p><i>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources and details. The response may include the following:</i></p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant detail</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> </ul>
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybrid). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address</p>			

*specific skill needs in one-on-one or small-group settings.*

*Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.*

*Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.*

*Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA & Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.*

*For this lesson:*

- *One on one or small group instruction*
- *Extended time to complete assignment*
- *Targeted activities such as more practice to address Learning Targets not mastered*

**Instructional Analysis for Grade 8 in Math**

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

<p><b>Required Standard: 8.F.A.2</b></p>	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p>
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Understand that linear functions can be represented algebraically, graphically, numerically in tables, or in verbal descriptions.</li> <li>- Understand that rate of change is represented by slope</li> <li>- Understand that the initial value of a function is represented by the y-intercept</li> <li>- Identify slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change.</li> <li>- Compare the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change.</li> </ul>

<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> <li>- <i>7.RP.A.2 Recognize and represent proportional relationships between quantities.</i> <ul style="list-style-type: none"> <li>a. <i>Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).</i></li> <li>b. <i>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</i></li> <li>c. <i>Represent proportional relationships by equations. For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></li> <li>d. <i>Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</i></li> </ul> </li> </ul> <p><i>The teacher will use prior knowledge to help support student understanding of new learning targets. Throughout the lesson, the teacher may use the students' prior knowledge to help support and remediate such as using student knowledge of proportional relationships to find the slope of a linear function.</i></p>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u>Essential Question:</u> Introduce the Essential Question(s):</p> <ul style="list-style-type: none"> <li>- <i>What do slope and y-intercept represent in a linear function?</i></li> <li>- <i>What is the purpose of rate of change?</i></li> <li>- <i>How do you recognize slope and y-intercept in different representations of functions?</i></li> <li>- <i>How can you use slope and y-intercept to compare two functions to determine which one has a greater rate of change?</i></li> </ul> <p><u>Big Idea:</u> Introduce the Big Idea:</p> <ul style="list-style-type: none"> <li>- <i>The rate of change is a way to compare two functions represented in a variety of ways.</i></li> </ul> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- <i>Vocabulary will be reviewed prior to the beginning of direct instruction to help make connections to background knowledge and build new knowledge.</i></li> <li>- <i>The vocabulary directly tied to the Learning Targets is:</i> <ul style="list-style-type: none"> <li>a. <b>Function</b></li> <li>b. <i>Linear Equation</i></li> <li>c. <i>Table</i></li> <li>d. <i>Graph</i></li> <li>e. <b>Rate of Change</b></li> <li>f. <b>Slope</b></li> <li>g. <i>Input/Output</i></li> <li>h. <b>Y-intercept</b></li> <li>i. <i>Initial Value</i></li> </ul> </li> <li>- <i>Bolded vocabulary words will be emphasized during the lesson. These words may be new or critical to the understanding of the concepts. The goal is that</i></li> </ul>



students will use acquired vocabulary in their speaking and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.

Shared Inquiry

- In line with the Singapore Math teaching philosophy of moving students from concrete to pictorial to abstract understanding, when applicable math lessons will begin with a shared inquiry activity to provide students the opportunity to explore concepts.
- Following the introduction of the Essential Questions and the Big Idea, the teacher will pose a series of problems for groups of students to solve collaboratively that progressively address the learning targets. (beginning with LT 1 building through LT 5).
- Throughout the activity, the teacher will pose strategic questions to guide students to develop their own strategy for solving each problem using their background knowledge on algebraic equations and proportional relationships.
- The teacher will give students time to collaboratively work on each problem with their table group to find the correct answer and develop a strategy for solving that type of problem.
- That will be followed by time to share their strategies with the whole before attempting to solve the problem again. During this time, the teacher will not provide direct instruction rather will focus their attention on guiding students to use their problem-solving skills to begin forming an understanding of the learning targets.

Direct Instruction/Modeling:

- Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.
- Following the discussion of new vocabulary, the teacher will address the learning targets tied to the exploratory math problems presented during the shared inquiry. The teacher will explicitly teach and model the concepts needed to master the learning targets (e.g. identifying the slope of a function in table form (LT 1 & 4), finding the y-intercept of a function presented in a word problem (LT 3), comparing the properties of two functions presented in algebraic and graphic form to find which one has a greater rate of change (LT 2 & 5)) but will use the shared inquiry math problems to make connections to the knowledge and strategies students developed during that part of the lesson.
- The teacher will use this time to specifically address any misconceptions that might have appeared during the shared inquiry or that are common for this standard. Some of these misconceptions include misinterpreting the y-intercept as being the rate of change or vice versa (LT 2 & 3), incorrectly identifying inputs as y-values and outputs as x-values (LT 1), or incorrectly identifying the x and y axis on a coordinate grid (LT 1).

Guided Practice:

- The teacher will pose more problems addressing LT 1-5 but particularly focusing on the application of the skills in LT 4, identifying slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change and LT 5, comparing the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to

determine which function has a greater rate of change. The teacher will allow students to work with partners to solve the problems using the strategies that were just taught. The teacher will circulate, answer questions, and assist as needed.

- The teacher will bring class together after each problem to have students explain the strategies they used to solve the problem as well as any points of confusion they encountered. The teacher will record those strategies on an anchor chart that will be posted in the classroom.

Independent Practice:

- During independent practice, the teacher will use their observations from the guided practice to assign students to one of three playlists of problems. All three playlists will include problems that address LT 1-5. However, the rigor of these problems will be differentiated with the first being for students that still need more support, the second being for students who are ready to practice the concepts, and the last for students that need enrichment. Each of the playlists will be divided into five categories (one for each learning target). For students to earn full points, they will have to complete a certain number of problems in each category.
- During this time, the teacher will circulate and work with individuals or groups that demonstrated the need for additional support during the guided practice or that demonstrate the need during independent practice.

High Yield Instructional Strategies:

Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:

- Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement tools such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.
- Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses
- Checks for understanding: the teacher stops at strategic points to assess learning of students
- Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative
- Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery
- Mastery check: short, precisely targeted assessment of the day's standard is given to determine levels of student mastery, and to inform continued instruction
- Cross curricular connections: Content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy
- Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established systems, routines, and procedures. Meets students' IEP, 504, ELL, or other needs at an exemplar level.

Differentiation:

Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:



	<ul style="list-style-type: none"> <li>- Menu of choice</li> <li>- Exemplars</li> <li>- Assignment expectations, e.g., number of paragraphs, words, etc.</li> <li>- Graphic organizers</li> <li>- Reading level e.g., providing texts at different Lexile levels</li> <li>- Visual aids</li> <li>- Small group instruction</li> <li>- Collaborative learning opportunities</li> <li>- Sentence Starters</li> <li>- Chunking/Writing Summaries</li> <li>- Summarize key points</li> <li>- Speak more slowly</li> <li>- Grammar/vocabulary wall</li> </ul> <p>For this standard the following methods would be recommended:</p> <ul style="list-style-type: none"> <li>- Menu of choice – playlist instruction allows for students to pick which problems they want to complete within a given section.</li> <li>- Differentiated playlists that take into consideration student ability</li> <li>- Math word problems read aloud</li> <li>- Clearly posted vocabulary wall with translations</li> <li>- Dictionary and/or translation problems</li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Shared Inquiry</u></p> <ul style="list-style-type: none"> <li>- In groups, students will work to solve collaboratively a series of problems that address the learning targets (e.g. identifying the slope of a function in table form, finding the y-intercept of a function presented in a word problem, comparing the properties of two functions presented in algebraic and graphic form).</li> <li>- The students will answer questions posed by the teacher throughout the activity and will record any new insights they reach in their math journals.</li> <li>- The groups will have the opportunity to share their answers and strategies with the whole class. While groups share their strategies, students will record any new insights they reach in their math journals.</li> </ul> <p><u>Direct Instruction/Modeling:</u></p> <ul style="list-style-type: none"> <li>- Students will review previously learned vocabulary and write new vocabulary in math journal. Students will participate in activities to learn new words, using strategies such as Kinsella: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning.</li> <li>- Following the discussion of new vocabulary, the students will continue to record notes on the new concepts modeled by the teacher. These concepts will include: recognizing linear functions when represented algebraically, graphically, numerically in tables, or in verbal descriptions (LT 1), knowing that rate of change is represented by the slope (LT 2), knowing that the initial value of a function is represented by the y-intercept (LT 3), identifying the slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change (LT 4) and comparing the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change (LT 5).</li> <li>- Students will also record any misconceptions identified during the shared inquiry or that are common for this standard such as misinterpreting the y-intercept as</li> </ul>

	<p><i>being the rate of change or vice versa (LT 2 &amp; 3), incorrectly identifying inputs as y-values and outputs as x-values (LT 1), or incorrectly identifying the x and y axis on a coordinate grid (LT 1).</i></p> <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> <li>- <i>Students will participate in teacher led practice of that day’s learning target. With a partner, students will solve problems involving the LT 1-5 but will particularly focus on the application of the skills in LT 4 &amp; 5 (e.g. identifying the slope of a function in table form (LT 4), finding the y-intercept of a function presented in a word problem (LT 4), comparing the properties of two functions presented in algebraic and graphic form to determine which has a greater rate of change (LT5)).</i></li> <li>- <i>When asked, students will share with the whole class their process for solving the problems. They will also record any new information in their journals.</i></li> <li>- <i>In partners, students will use what they have recorded in their journals to put into note form the new learning or strategy they have gained during that lesson. Selected partners will be asked to share with the whole class.</i></li> </ul> <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> <li>- <i>Students will complete one of three playlist assignments (addressing LT 1-5) depending on the support or enrichment they need. Each of the playlists will be divided into five categories (one for each learning target). For students to earn full points, they will have to complete a certain number of problems in each category.</i></li> <li>- <i>During this time, students may work one on one or in a group setting with the teacher if they demonstrated the need for additional support during the guided practice or during independent practice.</i></li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>- <i>Students will have the choice to select from their playlist which problems they want to complete within a given section.</i></li> <li>- <i>Students will be assigned a playlist according to their ability.</i></li> <li>- <i>Students may have any math word problem read aloud to them.</i></li> <li>- <i>Students will have access to clearly posted vocabulary wall with translations.</i></li> <li>- <i>Students will have access to a dictionary and/or translation of problems</i></li> </ul>
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of lesson. The following formatives assessments are correlated to the learning targets:</i></p> <ol style="list-style-type: none"> <li>1. <i>Students will be able to explain orally or in writing that linear functions can be represented algebraically, graphically, numerically in tables, or in verbal descriptions. Teacher will monitor progress towards mastery using a checklist.</i></li> <li>2. <i>Students will be able to explain in an exit ticket that the rate of change is represented by slope.</i></li> <li>3. <i>Students will be able to explain in an exit ticket that the y-intercept represents the initial value of a function.</i></li> <li>4. <i>Students will be able to identify the slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change. Teacher will monitor progress towards mastery using 10 question quiz with multiple choice and open ended response questions.</i></li> </ol>

5. *Students will be able to compare the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change. Teacher will monitor progress towards mastery using a 10 question quiz with multiple choice and open-ended response questions.*

*While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets.*

*Rubric:*

	<i>Grade: 8</i>	
<i>Mastery</i>	<i>Score: 80-100%</i>	<p><i>For LT 1, student can explain that linear functions can be demonstrated in various ways and can provide at least 3 examples.</i></p> <p><i>For LT 2, student can explain that rate of change is represented by slope.</i></p> <p><i>For LT 3, student can explain that the initial value of a function is represented by the y intercept.</i></p> <p><i>For LT 4, in at least 8 out of 10 problems, student can identify slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change.</i></p> <p><i>For LT 5, in at least 8 out of 10 problems, student can compare the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change.</i></p>
<i>Proficient</i>	<i>Score: 70-79%</i>	<p><i>For LT 1, student can explain that linear functions can be demonstrated in various ways and can provide 2 examples.</i></p> <p><i>For LT 2, student states that rate of change is represented by slope.</i></p> <p><i>For LT 3, student states that the initial value of a function is represented by the y intercept.</i></p> <p><i>For LT 4, in 7 out of 10 problems, student can identify slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change.</i></p> <p><i>For LT 5, in 7 out of 10 problems, student can compare the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change.</i></p>
<i>Partially proficient</i>	<i>Score: 60-69%</i>	<p><i>For LT 1, student can state that linear functions can be demonstrated in various ways and can provide only 1 example.</i></p> <p><i>For LT 2, student cannot state that rate of change is represented by slope.</i></p>

			<p>For LT 3, student cannot state that the initial value of a function is represented by the y intercept.</p> <p>For LT 4, in 6 out of 10 problems, student can identify slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change.</p> <p>For LT 5, in 6 out of 10 problems, student can compare the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change.</p>
	<p>Minimally proficient</p>	<p>Score: 59% or less</p>	<p>For LT 1, student cannot state that linear functions can be demonstrated in various ways.</p> <p>For LT 2, student cannot state that rate of change is represented by slope.</p> <p>For LT 3, student cannot state that the initial value of a function is represented by the y intercept.</p> <p>For LT 4, in less than 6 out of 10 problems or less, student can identify slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change.</p> <p>For LT 5, in less than 6 out of 10 problem or less, student can compare the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change.</p>
<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p>Summative assessments will be backward-designed based on the ELO's aligned to AZCCRS. They will include content materials from Math in Focus (Singapore Math). They will be developed by teachers and be common across grade levels. Assessments will include different question types such as multiple choice, multi-step tasks, multi-response, and free response.</p> <p>The summative assessment for this standard will be a 24-question test in which students will be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Explain that linear functions can be represented algebraically, graphically, numerically in tables, or in verbal descriptions and can provide at least 3 examples with 80% accuracy.</li> <li>2. Explain that the rate of change is represented by slope with 80% accuracy.</li> <li>3. Explain that the y-intercept represents the initial value of a function with 80% accuracy.</li> <li>4. Identify the slope or y-intercept of a linear function when represented algebraically, graphically, numerically in tables, or in verbal descriptions to determine the rate of change with 80% accuracy.</li> <li>5. Compare the properties of two functions when they are each represented in a different way (algebraically, graphically, numerically in tables, or in verbal descriptions) to determine which function has a greater rate of change with 80% accuracy.</li> </ol>		

	<p><i>Criteria used to determine student mastery:</i></p> <ul style="list-style-type: none"> <li>- <i>Summative assessment questions consisting of single response questions will be scored by percentage correct, with at least 80% accuracy indicating mastery.</i></li> <li>- <i>Summative assessment questions consisting of multi-step tasks or multiple responses will also be scored by percentage correct, with at least 80% accuracy indicating mastery. However, these questions will be further reviewed to determine if the error was due to a computation error, question type confusion, or a lack of mastery of the learning target.</i></li> <li>- <i>Summative assessment questions consisting of a free response answer will be scored using a rubric (See Formative Assessment section above, specifically criteria for LT 1) to determine proficiency level.</i></li> </ul>
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybridge). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.</i></p> <p><i>Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.</i></p> <p><i>Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA &amp; Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.</i></p> <p><i>For this standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Small group/one on one instruction to address concepts that were not mastered. Teacher may scaffold as necessary, for example, beginning with foundational concepts like finding slope or the y-intercept then comparing linear functions represented in the same format before comparing linear functions represented in different formats.</i></li> <li>- <i>Additional time/opportunities for students to reach mastery.</i></li> </ul>

**Instructional Analysis for Grade 8 in Science**

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

<p>Required Standard: <b>S2.C3.PO3</b></p>	<p>Defend the principle that accurate record keeping, openness, and replication are essential for maintaining an investigator’s credibility with other scientists and society.</p>
<p><b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Students can describe and defend the importance of accurate record keeping in Science as a way to maintain an investigator’s credibility with other scientists and society.</li> <li>2. Students can explain and defend why openness is important during a scientific investigation as a way to maintain an investigator’s credibility with other scientists and society.</li> <li>3. Students can explain and defend the value of the scientific principle of replication as a way to maintain an investigator’s credibility with other scientists and society.</li> </ol>
<p><b>2. Prior Knowledge</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	<p><i>Knowledge and skills that students should master prior to meeting learning targets:</i></p> <ul style="list-style-type: none"> <li>- <i>7<sup>th</sup> Grade - S2.C2.PO 1. Apply the following scientific processes to other problem solving or decision-making situations:</i> <ul style="list-style-type: none"> <li>o <i>observing</i></li> <li>o <i>questioning</i></li> <li>o <i>communicating</i></li> <li>o <i>comparing</i></li> <li>o <i>measuring</i></li> <li>o <i>classifying</i></li> <li>o <i>predicting</i></li> <li>o <i>organizing data</i></li> <li>o <i>inferring</i></li> <li>o <i>generating hypotheses</i></li> <li>o <i>identifying variables</i></li> </ul> </li> </ul> <p><i>How prior knowledge will be used:</i></p> <ul style="list-style-type: none"> <li>- <i>Students will use knowledge of the scientific processes listed above to form a defensive argument about why accurate record keeping, openness, and replication are essential for maintaining an investigator’s credibility with other scientists and society.</i></li> </ul>
<p><b>3. Instructional Plan</b> Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	<p><u><i>Shared Inquiry</i></u></p> <ul style="list-style-type: none"> <li>- <i>Teacher will tell students their challenge for the lesson is to answer this question: “How does the amount of mass in a body in motion affect its tendency to remain in motion?” (AZ Science Standard S.5C.2PO.3; Core Knowledge Sequence Science 8<sup>th</sup> Grade)</i></li> <li>- <i>Teacher will break the class in Group A and Group B. Students will form sub-groups within Group A and Group B. Both groups will receive the same supplies (rubber bands, paper cup, meter sticks, marbles, wooden blocks, string) to conduct the experiment.</i></li> <li>- <i>Teacher will instruct Group A to begin the challenge.</i></li> <li>- <i>Teacher will provide explicit directions to Group B to follow the Scientific Process, to state a hypothesis, to conduct the experiment at least 5 times, to find the average, to include data, and to form a conclusion.</i></li> <li>- <i>Teacher will direct Group B to begin the challenge.</i></li> <li>- <i>Once Group A and Group B have concluded the activity, the teacher will pair up</i></li> </ul>



*sub groups from Group A and Group B together. Each sub group will present the experiment and results to the other. Students will be directed to defend their methods and results. (LT 1 & 3)*

Direct Instruction:

- *Teacher will lead whole group discussion about the effectiveness of the approach taken by Group A and Group B. Areas of discussion will include the design of the activity, the results of the activity, the method of communication, and the conclusion. The goal of the discussion is for students to address the following:
 
  - o *Science is about doing investigations*
  - o *The importance of keeping accurate records (lab journals)*
  - o *How a scientist communicates the results from those records (LT 1)*
  - o *The importance of replication of results (LT 3)*
  - o *The importance of openness in scientific investigations (LT 2)*
  - o *The scientific process provides a systematic way to conduct scientific investigations that reduces bias and makes results accurate and useful, and easy to defend (LT 1, 2, & 3)**
- *Teacher will guide class discussion with the goal of students developing the Essential Question and Big Idea:*

Essential Question:

- *Why is it important for scientists to keep accurate records, to replicate results, and to maintain openness in their work?*

Big Idea:

- *To maintain their credibility with other scientists and society, it is essential for scientists to keep accurate records, to be open, and to replicate results.*

Vocabulary:

- *The vocabulary directly tied to the Learning Targets is:
 
  - a. *Defend*
  - b. *Principle*
  - c. *Record keeping*
  - d. *Openness*
  - e. *Credibility*
  - f. *Replication*
  - g. *Investigator**
- *Teacher will review previously learned vocabulary and directly instruct new vocabulary using strategy of repeated exposure. For example, Kinsella strategy: definition, synonyms, visual representation, examples and non-examples, use in sentence and apply to other learning, and vocabulary notebooks.*
- *Bolded vocabulary words are new to students. The goal is that students will use newly acquired vocabulary in their speaking, problem solving, and writing. This will be achieved through the Core Knowledge strategy of repeated exposure.*

Guided Practice:

- *Teacher will explain to students that they will work in the same groups but this time all groups are expected to follow the Scientific Process, to state a hypothesis, to conduct the experiment at least 5 times to find the average, to include data, and to form a conclusion. The experiment for this activity will address AZ Science Standard S.5 C.2 PO4 "Describe forces as interactions*

*between bodies (Newton’s 3rd Law of Motion).”*

- *Once groups have concluded the activity, the teacher will pair up subgroups. Each subgroup will present their findings to the other and defend their methods and results as a way to maintain their credibility with other scientists and society. (LT 1, 2, & 3)*

*High Yield Instructional Strategies:*

*Teachers are required to implement instructional non-negotiables throughout their lessons. As a school we have determined these as:*

- *Student engagement: 100% of students are engaged in completing tasks with high cognitive demand using active engagement methods such as Kagan strategies, Teach Like a Champion tools, brain breaks, etc.*
- *Gradual release/ratio: cognitive lift shifts from teacher to student as lesson progresses*
- *Checks for understanding: the teacher stops at strategic points to assess learning of students*
- *Rigor: students are participating in various activities that cover a wide range of depth of knowledge; the activities are challenging, research-based and collaborative*
- *Objective-based lesson planning: daily lesson plan has a clear, measurable objective written in student-friendly language; lesson is backwards-planned to ensure all activities align to the objective and lead to student mastery*
- *Mastery check: short, precisely targeted assessment of the day’s standard is given to determine levels of student mastery, and to inform continued instruction*
- *Cross curricular connections: content is integrated across subject areas where logical to maintain fidelity to the Core Knowledge philosophy*
- *Differentiation: Teacher consistently uses data to design differentiated activities that challenge and support students at different levels of mastery, delivering these activities in the classroom with well-established routines, systems, and procedures. Strategies meet the requirements of students’ IEP, 504, ELL or other.*

*Differentiation:*

*Teachers will use a variety of methods to scaffold learning for students based on ability, language level, interest, learning style, etc. These may include:*

- *Menu of choice*
- *Sentence starters*
- *Exemplars*
- *Assignment expectations, e.g., number of paragraphs, words, etc.*
- *Graphic organizers*
- *Reading level e.g., providing texts at different Lexile levels*
- *Visual aids*
- *Small group instruction*
- *Collaborative learning opportunities*
- *Strategic grouping of students*
- *Chunking/Writing Summaries*
- *Summarize key points*
- *Speak more slowly*
- *Grammar/vocabulary wall*
- *repeat/clarify directions*

*For this standard the following methods would be recommended:*



	<ul style="list-style-type: none"> <li>- Strategic grouping of students</li> <li>- Collaborative learning opportunities</li> <li>- Strategic grouping of students</li> <li>- Collaborative learning opportunities</li> <li>- Vocabulary wall</li> </ul>
<p><b>4. Instruction</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	<p><u>Shared Inquiry:</u></p> <ul style="list-style-type: none"> <li>- Students will be divided into Group A and Group B and then subgroups within. Students will work in sub groups to solve the following challenge given by the teacher: “How does the amount of mass in a body in motion affect its tendency to remain in motion?” (AZ Science Standard S.5C.2PO3; Core Knowledge Sequence Science 8th Grade)</li> <li>- Each sub group of students will receive the same supplies (rubber bands, paper cup, meter sticks, marbles, wooden blocks, string) to conduct the experiment.</li> <li>- Students in Group A will begin the experiment with no further directions; Group B will receive explicit directions from the teacher to follow the Scientific Process, to state a hypothesis, to conduct the experiment at least 5 times, to include data, and to form a conclusion.</li> <li>- Once the activity is completed, sub groups from Group A will partner up with sub groups from Group B. Each group will present the experiment and results to the other. Students will defend their methods and results (LT 1 &amp; 3).</li> </ul> <p><u>Direct Instruction:</u></p> <ul style="list-style-type: none"> <li>- Students will participate in a whole group discussion about the effectiveness of the approach taken by Group A and Group B. Areas of discussion will include the design of the activity, the results of the activity, the methods of communication, the credibility of the defense, and the conclusion. Through discussion, students should reach the conclusion that accurate record-keeping, openness, and replication of results are essential for maintaining an investigator’s credibility with other scientists and society (LT 1, 2, &amp; 3).</li> <li>- Students will develop Essential Questions and Big Ideas based on the preceding discussion. Student ideas should reflect the ideas contained in the Essential Question and Big Idea listed below (LT 1, 2, &amp; 3).</li> </ul> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>- Why is it important for scientists to keep accurate records, to replicate results, and to maintain openness in their work?</li> </ul> <p><u>Big Idea:</u></p> <ul style="list-style-type: none"> <li>- To maintain their credibility with other scientists and society, it is essential for scientists to keep accurate records, to be open, and to replicate results.</li> </ul> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>- Students will actively participate during instruction of new vocabulary/review of previously learned vocabulary by recording in a vocabulary notebook.</li> </ul> <p><u>Guided Practice:</u></p> <ul style="list-style-type: none"> <li>- Students will work in the same groups to conduct an experiment demonstrating Newton’s 3<sup>rd</sup> Law of Motion (AZ Science Standard S.5 C.2 PO4 “Describe forces as interactions between bodies” and Core Knowledge Sequence Science Grade 8).</li> <li>- All groups of students will follow the Scientific Process, state an hypothesis,</li> </ul>

## Instructional Analysis Templates

	<p style="text-align: center;"><i>conduct the experiment at least 5 times, include data, and form a conclusion.</i></p> <ul style="list-style-type: none"> <li>- <i>Once all groups have concluded the activity, sub groups will pair up and present their findings. Groups will defend their methods and results as a way to maintain their credibility with other scientists and society (LT 1, 2, &amp; 3).</i></li> </ul>										
<p><b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.</p>	<p><i>Formative Assessments will be administered daily through Checks for Understanding and Mastery Checks at the end of a lesson.</i></p> <p><i>At the end of each day's lesson, students will write a one-paragraph reflection to address how the credibility of results was impacted by following/not following the Scientific Process. Students will be expected to defend the importance of record keeping, why openness is necessary, and why replication of results is crucial.</i></p> <p><i>While reviewing data gathered during the formative assessments, the teacher will use the following criteria to evaluate the progress towards mastery of the learning targets.</i></p> <p><i>Rubric:</i></p> <ul style="list-style-type: none"> <li>- <i>1 = Minimally Proficient - Student demonstrate understanding of the skills taught with less than 60% accuracy. Student cannot explain the principal that accurate record keeping, openness, and replication are essential for maintaining an investigator's credibility with other scientists and society.</i></li> <li>- <i>2 = Partially Proficient - Student demonstrates understanding of some of the skills taught with at least 60-69% accuracy. Student can explain the principal that accurate record keeping, openness, and replication are essential for maintaining an investigator's credibility with other scientists and society.</i></li> <li>- <i>3 = Proficient - Student demonstrates understanding of most of the skills taught with at least 70-79% accuracy. Student can defend with evidence the principal that accurate record keeping, openness, and replication are essential for maintaining an investigator's credibility with other scientists and society.</i></li> <li>- <i>4 = Mastery - Student demonstrates understanding of all of the skills taught with at least 80% accuracy. Student can defend with substantial evidence the principal that accurate record keeping, openness, and replication are essential for maintaining an investigator's credibility with other scientists and society.</i></li> </ul>										
<p><b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	<p><i>How students will demonstrate mastery of the required standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Students will research one of the following scientists: Albert Einstein, Dorothy Hodgkin, James Maxwell, Charles Steinmetz (Core Knowledge 8th grade Science) and write a short report on the scientists' methodologies, including examples of how the scientists kept accurate records, and demonstrated openness and replication in their work in order to maintain credibility with other scientists and society. Students should be able to defend each principle based on the work of the scientist selected.</i></li> </ul> <p><i>The criteria used to determine whether a student has mastered the required standard: Students will score at least 80% based on the rubric below:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;"><i>Criteria</i></td> <td style="width: 15%;"><i>Mastery Proficient</i> 4</td> <td style="width: 15%;"><i>Proficient</i> 3</td> <td style="width: 15%;"><i>Partially Proficient</i> 2</td> <td style="width: 15%;"><i>Minimally Proficient</i> 1</td> </tr> <tr> <td><i>Scientist's methodologies</i></td> <td><i>Includes complete</i></td> <td><i>Description of the scientist's</i></td> <td><i>Description of the scientist's</i></td> <td><i>Description of scientist's</i></td> </tr> </table>	<i>Criteria</i>	<i>Mastery Proficient</i> 4	<i>Proficient</i> 3	<i>Partially Proficient</i> 2	<i>Minimally Proficient</i> 1	<i>Scientist's methodologies</i>	<i>Includes complete</i>	<i>Description of the scientist's</i>	<i>Description of the scientist's</i>	<i>Description of scientist's</i>
<i>Criteria</i>	<i>Mastery Proficient</i> 4	<i>Proficient</i> 3	<i>Partially Proficient</i> 2	<i>Minimally Proficient</i> 1							
<i>Scientist's methodologies</i>	<i>Includes complete</i>	<i>Description of the scientist's</i>	<i>Description of the scientist's</i>	<i>Description of scientist's</i>							

**Instructional Analysis Templates**

	<i>description of the scientist's methodologies</i>	<i>methodologies is mostly complete</i>	<i>methodologies is limited</i>	<i>methodologies is minimal or absent</i>
<i>Defense of accurate record keeping as a means to maintain an investigator's credibility with other scientists &amp; society.</i>	<i>Provides a thorough defense of the principle of accurate record keeping as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Provides a defense of the principle of accurate record keeping as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Provides a limited defense of the principle of accurate record keeping as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Unable to provides a defense of the principle of accurate record keeping as way to maintain an investigator's credibility with other scientists and society.</i>
<i>Defense of openness as a means to maintain an investigator's credibility with other scientists &amp; society</i>	<i>Provides a thorough defense of the principle of openness as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Provides a defense of the principle of openness as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Provides a limited defense of the principle of openness as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Unable to provides a defense of the principle of openness as way to maintain an investigator's credibility with other scientists and society.</i>
<i>Defense of replication as a means to maintain an investigator's credibility with other scientists &amp; society</i>	<i>Provides a thorough defense of the principle of replication as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Provides a defense of the principle of replication as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Provides a limited defense of the principle of replication as way to maintain an investigator's credibility with other scientists and society.</i>	<i>Unable to provides a defense of the principle of replication as way to maintain an investigator's credibility with other scientists and society.</i>
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	<p><i>Our school will follow a Response to Intervention (RTI) model to address remediation with students who are not mastering the learning targets and/or standards in writing. Tier 2 is differentiated, need-based learning for learners needing remediation on specific skills such as small group instruction or targeted activities through CompassLearning Odyssey (also known as Edgenuity Hybridge). Tier 3 is for learners still not responding to Tier 1 and Tier 2 instruction. Intervention in Tier 3 is intensive, individualized, need-based learning for students. Tier 3 will address specific skill needs in one-on-one or small-group settings.</i></p> <p><i>Prior to pre-service training, the school director and Instructional Coach will develop written procedures for students who are not mastering the learning targets and/or</i></p>			

*standards for core subjects. During pre-service, teachers will be trained on these procedures. The procedures will identify the criteria for student placement in Tier 1, Tier 2, and/or Tier 3 instruction, identify the frequency of progress monitoring for each of the intervention, identify the instructional time of day and resources to be utilized for administering the interventions and delineate the next steps for when students master or do not master the learning targets/standards.*

*Daily there will be opportunities for remediation. Monday through Thursday there are two intervention blocks: one for ELA remediation and the other for Math remediation. Science and Social Studies standards may be addressed during the ELA block as needed. Teachers will use the results of their in-class formative assessments to plan for their intervention blocks during their weekly Data Lunches (PLC). If in-class formative assessment results suggest a student has not mastered the learning targets to the level of mastery set in our summative assessments, students will move to Tier 2 or Tier 3 interventions during this block.*

*Weekly, on Fridays there will be further opportunities to remediate through the Reteach and Enrich blocks (ELA & Math). Teachers will meet weekly during Data Lunches (PLC) to share summative assessment data and determine groupings for the Reteach and Enrich blocks. If summative assessment results suggest a student still has not mastered the learning targets, students will be placed in the Reteach sections and participate in Tier 2 and Tier 3 interventions during that time.*

*For this standard:*

- Students scoring partially proficient and minimally proficient on the summative assessment will receive targeted remediation during the reteach/enrich period. This could consist of one on one or small group instruction and additional opportunities to complete the assignment.*
- If proficiency is still not demonstrated, students will receive further remediation during the Friday reteach/enrich period. This could consist of one on one or small group instruction, and additional opportunities to complete the assignment.*

# Operational Plan

- **B.1 Applicant Entity**
- **B.2 School Governing Body**
- **B.3 Management and Operation**
- **B.3.1 Education Service Providers**
- **B.3.2 Contracted Services**

**B.1**

**Applicant Entity**

ARIZONA CORP COMMISSION  
FILED

SEP 15 2017

FILE NO. 2218645-6

AZ Corp. Commission



06066667

ARIZONA CORP COMMISSION  
FILED

SEP 12 2017

FILE NO. 22186456

ARTICLES OF INCORPORATION  
OF  
ABRAHAM LINCOLN PREPARATORY SCHOOL  
Pursuant to A.R.S. Section 10-3202

1. The name of the corporation (the "Corporation") is ABRAHAM LINCOLN PREPARATORY SCHOOL. The Corporation is a nonprofit corporation under Arizona law, Section 10-3101, *et seq.*, of the Arizona Revised Statutes, or the corresponding sections of any future Arizona corporate code. The period of duration shall be perpetual.

2. The principal office and place of business of the Corporation shall be in the County of Maricopa, State of Arizona, but other offices may be established and maintained within or without the State of Arizona at such places as may be designated in the Bylaws or by the Board of Directors.

3. The Corporation is organized for the purpose of creating and operating an Arizona public charter school pursuant to Section 15-181 *et seq.* of the Arizona Revised Statutes, or the corresponding sections of any future charter school law. Subject to the limitations of these Articles and in furtherance of said purpose, the Corporation shall be authorized to exercise any and all acts such as are permitted to a Corporation organized under Chapters 24 through 40 of the Arizona Corporation Act (Title 10 of the Arizona Revised Statutes). Notwithstanding any other provision of these Articles, the corporation shall not carry on any activity not permitted to be carried on by an organization which is described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (the "Code"), and which is exempt from Federal income tax under Section 501(a) of the Code.

4. The Corporation shall have no Members.

5. The character of the affairs of the Corporation shall be such as may be appropriate to accomplish the purposes of the Corporation set forth in these Articles.

6. The Corporation will not practice or permit discrimination on the basis of sex, race, national origin, physical handicap or disability.

7. The affairs of the Corporation shall be managed by a Board of Directors of not less than one person. The number and term of the directors shall be provided in the Bylaws of the Corporation. The name and address of the initial Director, who shall serve until his successor or successors are elected and qualified, is:

Name	Address
Matt Sandoval	8840 N. 43 <sup>rd</sup> Ave., Glendale, Arizona 85302

8. The street address of the known place of business of the Corporation is 8840 N. 43<sup>rd</sup> Ave., Glendale, Arizona 85302.

9. The name and address of the sole incorporator of the Corporation is Matt Sandoval, 8840 N. 43<sup>rd</sup> Ave., Glendale, Arizona 85302.

10. The name and address of the statutory agent of the Corporation is Matt Sandoval, 8840 N. 43<sup>rd</sup> Ave., Glendale, Arizona 85302.

11. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

12. In the event of the dissolution of the Corporation, all of the Corporation's assets, real and personal (after paying or making provision for the payment of all of the liabilities of the Corporation) shall be distributed to an organization which is described in Section 501(c)(3) of the Code and which has purposes compatible with the purposes of the Corporation, as the Board of Directors of the Corporation shall determine. Any such assets not so disposed of, for whatever reason, shall be disposed of by an order of the Superior Court of the county in which the principal office of the corporation is then located to such organization or organizations, as said Court shall determine, which are described in Section 501(c)(3) of the Code and which have purposes compatible with the purposes of the Corporation.

13. To the extent permitted by applicable law then in effect, the Corporation may indemnify any person against expenses, including without limitation, attorneys' fees, judgments, fines and amounts paid in settlement, actually and reasonably incurred ("Claim") by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another entity ("Corporation Agent"). The power of indemnification under the Arizona Revised Statutes shall not be denied or limited by the Bylaws of the Corporation. Any indemnification shall be made by the Corporation only as authorized by the Board of Directors by a majority vote of the directors who are not parties to the subject action, suit or proceeding. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was an Corporation Agent against any Claim arising out of the Corporation Agent's status as such whether or not the Corporation would have had the power to indemnify the Corporation Agent from a Claim under this Article. The right to indemnification provided herein shall not be exclusive of any rights to which a Corporation Agent may otherwise be entitled by applicable law.


14. The personal liability of the directors of the Corporation for monetary damages for breach of a fiduciary duty as a director is eliminated to the fullest extent permitted by applicable law. For purposes of this Article only, "director" shall include trustees or persons who serve on a board or council of the Corporation in an advisory capacity.



15. These Articles may be amended by the vote of a majority of the members of the Board of Directors.

16. In case of any conflict between the terms hereof and the Bylaws of the Corporation, these Articles shall control.

Executed this 11th day of September, 2017 by the sole incorporator.

A handwritten signature in cursive script, appearing to read "Matt Sandoval", written over a horizontal line.

Matt Sandoval, Sole Incorporator

## STATUTORY AGENT ACCEPTANCE

Please read Instructions *M002i*

1. **ENTITY NAME** – give the **exact** name in Arizona of the corporation or LLC that has appointed the Statutory Agent (this must match exactly the name as listed on the document appointing the statutory agent, e.g., Articles of Organization or Article of Incorporation):

Abraham Lincoln Preparatory School

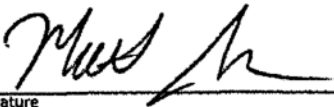
2. **STATUTORY AGENT NAME** – give the exact name of the Statutory Agent appointed by the entity listed in number 1 above (this will be *either* an individual or an entity). **NOTE** - the name must match **exactly** the statutory agent name as listed in the document that appoints the statutory agent (e.g. Articles of Incorporation or Articles of Organization), including any middle initial or suffix:

Matt Sandoval

3. **STATUTORY AGENT SIGNATURE:**

By the signature appearing below, the individual or entity named in number 2 above accepts the appointment as statutory agent for the entity named in number 1 above, and acknowledges that the appointment is effective until the appointing entity replaces the statutory agent or the statutory agent resigns, whichever occurs first.

The person signing below declares and certifies *under penalty of perjury* that the information contained within this document together with any attachments is true and correct, and is submitted in compliance with Arizona law.



Signature

Matt Sandoval

Printed Name

9/11/11

Date

**REQUIRED** – check only one:

<input checked="" type="checkbox"/> <b>Individual as statutory agent:</b> I am signing on behalf of myself as the individual (natural person) named as statutory agent.	<input type="checkbox"/> <b>Entity as statutory agent:</b> I am signing on behalf of the entity named as statutory agent, and I am authorized to act for that entity.
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Filing Fee: none (regular processing) Expedited processing – not applicable. All fees are nonrefundable - see Instructions.	Mail: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100
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Please be advised that A.C.C. forms reflect only the **minimum** provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.  
All documents filed with the Arizona Corporation Commission are **public record** and are open for public inspection.  
If you have questions after reading the Instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.

**CERTIFICATE OF DISCLOSURE***Read the Instructions C003!***1. ENTITY NAME** – give the exact name of the corporation in Arizona:

Abraham Lincoln Preparatory School

**2. A.C.C. FILE NUMBER** (if already incorporated or registered in AZ):Find the A.C.C. file number on the upper corner of filed documents OR on our website at: <http://www.azcc.gov/Divisions/Corporations>**3. Check only one of the following to indicate the type of Certificate:**

- Initial (accompanies formation or registration documents)
- Annual (credit unions and loan companies only)
- Supplemental to COD filed \_\_\_\_\_ (supplements a previously-filed Certificate of Disclosure)

**4. FELONY/JUDGMENT QUESTIONS:**

Has any person (a) who is currently an officer, director, trustee, or incorporator, or (b) who controls or holds over ten per cent of the issued and outstanding common shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation been:

<b>4.1</b>	Convicted of a felony involving a transaction in securities, consumer fraud or antitrust in any state or federal jurisdiction within the five-year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>4.2</b>	Convicted of a felony, the essential elements of which consisted of fraud, misrepresentation, theft by false pretenses or restraint of trade or monopoly in any state or federal jurisdiction within the five-year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>4.3</b>	Subject to an injunction, judgment, decree or permanent order of any state or federal court entered within the five-year period immediately preceding the signing of this certificate, involving any of the following: a. The violation of fraud or registration provisions of the securities laws of that jurisdiction; b. The violation of the consumer fraud laws of that jurisdiction; c. The violation of the antitrust or restraint of trade laws of that jurisdiction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>4.4</b>	If any of the answers to numbers 4.1, 4.2, or 4.3 are <b>YES</b> , you <b>MUST</b> complete and attach a Certificate of Disclosure Felony/Judgment Attachment form C004.		

**5. BANKRUPTCY QUESTION:**

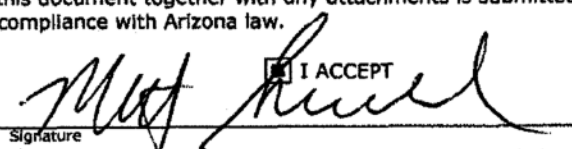
<p><b>5.1</b> Has any person (a) who is currently an officer, director, trustee, incorporator, or (b) who controls or holds over twenty per cent of the issued and outstanding common shares or twenty per cent of any other proprietary, beneficial or membership interest in the corporation, served in any such capacity or held a twenty per cent interest in <b>any other corporation</b> (not the one filing this Certificate) on the bankruptcy or receivership of the <b>other corporation</b>?</p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p><b>5.2</b> If the answer to number 5.1 is <b>YES</b>, you <b>MUST</b> complete and attach a Certificate of Disclosure Bankruptcy Attachment form C005.</p>		

**IMPORTANT:** If within 60 days of the delivery of this Certificate to the A.C.C. any person not included in this Certificate becomes an officer, director, trustee or person controlling or holding over ten per cent of the issued and outstanding shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation, the corporation must submit a SUPPLEMENTAL Certificate providing information about that person, signed by all incorporators or by a duly elected and authorized officer.

SIGNATURE REQUIREMENTS:	
Initial Certificate of Disclosure:	This Certificate must be signed by all incorporators. If more space is needed, complete and attach an Incorporator Attachment form C084.
Foreign corporations:	This Certificate may be signed by a duly authorized officer or by the Chairman of the Board of Directors.
Credit Unions and Loan Companies:	This Certificate must be signed by any 2 officers or directors.

**Matt Sandoval**  
 Name  
 8840 N. 43rd Ave.  
 Address 1  
 Address 2  
 Glendale Arizona 85302  
 City State Zip  
 Country UNITED STATES

Name  
 Address 1  
 Address 2  
 City State Zip  
 Country

**SIGNATURE - see Instructions C003i:**  
 By typing or entering my name and checking the box marked "I accept" below, I acknowledge *under penalty of perjury* that this document together with any attachments is submitted in compliance with Arizona law.  
  
 I ACCEPT  
 Signature  
 Matt Sandoval 9/11/17  
 Printed Name Date

**SIGNATURE - see Instructions C003i:**  
 By typing or entering my name and checking the box marked "I accept" below, I acknowledge *under penalty of perjury* that this document together with any attachments is submitted in compliance with Arizona law.  
 I ACCEPT  
 Signature  
 Printed Name Date

- REQUIRED - check only one:**
- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
  - Officer** - I am an officer of the corporation submitting this Certificate
  - Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
  - Director** - I am a Director of the credit union or loan company submitting this Certificate.

- REQUIRED - check only one:**
- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
  - Officer** - I am an officer of the corporation submitting this Certificate
  - Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
  - Director** - I am a Director of the credit union or loan company submitting this Certificate.

Filing Fee: None All fees are nonrefundable - see Instructions.	Mail: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100
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Please be advised that A.C.C. forms reflect only the **minimum** provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.  
 All documents filed with the Arizona Corporation Commission are **public record** and are open for public inspection.  
 If you have questions after reading the Instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.

## Pauline Dougherty

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**From:** Document Intake <DocumentIntake@azcc.gov>  
**Sent:** Thursday, May 10, 2018 12:46 PM  
**To:** Pauline Dougherty  
**Subject:** Automatic reply: ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD.

If you have received this response, your email to the Corporations Division of the Arizona Corporation Commission was delivered. **No other acknowledgement of receipt will be sent.**

**We accept documents by email for ONLY resubmissions of previously-rejected documents or MOD account holders.** If you are not a MOD account holder or you submitted a document that had not previously been paid for, then it will be rejected for nonpayment. We cannot accept credit cards by email.

The processing time you paid for will be counted from the next business day after the date on which we received the document. Any document submission received by us at or after 5:00 pm Arizona time will be considered as received on the following business day.

Please **DO NOT REPLY** to this email.

**ARIZONA CORPORATION COMMISSION  
CORPORATIONS DIVISION COVER SHEET**

**USE A SEPARATE COVER SHEET FOR EACH DOCUMENT**

ARE YOU FILING:     New Entity     Change to existing entity     Re-submission/Correction

**PLEASE COMPLETE ALL APPROPRIATE SECTIONS**

Type in Corp/LLC Name: ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD.

FILING TYPE	REGULAR SERVICE FEE	EXPEDITED SERVICE FEE
<input type="checkbox"/> Articles of Domestication	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$135.00
<input type="checkbox"/> Articles of Incorporation (Profit)	<input type="checkbox"/> \$ 60.00	<input type="checkbox"/> \$ 95.00
<input type="checkbox"/> Articles of Incorporation (Non Profit)	<input type="checkbox"/> \$ 40.00	<input type="checkbox"/> \$ 75.00
<input type="checkbox"/> Articles of Organization (Limited Liability Company)	<input type="checkbox"/> \$ 50.00	<input type="checkbox"/> \$ 85.00
<input type="checkbox"/> Application For Authority (Business)	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$210.00
<input type="checkbox"/> Application to Conduct Affairs (Non Profit)	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$210.00
<input type="checkbox"/> Application for New Authority	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$210.00
<input type="checkbox"/> Application for Registration	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$185.00
<input type="checkbox"/> Articles of Amendment	<input type="checkbox"/> \$ 25.00	<input type="checkbox"/> \$ 60.00
<input type="checkbox"/> Articles of Amendment & Restatement	<input type="checkbox"/> \$ 25.00	<input type="checkbox"/> \$ 60.00
<input type="checkbox"/> Articles of Correction	<input type="checkbox"/> \$ 25.00	<input type="checkbox"/> \$ 60.00
<input type="checkbox"/> Articles of Merger/Share Exchange	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$135.00
<input type="checkbox"/> Articles of Merger (Limited Liability Company)	<input type="checkbox"/> \$ 50.00	<input type="checkbox"/> \$ 85.00
<input type="checkbox"/> Affidavit of Publication	<input type="checkbox"/> \$ 0.00	<input checked="" type="checkbox"/> \$ 35.00
<input type="checkbox"/> CORPORATIONS -Certified Copies* <small>*If copies are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$5.00 Each ( ) (Enter Quantity)	<input type="checkbox"/> \$40.00 ( ) (Enter Quantity)
<input type="checkbox"/> LLCs - Certified Copies* <small>*If copies are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$10.00 Each ( ) (Enter Quantity)	<input type="checkbox"/> \$45.00 ( ) (Enter Quantity)
<input type="checkbox"/> Good Standing Certificate* <small>*If Good Standing Certificates are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$10.00 Each ( ) (Enter Quantity)	<input type="checkbox"/> \$45.00 ( ) (Enter Quantity)
<input checked="" type="checkbox"/> Other: OFFICER/DIRECTOR CHANGE	<input type="checkbox"/> Regular Fee	<input type="checkbox"/> Expedite Fee

SELECT PAYMENT TYPE:

**DO NOT WRITE YOUR CREDIT CARD NUMBER ON THIS FORM!**

Check                      Check # \_\_\_\_\_                      Check Amount \$ \_\_\_\_\_  
 M.O.D. Account              MOD Acct # 1469                      Mod Amount \$ 35.00  
 Cash    Cash Amount \$ \_\_\_\_\_  
 Credit Card -- for in-person filings only              CC Amount \$ \_\_\_\_\_  
 No fee required

SELECT ONE RETURN DELIVERY OPTION:  Mail     Pick Up     Fax # ( Email ) see below

**REQUIRED:** Please list the person or company who will be picking up the completed documents.

DOCUMENTS WILL BE MAILED IF THEY ARE NOT PICKED UP IN A TIMELY MANNER (APPROXIMATELY TWO WEEKS).

Person or Company Name: PAULINE C. DOUGHERTY, PARALEGAL                      Phone Number: 480-461-5313  
 Address: File#116163-001                      EMAIL: pcd@udallshumway.com  
 City: \_\_\_\_\_                      State: \_\_\_\_\_                      Zip: \_\_\_\_\_  
 PAGES - 4    5-10-18

**FOR ARIZONA CORPORATION COMMISSION USE ONLY**

PICK-UP BY: \_\_\_\_\_                      DATE: \_\_\_\_\_

View current process times at: [www.azcc.gov/Divisions/Corporations](http://www.azcc.gov/Divisions/Corporations)

DO NOT WRITE ABOVE THIS LINE; RESERVED FOR ACC USE ONLY.

## OFFICER/DIRECTOR/SHAREHOLDER CHANGE

Read the Instructions [C017i](#)

1. **ENTITY NAME** – give the exact name of the corporation as currently shown in A.C.C. records:  
ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD.

2. **A.C.C. FILE NUMBER:** 22186456

Find A.C.C. file number on the upper corner of filed documents OR on our website at: <http://www.azcc.gov/Divisions/Corporations>

**CHECK THE BOX NEXT TO EACH CHANGE BEING MADE AND COMPLETE THE REQUESTED INFORMATION FOR THAT CHANGE.**

3.  **OFFICER CHANGE** – FOR OFFICERS CURRENTLY SHOWN IN A.C.C. RECORDS - list the name of each officer being changed as it is currently shown in A.C.C. records, and below that provide any new information for that officer (new name and/or address), then check all boxes that apply to indicate the change being made for that officer. FOR NEW OFFICERS – list the name in the NEW Name blank, list the address, and check the appropriate box. If more space is needed, use another Officer/Director/Shareholder Change form.

Name currently shown in ACC records			Name currently shown in ACC records		
KIMBERLEY MARCHISOTTO			MATT SANDOVAL		
NEW Name			NEW Name		
6515 W. INDIAN SCHOOL ROAD			8840 N. 43RD AVENUE		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
PHOENIX	AZ	85033	GLENDALE	AZ	85302
City	State or Province	Zip	City	State or Province	Zip
UNITED STATES			UNITED STATES		
Country			Country		
President			Secretary		
Officer title			Officer title		
Date taking office (optional)			Date taking office (optional))		
<input type="checkbox"/> Address change	<input checked="" type="checkbox"/> Add as officer		<input type="checkbox"/> Address change	<input checked="" type="checkbox"/> Add as officer	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer	
Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Officer title			Officer title		
Date taking office (optional)			Date taking office (optional)		
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer	

**Officers continued**

Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer	

**4.  DIRECTOR CHANGE** – FOR DIRECTORS CURRENTLY SHOWN IN A.C.C. RECORDS - list the name of each director being changed as it is currently shown in A.C.C. records, and below that provide any new information for that director (new name and/or address), then check all boxes that apply to indicate the change being made for that director. FOR NEW DIRECTORS – list the name in the NEW Name blank, list the address, and check the appropriate box. If more space is needed, use another Officer/Director/Shareholder Change form.

Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name <b>PETER BOYLE</b>			NEW Name <b>ANTHONY BEST</b>		
Address 1 <b>8840 N. 43RD AVENUE</b>			Address 1 <b>8840 N. 43RD AVENUE</b>		
Address 2 (optional)			Address 2 (optional)		
<b>GLENDALE</b>	<b>AZ</b>	<b>85302</b>	<b>GLENDALE</b>	<b>AZ</b>	<b>85302</b>
City	State or Province	Zip	City	State or Province	Zip
<b>UNITED STATES</b>			<b>UNITED STATES</b>		
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
<input type="checkbox"/> Address change	<input checked="" type="checkbox"/> Add as director		<input type="checkbox"/> Address change	<input checked="" type="checkbox"/> Add as director	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director	
Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as director		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as director	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director	



**Directors continued**

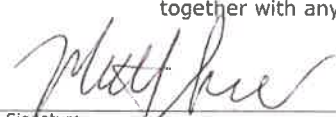
Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as director		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as director	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director	

**5.  SHAREHOLDER CHANGE** – FOR SHAREHOLDERS CURRENTLY SHOWN IN A.C.C. RECORDS – list the name of each shareholder being changed as it is currently shown in A.C.C. records, and below that provide the new name, if any, for that shareholder, then check a box to indicate the change being made for that shareholder. FOR NEW SHAREHOLDERS – list the name in the NEW Name blank and check the appropriate box. If more space is needed, use another Officer/Director/Shareholder Change form.

Name currently shown in ACC records		Name currently shown in ACC records	
NEW Name		NEW Name	
<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder	<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder
	<input type="checkbox"/> Remove shareholder		<input type="checkbox"/> Remove shareholder
Name currently shown in ACC records		Name currently shown in ACC records	
NEW Name		NEW Name	
<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder	<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder
	<input type="checkbox"/> Remove shareholder		<input type="checkbox"/> Remove shareholder

**SIGNATURE** – [see Instructions C017i](#) for who is authorized to make changes:

By checking the box marked "I accept" below, I acknowledge *under penalty of perjury* that this document together with any attachments is submitted in compliance with Arizona law.



I ACCEPT

MATT SANDOVAL

5-10-18

Signature

Printed Name

Date

**REQUIRED** – check only one:

<input type="checkbox"/> I am the <b>Chairman of the Board of Directors</b> of the corporation filing this document.	<input checked="" type="checkbox"/> I am a duly-authorized <b>Officer</b> of the corporation filing this document.	<input type="checkbox"/> I am a duly authorized <b>bankruptcy trustee, receiver, or other court-appointed fiduciary</b> for the corporation filing this document.
--	--	---

Filing Fee: None (regular processing) Expedited processing – add \$35.00 to filing fee. All fees are nonrefundable - see Instructions.	Mail: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100
--	---

Please be advised that A.C.C. forms reflect only the **minimum** provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.

All documents filed with the Arizona Corporation Commission are **public record** and are open for public inspection. If you have questions after reading the instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.

**ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD.,**

**an Arizona nonprofit corporation**

**Consent in Lieu of Meeting of Directors**

The undersigned, being all of the Directors of **ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD.,** an Arizona nonprofit corporation (the "Corporation"), acting pursuant to Section 10-3821 of the Arizona Revised Statutes, do hereby consent to the adoption of the following resolutions:

WHEREAS, the Directors deem it necessary to adopt Amended and Restated Bylaws of the Corporation.

RESOLVED, that the Amended and Restated Bylaws of the Corporation in substantially the same form as presented as Exhibit A ("Bylaws") is hereby ratified and approved by a unanimous vote of the Board of Directors.

WHEREAS, the Directors deem it necessary to confirm their election of officers.

RESOLVED, that the following named persons are elected to the offices stated beside their names to hold that office in accordance with the provisions in Section 5.1 of the Bylaws until their successor have been duly elected:

Kimberley Marchisotto	President
Matt Sandoval	Secretary

WHEREAS, the Directors desire for the Corporation's filing of a New Charter School Application with the Arizona State Board of Charter Schools and designate its Charter Representative.

RESOLVED, that the Directors hereby authorize the filing of a New Charter School Application with the Arizona State Board of Charter Schools and designate Matt Sandoval and Kimberley Marchisotto as the Charter Representatives for the Corporation and authorize them to take any and all actions necessary or appropriate in order to carry out the purpose of the foregoing resolution.

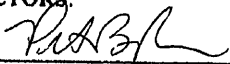
WHEREAS, the Directors deem it necessary to appoint individuals to serve on the School Governing Board of the Charter School.


RESOLVED: That the Directors hereby appoint the following named persons to serve for a period of three (3) years as the School Governing Board pursuant to Section 6.1 of the Bylaws or until their successors are duly appointed and qualified:


Annette Tanori  
Debbie Peterson  
Marianne Nystrom

This consent shall be effective April 11, 2018 and shall be filed in the minute book of the Corporation.

**DIRECTORS:**

  
\_\_\_\_\_  
Peter Boyle


  
\_\_\_\_\_  
Anthony Best

  
\_\_\_\_\_  
Matt Sandoval

**MEMBER CONSENT TO BYLAWS**

In accordance with Section 14.1 of the Bylaws, the Member of the Corporation consents to the Amended and Restated Bylaws

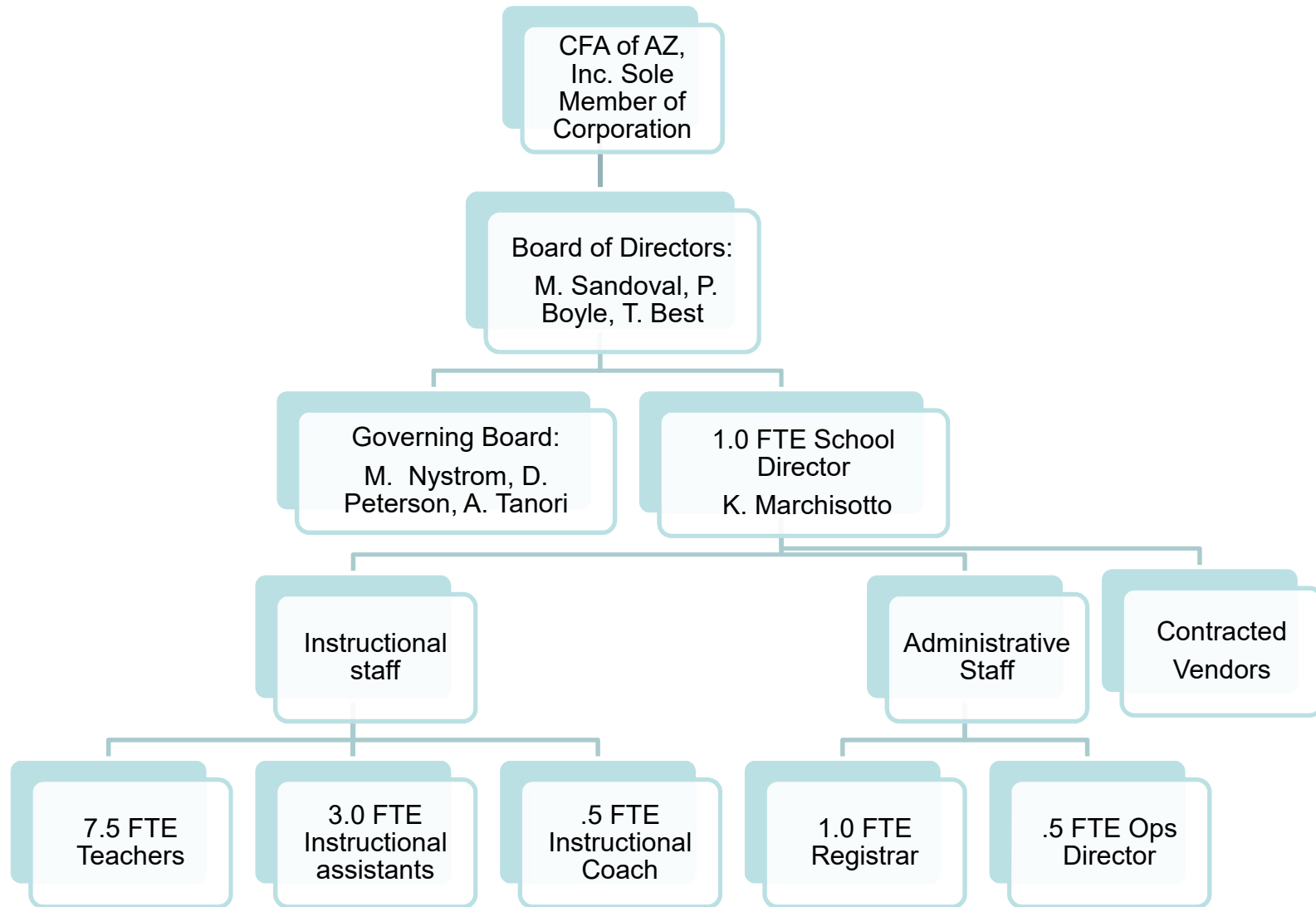
CFA OF ARIZONA, INC., an Arizona nonprofit corporation

By:   
\_\_\_\_\_

Name: Tony Helton

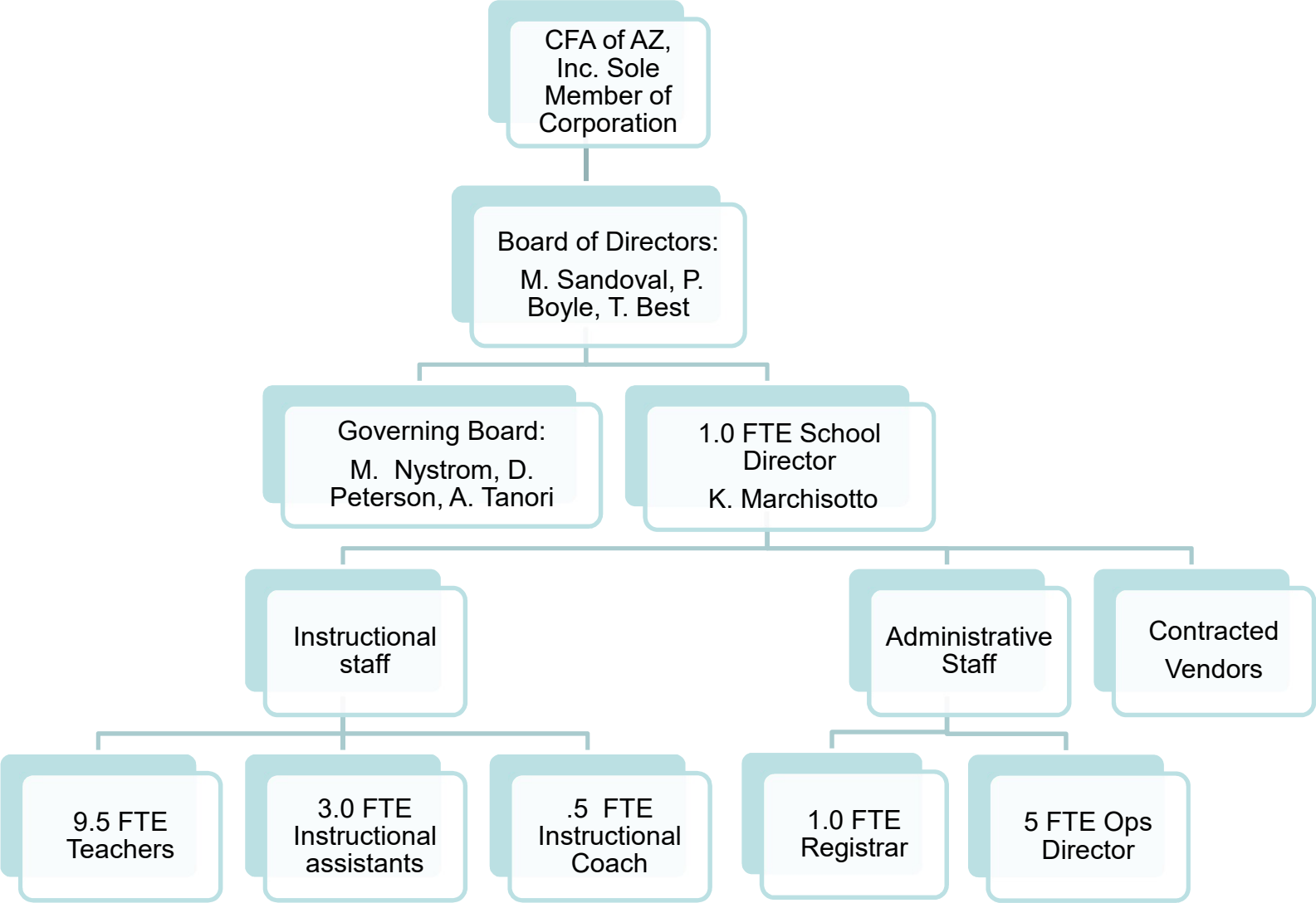
Its: President

Abraham Lincoln Preparatory School: A Challenge Fndn Acad.  
An Arizona nonprofit corporation  
Year 1

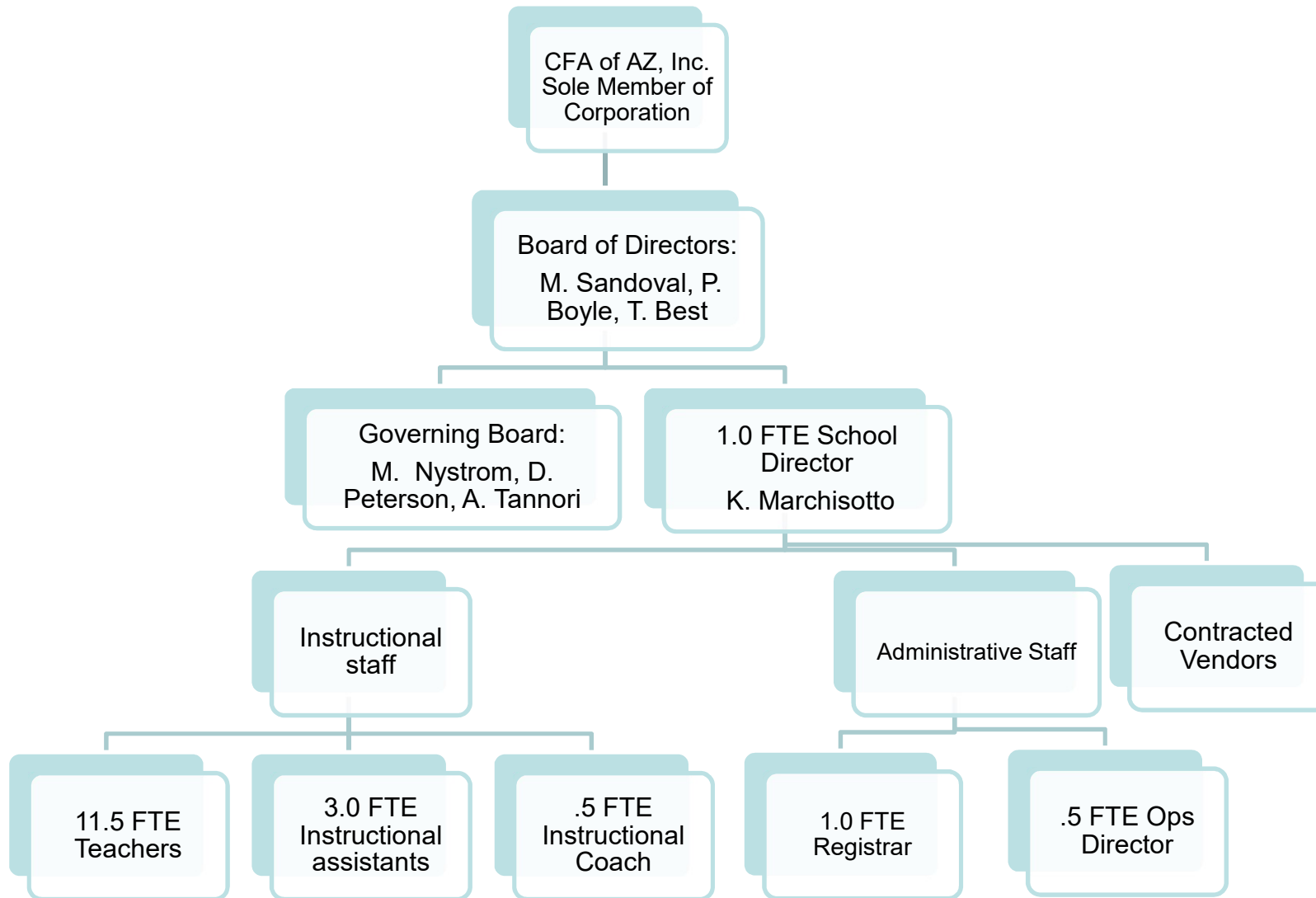


Abraham Lincoln Preparatory School: A Challenge Fndn Acad.  
An Arizona nonprofit corporation

Year 2



Abraham Lincoln Preparatory School: A Challenge Fndn Acad.  
An Arizona nonprofit corporation  
Year 3



ARIZONA CORP COMMISSION  
FILED  
APR 05 2018  
FILE NO. 22186456

AZ CORPORATION COMMISSION  
FILED  
APR 17 2018  
FILE NO. 22186456

DO NOT WRITE ABOVE THIS LINE; RESERVED FOR AGC USE ONLY.

**CERTIFICATE CONCERNING  
RESTATED ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION**  
*Read the Instructions C0131*

- ENTITY NAME** -- give the exact name of the corporation as currently shown in A.C.C. records:  
ABRAHAM LINCOLN PREPARATORY SCHOOL
- A.C.C. FILE NUMBER:** 22186456  
Find the A.C.C. file number on the upper corner of filed documents OR on our website at: <http://www.azcc.gov/Divisions/Corporations>
- DATE OF ADOPTION** - date on which the restated Articles were adopted: March 22 2018
- APPROVAL OF RESTATED ARTICLES** -- check 4.1 or 4.2 (not both) and follow instructions:
  - The restated Articles were approved by the board of directors without member or third person action, and the approval of members or any other persons was not required -- go to number 6.
  - The restated Articles contain one or more amendments that required approval by members and/or other persons -- continue with number 5.
- APPROVAL OF AMENDMENTS** -- if 4.2 is checked, check all that apply concerning member or other person approval of the restated Articles with amendments:
  - Approved by members.
  - Approved by other person(s) as required by the Articles of Incorporation.
- The Restated Articles or Amended and Restated Articles must be attached to this Certificate.**

**SIGNATURE:** By checking the box marked "I accept" below, I acknowledge *under penalty of perjury* that this document together with any attachments is submitted in compliance with Arizona law.

  
Signature

I ACCEPT  
**MATT SANDOVAL**  
Printed Name

3/22/18  
Date (mm/dd/yyyy)

**REQUIRED** -- check only one:

<input type="checkbox"/> I am the Chairman of the Board of Directors of the corporation filing this document.	<input checked="" type="checkbox"/> I am a duly-authorized Officer of the corporation filing this document.	<input type="checkbox"/> I am a duly authorized bankruptcy trustee, receiver, or other court-appointed fiduciary for the corporation filing this document.
---	---	--

Filing Fee: \$25.00 (regular processing)  
Expedited processing -- add \$35.00 to filing fee.  
All fees are nonrefundable -- see Instructions.

Mail: Arizona Corporation Commission - Corporate Filings Section  
1300 W. Washington St., Phoenix, Arizona 85007  
Fax: 602-542-4100

Please be advised that A.C.C. forms reflect only the minimum provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.  
All documents filed with the Arizona Corporation Commission are public record and are open for public inspection.  
If you have questions after reading the Instructions, please call 602-542-3026 or (within Arizona only) 800-945-9815.

**RESTATED  
ARTICLES OF INCORPORATION**

**OF**

**ABRAHAM LINCOLN PREPARATORY SCHOOL**

(Arizona Non-Profit Corporation)

In accordance with the provisions of A.R.S. Sections 10-11003, 10-11006, and 10-11007 of the Arizona Revised Statutes, ABRAHAM LINCOLN PREPARATORY SCHOOL (the "Corporation") hereby amends and restates its Articles of Incorporation, and the following amended and restated Articles of Incorporation supersede the original Articles of Incorporation and all amendments as follows:

1. **Name:** The name of the Corporation is ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD.
  
2. **Purpose:** This Corporation is organized and to be operated as a nonprofit corporation exclusively for charitable, scientific, literary or educational purposes, as a tax-exempt organization under sections 501(a) and 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States revenue law). In furtherance of its exempt purpose, the Corporation will 1) administer property donated to the Corporation for charitable, scientific, literary or educational purposes; 2) distribute the donated property and the income from the property to or on behalf of qualified organizations and persons for charitable, scientific, literary or educational purposes; and 3) do and perform such acts as may be necessary or appropriate in carrying out the foregoing purposes of the Corporation.
  
3. **Character of Business and Affairs:**  

The character of affairs of the Corporation will be:

  - A. To create and operate an Arizona public charter school pursuant to A.R.S. Section 15-181 *et seq.*, or corresponding sections of any further charter school law; and
  - B. To strive to give every student the education he or she deserves and needs.
  
4. **Prohibited Transactions:** No part of the net earnings, gains or assets of the Corporation will inure to the benefit of, or be distributable to, its members, directors, officers or other private persons, or organizations organized and operated for a profit, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make



payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the Corporation will be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation will not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation will not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income taxation under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States revenue law) and/or (2) by a corporation, contributions to which are deductible under sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States revenue law).

5. Dissolution and Liquidation. Upon the dissolution or liquidation of this Corporation, the board of directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (or the corresponding provisions of any future Federal tax code) and to an entity whose purposes are compatible with the purposes of the Corporation. Any such assets not so disposed shall be disposed of by a court of competent jurisdiction of the county in which located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

6. Liability and Indemnification. The personal liability of any director of the Corporation to the Corporation or its members or to other persons for monetary damages for breach of fiduciary duties as a director is hereby eliminated to the fullest extent allowed under the Arizona Revised Statutes, as amended from time to time. The Corporation shall indemnify, to the maximum extent from time to time permitted by applicable law, any person who incurs liability or expense by reason of such person acting as an incorporator, director, officer, employee, or agent of the Corporation. This indemnification shall be mandatory in all circumstances in which indemnification is permitted by law.

7. Board of Directors: The initial Board of Directors shall consist of one (1) director. The name and address of the person who is to serve as the sole director until the first annual meeting of the Board of Directors, or until his successors are elected and qualified are:

Matt Sandoval  
8840 N. 43rd Avenue  
Glendale, AZ 85302

The number of persons to serve on the Board of Directors thereafter shall be fixed by the Bylaws.

8. Statutory Agent. The name and address of the Statutory Agent of the corporation is Matt Sandoval whose address is 8840 N. 43rd Avenue, Glendale, AZ 85302.

9. Initial Incorporator: The name and address of the initial incorporator is:

Matt Sandoval  
8840 N. 43rd Avenue  
Glendale, AZ 85302

All powers, duties and responsibilities of the incorporator shall cease at the time of delivery of these Articles of Incorporation to the Arizona Corporation Commission.

10. Known Place of Business. The street address of the known place of business of the Corporation is 8840 N. 43rd Avenue, Glendale, AZ 85302.

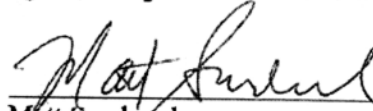
11. Discrimination. The Corporation will not practice or permit discrimination on the basis of sex, age, race, national origin, relation, or physical handicap or disability.

12. Members. The Corporation will have one member. The Corporation's sole member will be CFA of Arizona, Inc., an Arizona nonprofit Corporation.

13. Amendment. These Articles of Incorporation may not be amended or restated without the written approval of the Member. The Member is hereby expressly permitted to propose restatement or amendment to these Articles of Incorporation, and, if as proposed, and after 10 days' prior written notice of such proposed amendment to each of the Member's board of directors and the Corporation's board of directors, the Member may adopt such restatement or amendment by majority vote of the Member's board of directors at a duly-called meeting of the Member's board of directors pursuant to the Member's bylaws and in accordance with A.R.S. Section 10-11003. As provided by Arizona law and by majority vote of the Corporation's Board of Directors, the Corporation's board of directors, the Corporation's board of directors may recommend restatement or amendment of these Articles of Incorporation to the Member. In such case, the Member's board of directors shall either approve, modify or reject such recommendation by majority vote of the Member's board of directors. Notwithstanding the foregoing, these Articles of Incorporation may not be amended or restated so as to cause a determination that the Corporation is no longer an organization qualifying under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, without the unanimous vote of the board of directors of the Member.

14.

IN WITNESS WHEREOF, the undersigned <sup>initial</sup> incorporator has hereunto signed his name this 20<sup>th</sup> day of March 2018.

  
\_\_\_\_\_  
Matt Sandoval



Corporations Division

Chairman, Tom Forese  
Bob Burns  
Boyd Dunn  
Andy Tobin  
Justin Olson

**ABRAHAM LINCOLN PREPARATORY SCHOOL  
8840 N 43RD AVE**

**GLENDALE, AZ 85302**

Effective Date: **04/14/2018**  
File No: **-2218645-6**

We have received a document submission for the above-referenced entity. If an acceptable form of payment for the correct filing fee was received, it has been deposited and is nonrefundable pursuant to statute, unless otherwise noted below. The document is REJECTED and being returned for the following reasons:

\*\*The incorporator information cannot be changed once the corporation has been formed. Article 9 and signature section should clarify that the incorporator is the "initial" incorporator or remove the article completely.

**IMPORTANT INFORMATION:**

Follow the instructions below to resubmit your document. If you originally paid for expedited processing, the resubmitted document will be processed within the current posted expedited time frame after we receive the resubmission, and no additional fees are owed. If you originally paid for regular processing time, the resubmitted document will be processed within the current posted regular time frame after we receive the resubmission, and no additional fees are owed. If you want to upgrade from regular processing to expedited processing, then you can pay the \$35.00 expedite fee when you resubmit the document.

Return the following information to the Corporations Division:

1. A copy of this letter and a NEW cover sheet for resubmission;
2. The corrected document, plus any additional paperwork or filing fees that are requested in this letter.

If you do not owe any additional fees or are paying by MOD account you can email your resubmission packet as a pdf document attachment to [documentintake@azcc.gov](mailto:documentintake@azcc.gov).

If you have any questions, call Customer Service at 602-542-3026 or within Arizona only, 800-345-5819.

Corporations - To subscribe to the Annual Report email reminder, go to <http://ecorp.azcc.gov> and click on SERVICE, then select "Subscribe To Email Reminder To File Annual Report." You can also subscribe by using the SEARCH feature to find the entity record, then click on the button for "Annual Report Email Reminders." If you choose not to subscribe, you will not receive any reminder at all from this agency.

Tell us how we are doing. Take the online customer service survey at [www.azcc.gov/divisions/Corporations](http://www.azcc.gov/divisions/Corporations).

**ARIZONA CORPORATION COMMISSION  
CORPORATIONS DIVISION COVER SHEET**

**USE A SEPARATE COVER SHEET FOR EACH DOCUMENT**

ARE YOU FILING:     New Entity     Change to existing entity     Re-submission/Correction

**PLEASE COMPLETE ALL APPROPRIATE SECTIONS**

Type in Corp/LLC Name: ABRAHAM LINCOLN PREPARATORY SCHOOL

FILING TYPE	REGULAR SERVICE FEE	EXPEDITED SERVICE FEE
<input type="checkbox"/> Articles of Domestication	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$135.00
<input type="checkbox"/> Articles of Incorporation (Profit)	<input type="checkbox"/> \$ 60.00	<input type="checkbox"/> \$ 95.00
<input type="checkbox"/> Articles of Incorporation (Non Profit)	<input type="checkbox"/> \$ 40.00	<input type="checkbox"/> \$ 75.00
<input type="checkbox"/> Articles of Organization (Limited Liability Company)	<input type="checkbox"/> \$ 50.00	<input type="checkbox"/> \$ 85.00
<input type="checkbox"/> Application For Authority (Business)	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$210.00
<input type="checkbox"/> Application to Conduct Affairs (Non Profit)	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$210.00
<input type="checkbox"/> Application for New Authority	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$210.00
<input type="checkbox"/> Application for Registration	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$185.00
<input type="checkbox"/> Articles of Amendment	<input type="checkbox"/> \$ 25.00	<input type="checkbox"/> \$ 60.00
<input checked="" type="checkbox"/> Articles of Amendment & Restatement	<input type="checkbox"/> \$ 25.00	<input checked="" type="checkbox"/> \$ 60.00
<input type="checkbox"/> Articles of Correction	<input type="checkbox"/> \$ 25.00	<input type="checkbox"/> \$ 60.00
<input type="checkbox"/> Articles of Merger/Share Exchange	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$135.00
<input type="checkbox"/> Articles of Merger (Limited Liability Company)	<input type="checkbox"/> \$ 50.00	<input type="checkbox"/> \$ 85.00
<input type="checkbox"/> Affidavit of Publication	<input type="checkbox"/> \$ 0.00	<input type="checkbox"/> \$ 35.00
<input type="checkbox"/> CORPORATIONS -Certified Copies* <small>*If copies are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$5.00 Each ( ) (Enter Quantity)	<input type="checkbox"/> \$40.00 ( ) (Enter Quantity)
<input type="checkbox"/> LLCs - Certified Copies* <small>*If copies are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$10.00 Each ( ) (Enter Quantity)	<input type="checkbox"/> \$45.00 ( ) (Enter Quantity)
<input type="checkbox"/> Good Standing Certificate* <small>*If Good Standing Certificates are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$10.00 Each ( ) (Enter Quantity)	<input type="checkbox"/> \$45.00 ( ) (Enter Quantity)
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Regular Fee	<input type="checkbox"/> Expedite Fee

**RECEIVED  
MAY 17 2018**

ARIZONA CORP. COMMISSION  
CORPORATIONS DIVISION

SELECT PAYMENT TYPE:

**DO NOT WRITE YOUR CREDIT CARD NUMBER ON THIS FORM!**

- Check                      Check # \_\_\_\_\_                      Check Amount \$ \_\_\_\_\_
- M.O.D. Account              MOD Acct # 1469                      Mod Amount \$ 60.00
- Cash                                      Cash Amount \$ \_\_\_\_\_
- Credit Card -- for in-person filings only              CC Amount \$ \_\_\_\_\_
- No fee required

SELECT ONE RETURN DELIVERY OPTION:  Mail     Pick Up     Fax # (Email) \_\_\_\_\_

**REQUIRED:** Please list the person or company who will be picking up the completed documents.  
DOCUMENTS WILL BE MAILED IF THEY ARE NOT PICKED UP IN A TIMELY MANNER (APPROXIMATELY TWO WEEKS).

Person or Company Name: PAULINE C. DOUGHERTY, PARALEGAL                      Phone Number: 480-461-5313

Address: File#116163-001                      EMAIL: pcd@udallshumway.com

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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**FOR ARIZONA CORPORATION COMMISSION USE ONLY**

PICK-UP BY: \_\_\_\_\_ DATE: \_\_\_\_\_

View current process times at: [www.azcc.gov/Divisions/Corporations](http://www.azcc.gov/Divisions/Corporations)

## RESTATED BYLAWS

of

### ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD.

#### ARTICLE I

##### Purpose

1.1 General. The corporation is incorporated for educational and charitable purposes as defined in Section 501(c)(3) of the Internal Revenue Code, as amended. The primary objective of the ABRAHAM LINCOLN PREPARATORY SCHOOL; A CHALLENGE FNDN ACAD. an Arizona non-profit corporation (the "Corporation") is to provide public education through the operation of one or more charter schools (hereinafter "charter school") in the State of Arizona pursuant to A.R.S. § 15-183, et. seq. (as may be amended from time to time)

#### ARTICLE II

##### Corporate Articles of Incorporation

2.1 Reference to Articles. Any reference made in these Bylaws to the Corporation's "Articles" are references to its Articles of Incorporation ("Articles") and all amendments thereto. The Articles are in all respects senior and superior to these Bylaws; any conflict or inconsistency between the Articles and these Bylaws shall be resolved in favor of the Articles.

#### ARTICLE III

##### Corporate Offices

3.1 Known Place of Business. The known place of business of the Corporation in the State of Arizona shall be at 8840 N. 43<sup>rd</sup> Ave., Glendale, AZ, 85302, unless otherwise designated by the Board of Directors. The Corporation may have such other offices as the Board of Directors may designate or as the business of the Corporation may require from time to time.

3.2 Changes. The Board of Directors may change the Corporation's known place of business or its statutory agent from time to time by filing a statement with the Arizona Corporation Commission pursuant to applicable law.

#### ARTICLE IV

##### Members

4.1 Members. The Corporation has one member, CFA OF ARIZONA, INC., an Arizona nonprofit corporation ("Member"). The Member will have the authority set forth in the Corporation's Articles and these Bylaws.



ARTICLE V  
Board of Directors

5.1 Directors. The Board of Directors of the Corporation shall be comprised of not less than two (2) nor more than seven (7) directors. The Member shall appoint individuals to serve as directors on the Board of Directors at the annual meeting or at such times as may be necessary. The number of directors at any time shall be determined by the Member. Each director shall hold office until a successor is appointed, or until such director's earlier resignation or removal by the Member. In the event of resignation or removal of a director or other event resulting in a vacancy, the Member shall fill the vacancy. Each director appointed to the Board of Directors shall hold office until his or her successor is duly appointed.

5.2 General Powers. The Board of Directors shall have the power to control and manage all of the affairs and property of the Corporation, all such powers may be exercised under the direction of the Board of Directors and said Board of Directors shall do all such things that may be done by a corporation as permitted by the laws of the State of Arizona. It may restrict, enlarge or otherwise modify the powers and duties of any or all officers of the Corporation. The Board of Directors may delegate certain authority to a School Governing Board, provided however that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction and control of the Board of Directors. No assignment, referral or delegation of authority by the Board of Directors shall limit the Board of Directors from exercising full authority over the conduct of the Corporation's activities, and the Board of Directors may rescind any such assignment, referral or delegation at any time. No director, officer or agent of the Corporation shall authorize or allow any corporate funds to be expended for any purposes other than as set forth in the Articles of Incorporation or for the purposes reasonably incidental thereto. Notwithstanding any of the foregoing, decisions in the following areas must be approved by the Member prior to implementation by the Board of Directors:

- Any substantive amendment to any charter held by the Corporation.
- Any finance transaction involving financial commitments of the Corporation in excess of \$50,000
- Amendment to these Bylaws or the Articles.

5.3 Annual and Regular Meetings. The first meeting of the Board of Directors each calendar year shall be the annual meeting of the Board of Directors. At the annual meeting, directors shall be elected to serve for the coming year and such other business as may come before the meeting may be transacted. The annual meeting shall be in the place and at the time specified in the notice of the meeting. Additional meetings may be held at regular intervals at such places and at such times as the Board of Directors may determine.

5.4 Special Meetings. Unless otherwise provided by resolution of the Board of Directors, all meetings of the Board of Directors other than annual meeting shall be special meetings. Special meetings of the Board of Directors may be called by or at the request of a majority of the Board of Directors, by the President or the Member, and shall be held at such place and time as a person or persons calling such meetings shall specify.

5.5 Notices. Notice of the annual meeting of the Board of Directors shall be given at least ten (10) days, but not more than forty (40) days, prior thereto by a writing delivered personally to each Director, by U.S. mail, electronic mail, or by facsimile transmission. Notice of special meetings of the Board of Directors shall be given to each Director at least two (2) days, but not more than twenty-five (25) days, prior thereto by a writing delivered personally, by U.S. mail, electronic mail, or by facsimile transmission. Written notice by U.S. mail shall be deemed delivered two (2) days after being deposited in the U.S. mail as so addressed with postage thereon prepaid to the mailing address of record with the Secretary of the Corporation. If sent via electronic transmission such notice shall be deemed delivered on the same day it is transmitted by electronic mail to the electronic mail address of record with the Secretary of the Corporation. If sent via facsimile transmission, such notice shall be deemed to be delivered when confirmation of receipt of the facsimile is received by the sending party at the facsimile number of record with the Secretary of the Corporation. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Unless otherwise required by law or specified by the Articles or the Bylaws, neither the business to be transacted nor the purpose of any meeting of the Board of Directors need be specified in the notice of waiver of notice of such meeting. Notice of any meeting may be waived by any or all of the directors.

5.6 Waiver of Notice. Any director may waive call or notice of any meeting (and any adjournment thereof) unless he or she is attending or participating for the express purpose of objecting to the transaction of business because the meeting has not been properly called or noticed. No call or notice of a meeting of directors shall be necessary if each of them waives the same in writing or by attendance. Any meeting, once properly called and noticed (or as to which call and notice have been waived) and at which a quorum is formed, may be adjourned to another time and place by a majority of those in attendance.

5.7 Quorum. A quorum for the transaction of business at any meeting or adjourned meeting of the Board of Directors shall consist of a majority of the directors then in office. Once a quorum has been formed, the quorum shall be deemed to exist until the meeting is adjourned, notwithstanding the departure of one or more directors.

5.8 Voting. Any matter submitted to a meeting of directors shall be resolved by a majority of the votes cast thereon.

5.9 Power to Act Notwithstanding Vacancy. Pending the filling of vacancies in the Board of Directors, a majority of the Board of Directors then in office may exercise the powers of the Board of Directors though less than a quorum or a sole remaining director.

5.10 Removal. Any director may be removed from the Board of Directors, with or without cause, by the Member, subject only to limitations provided by law. Any director who is removed in accordance with this section shall also be deemed removed as an officer of the Corporation.



5.11 Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors or of any committee at which action is taken on any matter shall be presumed to have assented to the action taken unless his or her dissent is entered in the minutes of the meeting or unless he or she files his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered or certified mail to the Secretary of the Corporation within two (2) business days after the adjournment of the meeting. A right to dissent shall not be available to a director who voted in favor of the action.

5.12 Action by Directors Without a Meeting. Any action required or permitted to be taken at the meeting of the Board of Directors or of any committee thereof, other than the School Governing Board, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the directors or committee members. Such consent may be executed in counterparts and shall have the same effect as a unanimous vote of the directors or committee members of the Corporation at a duly convened meeting.

5.13 Meetings by Telephone Conference. Any member of the Board of Directors or of any committee, may participate in any meeting of the Board of Directors or such committee by means of a conference telephone or similar communications equipment whereby all members participating in such meeting can hear one another. Such participation shall constitute attendance in person.

## ARTICLE VI Committees

6.1 School Governing Board Committee. The Board of Directors shall appoint a School Governing Board Committee ("School Governing Board"), which shall consist of not less than (3), nor more than seven (7) members. A School Governing Board shall be created for each charter that is held by the Corporation ("Charter School"). Each member of the School Governing Board shall serve for a term of three (3) years, unless removed earlier by the majority vote of the Board of Directors or by resignation. The School Governing Board shall have the duty to promulgate policies for the Charter School and shall operate in a manner consistent with Arizona law and in accordance with the rules and regulations that the Board of Directors may issue from time to time. Furthermore, the School Governing Board shall review, approve and ratify such other matters (such as the annual budget) as may be delegated by the Board of Directors from time to time. In no event, however, will the School Governing Board have the authority of the Board of Directors to: (1) fill vacancies on the Board of Directors or any committee of the Board of Directors, including the School Governing Board; (2) amend or repeal of the Articles or the Bylaws, or adopt new Articles or Bylaws; or (3) fix compensation of the directors or any other officers of the Corporation. Any member of the School Governing Board may be removed, with or without cause, by the Board of Directors. If any vacancy occurs in the School Governing Board, it shall be filled by an appointment made by the Board of Directors. The Board of Directors, with or without cause, may dissolve the School Governing Board or remove any member thereof at any time. The School Governing Board shall meet not less than quarterly and all meetings of the School Governing Board shall be conducted in accordance with, and governed by, the applicable provisions of the Arizona Open Meeting Law, A.R.S. §§38-431

et. seq. (as may be amended from time to time). All members serving on the School Governing Board shall comply with any applicable laws or regulation necessary to serve on such School Governing Board, including, but not limited to any fingerprint requirements under A.R.S. § 15-512.

6.2 Other Committees. The Board of Directors, from time to time, by resolution adopted by a majority of the board of Directors then in office, may appoint other standing or temporary committees from its membership and other interested individuals who are not members of the Board of Directors or the School Governing Board. Except in the case of resignation, disqualification, removal or the inability to serve for any reason, each member of any committee established under this Section 6.2 shall hold office until the next annual meeting of the Board of Directors or until his or her successor is appointed and qualified. The Board of Directors, with or without cause, may dissolve any standing or temporary committee, remove any member thereof at any time and fill any such vacancies as necessary.

6.3 Committee Meetings. Except as otherwise provided herein with respect to the School Governing Board, regular meetings of committees established pursuant to Section 6.2 may be held without notice at such times and places as the committees may fix from time to time by resolution. Special meetings of the committee may be called by a majority of the members thereof, upon giving notice to other members of the committee in the manner provided in Section 5.5 for special meetings of the Board of Directors.

6.4 Quorum of the Committee. A majority of the members of a committee shall constitute a quorum for the transaction of business at any meeting thereof, and action by any committee must be authorized by the affirmative vote of a majority of members present at a meeting at which a quorum is present.

## ARTICLE VII Officers – General

7.1 Appointment. The Board of Directors may appoint a President, Vice President, Secretary, Treasurer and such other officers and assistant officers as the Board of Directors may deem necessary. The regular election or appointment of officers shall take place at each annual meeting of the Board of Directors, but elections of officers may be held at any other meeting of the Board of Directors. No officer shall serve for a fixed term, but shall serve at the pleasure of the Board of Directors. Any director may present to the Board of Directors at the applicable meeting one or more nominees for each office to be filled.

7.2 Bonds and Other Requirements. The Board of Directors may require any officer to give bond to the Corporation (with sufficient surety, and conditioned for the faithful performance of the duties of his or her office) and to comply with such conditions as may from time to time be required of him or her by the Board of Directors.

7.3 Removal; Delegation of Duties. The Board of Directors may, whenever in its judgment the best interests of the Corporation will be served thereby, remove any officer or agent of the Corporation or temporarily delegate his or her powers and duties as an officer to any other

officer or to any other director. Election or appointment of an officer or agent shall not itself create contract rights.

#### ARTICLE VIII Specific Officers

8.1 President. The President shall be the chief executive officer and shall supervise the business and affairs of the Corporation as well as the performance of the officers subject to the supervision of the Board of Directors. Once appointed, the President shall preside at all the meetings of the Board of Directors and shall be vested with such powers and duties as the Board of Directors may from time to time delegate to him or her.

8.2 Vice President. The Vice President shall perform such duties as may be designated by the President or the Board of Directors. The Vice President as authorized by the Board of Directors shall be vested with all the powers and charged with all of the duties of the President in the event of the President's absence or inability to act, whether due to death or incapacity.

8.3 Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors and any committee of the Board of Directors of the Corporation, all unanimous written consents of the Board of Directors, and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall be custodian of the corporate records, and, in general, shall perform all duties incident to the office as assigned by the President or the Board of Directors.

8.4 Treasurer. The Treasurer shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation, and shall cause all money and other valuable effects to be deposited in the name and to the credit of the Corporation in such depositories, and subject to withdrawal in such manner, as may be designated by the Board of Directors as requested, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall be responsible for preparing and filing such financial reports, financial statements and returns as may be required by law and shall perform such other duties as may from time to time be assigned to him or her by the President or the Board of Directors.

#### ARTICLE IX School Director

9.1 Appointment; Compensation. The Board shall select and appoint a School Director for each respective charter school. School Directors shall have the authority prescribed, from time to time, by the Board and shall receive such compensation as the Board may direct.

9.2 Duties. School Directors shall carry out the policies established by, and shall be directly responsible to, the Board. School Directors will have general management of the artistic, academic and administrative operations of the charter school(s) and shall prescribe and direct the course of study, the discipline to be observed, assessment of student performance and shall be responsible for all required reporting to the State. School Directors shall: (i) prepare annual budgets for submission to the Board; (ii) for their respective charter school, employ and

discharge all personnel, prescribe their duties and terms of employment and set their salaries within the minimum and maximum limits established by the Board; (iii) conduct annual reviews of all personnel at their respective charter school: and (iv) perform such other duties as may be prescribed by the Board.

9.3 Regulators. Requirements. School Directors must obtain State fingerprint clearance cards and satisfy other regulatory inquiries and requirements, as prescribed by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the Corporation or its activities, as amended from time to time, which will include as a minimum, a law enforcement investigation showing that there exists no criminal record which could adversely affect the Corporation of its operations.

## ARTICLE X Resignations and Vacancies

10.1 Resignations. Any officer, director, or committee member may resign from his or her office at any time by written notice delivered or addressed to the Corporation as its known place of business. Any such resignation shall be effective upon its receipt by the Corporation unless some later time is fixed in such notice, and then from that time. The acceptance of a resignation shall not be required to make it effective.

10.2 Vacancies. A vacancy in any office or committee due to death, resignation, removal, disqualification or other cause may be filled as provided in these Bylaws.

## ARTICLE XI Insurance

11.1 Insurance. The Corporation may maintain insurance, at its expense, to protect itself and any individual who is or was a director, officer, employee or agent of the Corporation, or who, while a director, officer, employee or agent of the Corporation, is or was serving at the request of the corporation as a director, officer, partner, member, trustee, employee or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise against all expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under this article or applicable law.

## ARTICLE XII Corporate Actions

12.1 Contracts. Unless otherwise required by the Board of Directors, the President shall execute contracts or other instruments on behalf of or in the name of the Corporation. The Board of Directors may from time to time authorize any officer, assistant officer or agent to enter into any contract or execute any instrument in the name of or on behalf of the Corporation as it may deem appropriate, and such authority may be general or confined to specific instances.

12.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such

authority may be general or confined to specific instances. No loans shall be made by the Corporation to any officer or director.

12.3 Checks, Drafts, etc. Unless otherwise required by the Board of Directors, all checks, drafts, bills of exchange and other negotiable instruments of the Corporation shall be signed by either the President, or the Treasurer or such other officer, assistant officer or agent of the Corporation as may be authorized to do so by the Board of Directors. Such authority may be general or confined to specific business and, if so directed by the Board of Directors, the signatures of two (2) or more such persons may be required.

12.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks or other depositories as the Board of Directors authorize.

### ARTICLE XIII Conflict of Interest Policy

13.1 Decisions of the Corporation and actions of the Board of Directors shall be in accordance with A.R.S. § 10-3860 through 10-3864 (and as may be amended) and any policy adopted by the Board of Directors as the Corporation's "Conflict of Interest Policy".

13.2 No contract or other transactions between the corporation and its officers or between the Corporation and any other corporation, firm, association, or entity in which its directors or officers or are financially interested shall be either void or voidable because of the relationship or interest or because the directors or officer is present at the meeting of the Board or of the committee of the Board that authorizes, approves, or ratifies such contract or transaction or because his or their votes are counted for such purpose, if either of the following apply:

- (a) The fact of such relationship is disclosed or known to the Board or to the committee thereof which authorizes, approves, or ratifies the contract or transaction by a vote or consent sufficient for the purpose without counting the votes or consents of the interested directors.
- (b) The contract or transaction is fair and reasonable to the Corporation at the time the contract or transaction is authorized, approved, or ratified in the light of circumstances known to those entitled to vote on the matter at that time.

13.3 Quorum. Common or interested directors or officers may be counted in determining the presence of a quorum at a meeting of the Board or committee which authorizes, approves, or ratifies the contract or transaction.

### ARTICLE XIV Amendments

14.1 Amendment. These Bylaws and the Articles of Incorporation may be altered, amended, or repealed, in whole or in part, or new Bylaws and Articles of Incorporation may be adopted, at any duly constituted meeting of the Board of Directors, subject to written consent by the

Member, or alternatively, by the written consent to corporate action without a meeting of all of the Board of Directors and upon written consent by the Member.

The undersigned President of the Corporation hereby represents that these Bylaws have been duly adopted this 11 day of April 2018.

By: Kimberly Marchisotto  
President

Consent by the Member:

CFA of Arizona, Inc.

By: [Signature]  
Its: Secretary  
Name: J Anthony Best

514347.3\April 6, 2018  
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## **B.1 Applicant Entity**

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### **A. Applicant History**

Abraham Lincoln Preparatory School: A Challenge Foundation Inc., (“ALPS”) is an Arizona nonprofit corporation whose mission is to close the achievement gap for students in Maryvale by providing educational excellence and equity for all children. The corporation was formed with the exclusive purpose of founding, operating, and carrying out the mission of Abraham Lincoln Preparatory School.

Abraham Lincoln Preparatory School was incorporated as an Arizona non-profit corporation in September 2017. The corporation is in the process of applying to the Internal Revenue Service for tax-exempt status. It formally resolved to intend to apply to operate a charter school in the state of Arizona in April 2018.

Abraham Lincoln Preparatory School is a subsidiary of CFA of AZ, Inc., an Arizona nonprofit corporation incorporated in 2011. The sole corporate member of CFA of AZ, Inc. is the TeamCFA Foundation, the successor entity to the Challenge Foundation. Neither Abraham Lincoln Preparatory School, Inc., nor CFA of AZ, Inc., nor the TeamCFA Foundation currently directly manage any existing charter schools.

Established in 1989, the Challenge Foundation is a private charitable trust which has provided more than \$19 million in grants to 190 charter schools nationwide. After years of supporting education reform and gathering best practices from its grantee schools, the Challenge Foundation morphed into the TeamCFA Foundation (“TeamCFA”), which aims to build a nationwide network of charter schools. It is the intent of the Challenge Foundation and TeamCFA to lend their name, financial start-up, and operating support to charter schools that are willing to embrace their model school concept.

Kimberley Marchisotto, proposed Founding School Director and authorized representative for Abraham Lincoln Preparatory School: A Challenge Foundation Academy, was approached by TeamCFA to join the organization as a Challenge Foundation Fellow, with the intent to plan and open the next CFA of AZ school in Arizona. The goal of this competitive Fellowship is to train the next cohort of CFA of AZ leaders in the knowledge, skills, and mindsets of successful charter school administrators. Prior to joining Team CFA, Mrs. Marchisotto taught for 19 years at Grayhawk Elementary School, a highly-performing elementary school in the Paradise Valley Unified School District. Since 2000, Mrs. Marchisotto has also trained schools across the US in curriculum and effective teaching practices and conducted school diagnostic and certification visits for the Core Knowledge Foundation. Inspired by her experiences working with several inner city schools serving disadvantaged populations, Mrs. Marchisotto joined TeamCFA to support the movement to end educational inequity in Arizona. If the charter application is approved, Abraham Lincoln Preparatory School will enter into a contract with the Arizona State Board for Charter Schools with the intent to open in August 2019.

### **B. Organizational Chart and Reporting Structure**

ALPS’s organizational charts outline and detail the reporting relationships of the Sole Corporate Member, Corporate Board, Governing Board, Founding School Director, and all school staff for the first three years of operation.

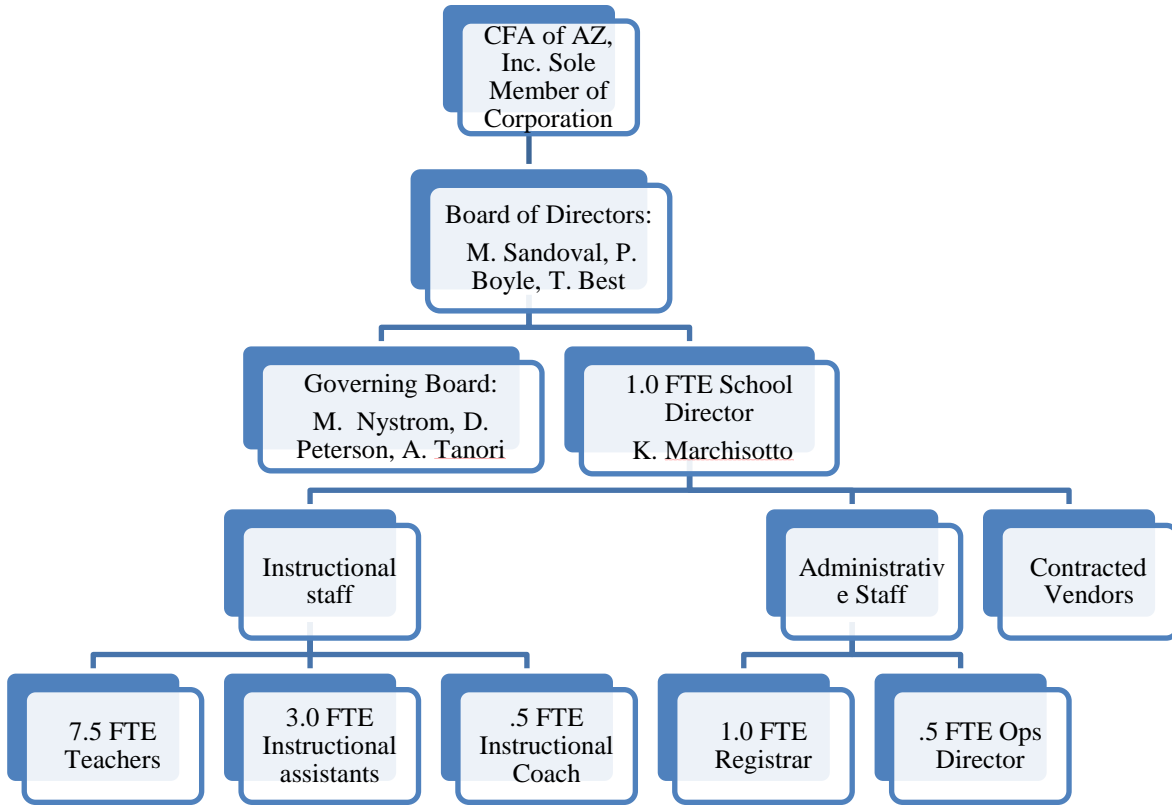


Figure B.1.1: Year 1 Organizational Chart

ALPS will open with three key administrators, the School Director, Registrar, and Ops Director. There will be 7.5 full-time teachers. There will be three Instructional Assistants and one half-time Instructional Coach (to be shared with another school). All, and the contracted vendors described in Section B.3.2, will report to the Founding School Director, who, along with the Governing Board, will report to the Corporate Board of Directors.



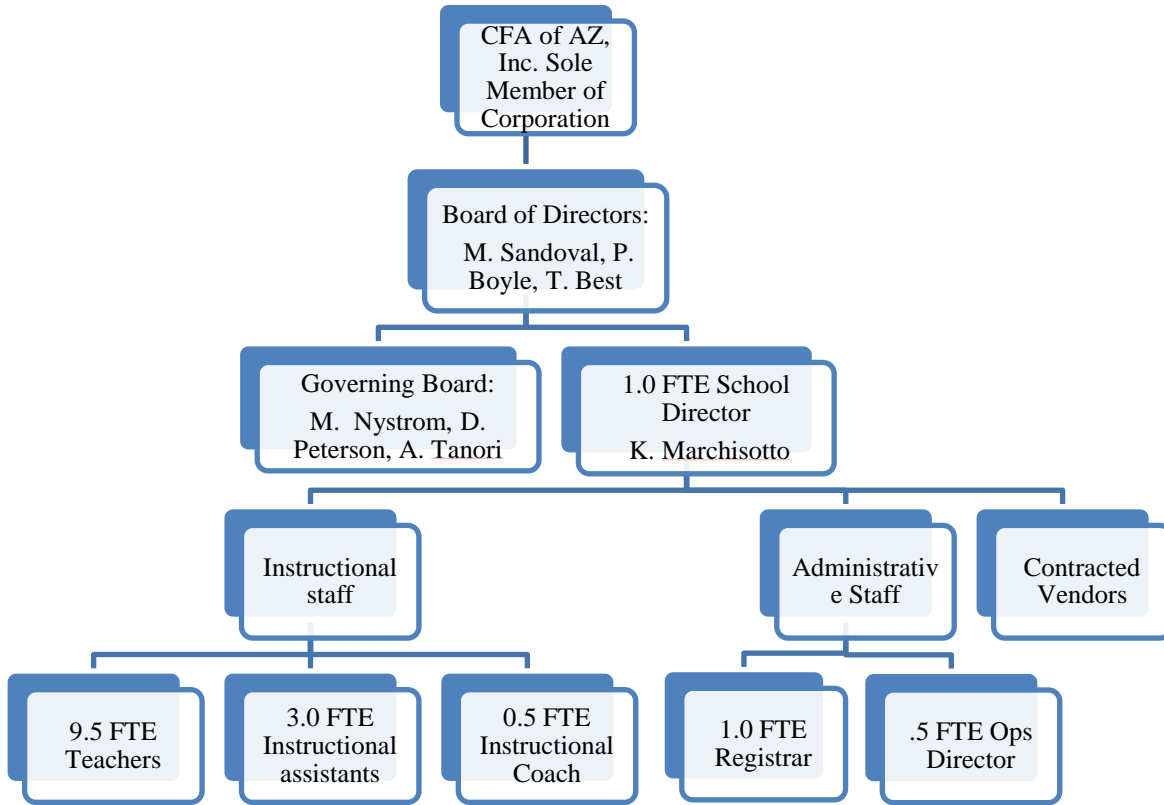


Figure B.1.2: Year 2 Organizational Chart

In Year 2, additional staff will be hired to meet the growing demands of enrollment. There will be 9.5 full-time general education teachers, three instructional assistants, and one Half-time Instructional Coach (to be shared with another school). Administrative staff will remain the same. All, and the contracted vendors described in Section B.3.2, will report to the Founding School Director, who, along with the Governing Board, will report to the Corporate Board of Directors.

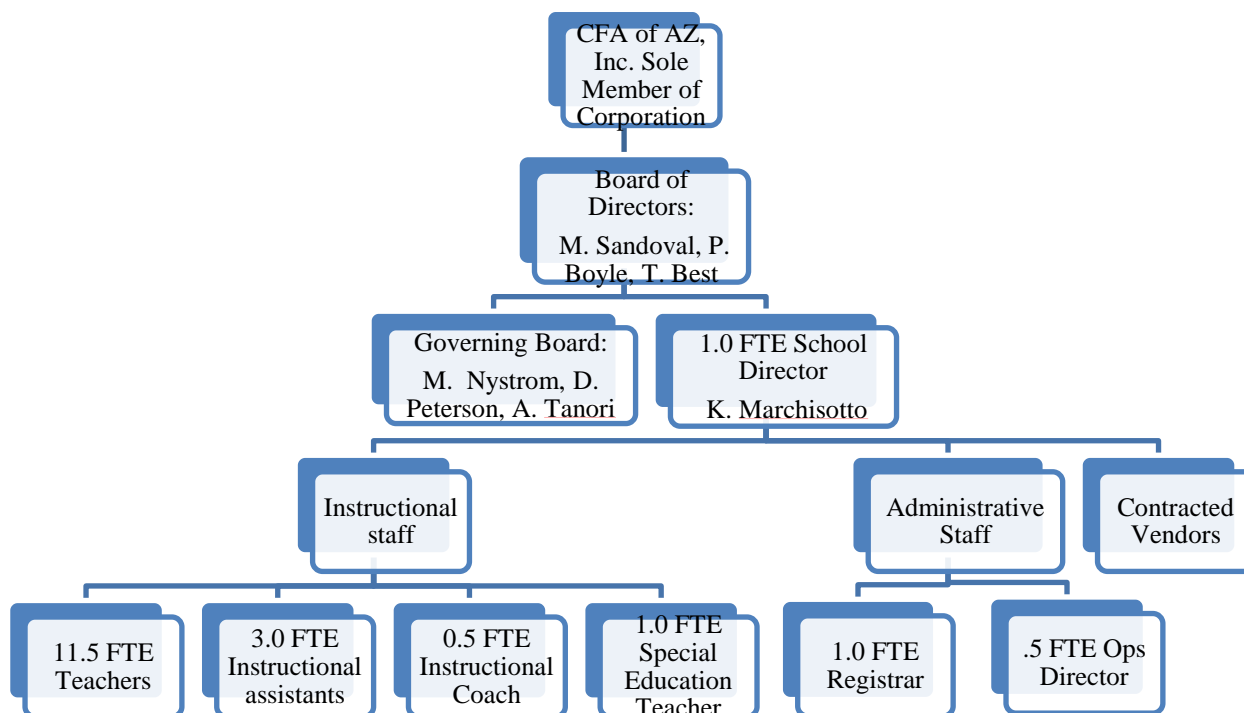


Figure B.1.3: Year 3 Organizational Chart

In Year 3, additional staff will be hired to meet the growing demands of enrollment. There will be 11.5 full-time general education teachers, three instructional assistants, and one half-time Instructional Coach (to be shared with another school). Administrative staff will remain the same. All, and the contracted vendors described in Section B.3.2, will report to the Founding School Director, who, along with the Governing Board, will report to the Corporate Board of Directors.

**Reporting Structure**

This section describes the reporting structure for the positions detailed above. Sole power to hire and terminate employees belongs to the School Director; however, the power to hire and terminate the School Director lies with the Corporate Board of Directors.

*The Corporate Board of Directors of Abraham Lincoln Preparatory School shall oversee the Governing Body and the Founding School Director.*

*The Governing Board of ALPS will be appointed by the Corporate Board of Directors of Abraham Lincoln Preparatory School. It shall serve the statutory function of a school governing body (as per A.R.S. §15-183 (E)(8)), including setting policy, reviewing and approving the school’s budget, and other mandated functions described further in Section B.2.*

*The Founding School Director shall be the key on-site management of ALPS. The Founding School Director reports directly to and is held accountable by the Corporate Board of Directors. The primary responsibilities of the Founding School Director shall be to:*

- Implement systems designed to achieve mission.

- Facilitate the selection of curricular materials to support the mission and Academic Program.
- Monitor curriculum implementation and academic growth.
- Monitor and evaluate instruction.
- Implement fiscal policies and internal controls and recommend budget.
- Implement personnel policies to recruit, hire, evaluate, and supervise teachers.
- Speak to media and parents.
- Establish expectations for behavior and implement discipline system, including consequences for students falling short of expectations.
- Maintain day-to-day oversight of facilities and maintenance.
- Develop parent handbook.
- Maintain compliance with regulations.

The *Ops Director* is recruited, selected, hired, and evaluated by and reports to the School Director as the key school leader responsible for overseeing the financial and operational systems and resources of ALPS. The Ops Director maintains systems and documentation and ensures compliance with state and federal law. Additionally, the Ops Director manages federal and state funding sources and outside fundraising programs. Lastly, the Ops Director will work in tandem with the school’s contracted business service providers.

*Teachers* are recruited, selected, hired, and evaluated by and report to the School Director. Teachers are primarily responsible for the planning, development, and execution of a high-quality program of curriculum, instruction, and assessment.

The *Registrar* is recruited, selected, and hired by the School Director. The Registrar is evaluated by and reports directly to the School Director. The primary responsibilities of the Registrar are to support the school’s operations and maintain all school records, as well as serve as receptionist. As such, the Registrar is the custodian of records for ALPS.

The *Instructional Coach* is recruited, selected, hired, evaluated by, and reports to the School Director. The Instructional Coach is primarily responsible for coaching teachers to continuously improve their planning and instructional practices. In that capacity, the Instructional Coach will also be responsible for the planning and execution of some professional development. This is a half-time position that will be shared with another school.

The *Instructional Assistants* are recruited, selected, and hired by the School Director. The Instructional Assistants will report to and be evaluated by the School Director. They shall assist with the delivery of instruction for students, with duties as necessary, and monitor and assist with hybrid learning time.

### **C. Subsidiary Relationships with Other Organizations**

Abraham Lincoln Preparatory School is a subsidiary of CFA of Arizona, Inc.

### **D. Other Charters Operated by Applicant and/or Principals**

Abraham Lincoln Preparatory School is not currently and has not previously been involved in the operation of any other charter school.

Several principals have been involved in the current or prior charter operation. “Involvement” includes being a school or network administrator or board member. The authorizer, timeframe, and nature of involvement is listed below:

<b>Name of Principal</b>	<b>Charter School</b>	<b>Authorizer</b>	<b>Timeframe</b>	<b>Nature of Involvement</b>
<b>Anthony “Tony” Best</b>	Pioneer Preparatory School: A Challenge Foundation Academy	Arizona State Board for Charter Schools	2009-2016	Founding School Director
<b>Matt Sandoval</b>	Pioneer Preparatory School: A Challenge Foundation Academy	Arizona State Board for Charter Schools	2015-Present	Board Member; TeamCFA State Director
	Western School of Science and Technology: A Challenge Foundation Academy	Arizona State Board for Charter Schools	2017-Present	TeamCFA State Director
	Hirsch Academy: A Challenge Foundation Academy	Arizona State Board for Charter Schools	2017-Present	TeamCFA State Director
	Ethos Academy: A Challenge Foundation Academy	Arizona State Board for Charter Schools	2017-Present	TeamCFA State Director
<b>Peter Boyle</b>	Pioneer Preparatory School: A Challenge Foundation Academy	Arizona State Board for Charter Schools	2012-2014	Challenge Foundation Fellow
	Western School of Science and Technology: A Challenge Foundation Academy	Arizona State Board for Charter Schools	2014-Present	Founding School Director

### **E. Roles of Charter Principals**

The Principals of ALPS shall be all Corporate Board members, Governing Board members, and the Authorized Representatives. Below are the biographies and roles of the Principals of ALPS.

#### *Peter Boyle*

Peter Boyle is the Founding School Director of Western School of Science and Technology: A Challenge Foundation Academy (“Western: CFA”), a high-performing urban charter school in Phoenix, Arizona. In

this capacity, Mr. Boyle serves as school principal and executive director managing a \$5 million budget, \$6 million facility, staff of forty-five, and almost 600 students. He has spoken at state-wide and national conferences on data-driven instructional programs, staff culture, and STEM education. Under his leadership, Western: CFA has become the highest-performing public high school in west Phoenix and achieved its full accreditation from AdvancEd. In 2017, he was named TeamCFA's Administrator of the Year, and in 2014, he won the Maryvale Revitalization Corporation Educating Excellence award. He was the Runner Up for the Arizona Charter Schools Association Transformational Leader of the Year in 2017.

In the community, he is Vice Chair of the Friends of Maryvale Revitalization Corporation Advisory Board and a member of Suns Charities 88 and the AG2 Leadership Board of Scottsdale Arts. He is also a graduate of Valley Leadership, Class 38 and a Teach For America alum. He holds a B.S. degree from the University of North Carolina in business administration with a concentration in entrepreneurship and an M.Ed. degree from Arizona State University in secondary education.

For ALPS, Mr. Boyle will serve on the Corporate Board. He will thus support the oversight of the school and the selection and evaluation of the School Director. His qualifications and background ensure he will be an asset for the implementation of the academic, operational, and business plans.

#### *Matt Sandoval*

Matt Sandoval has been an Arizona education and nonprofit leader since 2001, when he began his career in education teaching high school mathematics in west Phoenix. He then transitioned to become a leader – eventually Vice President for Community Initiatives – at the Valley of the Sun YMCA, where he both managed the Maryvale branch and surpassed local and regional fundraising goals. Under his leadership, community memberships increased by over 25% year-on-year.

Matt currently serves as Arizona State Director for TeamCFA. In that capacity, he is responsible for maintaining TeamCFA's operational and academic excellence in Arizona, cultivating and developing school boards, and supporting the growth and development of additional TeamCFA schools in the state. He has served on two charter school boards and has been recognized as a 2015 Valle del Sol Hispanic Leadership Initiative honoree, 2014 Maryvale Revitalization Corporation Educating Excellence winner, and one of Phoenix's 40 Hispanic Leaders Under 40 in 2010. He holds a BA from Arizona Christian University and an MEd from Arizona State University.

Matt's successful experience at the classroom and school board levels will be beneficial to the school's academic program performance. In addition, his business acumen and experience in leading and growing successful nonprofits, as well as wealth of experience and community connections in west Phoenix, will be invaluable to the school. He plans to use these experiences to support the planning and implementation of the school.

For ALPS, Mr. Sandoval will serve on the Corporate Board. He will thus support the oversight of the school and the selection and evaluation of the School Director. His qualifications and background ensure he will be an asset for the implementation of the academic, operational, and business plans.

#### *Anthony "Tony" Best*

Anthony "Tony" Best has been an educational leader in Arizona for almost two decades. After beginning his career as a third grade teacher at Grayhawk Elementary School in the Paradise Valley Unified School District, where he spent almost a decade in the classroom, Mr. Best became a national consultant for the Core Knowledge Foundation. In this role, he supported schools nationwide in their implementation of the Core Knowledge Sequence.

In 2009, Mr. Best was recruited by the TeamCFA Foundation to serve as Founding School Director of Pioneer Preparatory School: A Challenge Foundation Academy (“Pioneer Prep: CFA”). In this role, he oversaw Pioneer Prep: CFA’s growth from serving 80 students in grades K-2 to over 600 in grades K-6. Pioneer Prep: CFA was recognized in 2011 by the Arizona Department of Education for its exceptional academic growth – among the top 6% of all schools in the state. His time at Pioneer Prep: CFA culminated in the successful purchase and refinancing of the school’s facility.

After eight years leading Pioneer Prep: CFA, Mr. Best became the national Director of School Support for the TeamCFA Foundation, his current role, overseeing the network’s instructional coaching and leadership development programs. He holds Bachelors and Masters degrees from Northern Arizona University in elementary education.

For ALPS, Mr. Sandoval will serve on the Corporate Board. He will thus support the oversight of the school and the selection and evaluation of the School Director. His qualifications and background ensure he will be an asset for the implementation of the academic, operational, and business plans.

#### *Kimberley Marchisotto*

A native of the United Kingdom, Kimberley Marchisotto has been an Arizona educator for almost twenty years. During her two decades in the classroom, she taught 2<sup>nd</sup> and 6<sup>th</sup> grades in the Paradise Valley Unified School District. She served too in a school leadership position as Core Knowledge Coordinator at Grayhawk Elementary School, a high-performing elementary school in Scottsdale, Arizona, where she led the school to achieve Core Knowledge Official status in 2005 and national School of Distinction status in 2014. She has since 2000 also been a district and national trainer for the Core Knowledge Foundation, where she is one of only four individuals in the country to serve as a Core Knowledge school accreditor.

Kimberley has transitioned to a new role in school administration as TeamCFA Leadership Gold Fellow at WSST: CFA (Maryvale’s highest-performing public middle/high school) as she prepares to lead the Challenge Foundation’s next Arizona charter school. The TeamCFA Leadership Gold Fellowship role is a practice-based role for TeamCFA’s next school leaders to learn the knowledge, skills, and mindsets requisite of new charter school leaders through on-campus mentorship and application. Kimberley is thus the administrator directly responsible for instructional coaching at WSST: CFA. Kimberley holds a BS in elementary education from Arizona State University, an MA in elementary education from Northern Arizona University, and an MA in educational leadership from Grand Canyon University.

Kimberley has successful experience both in the classroom, in school administration, and nationally as a curriculum consultant. In addition to holding an advanced degree in school leadership, she is continuing her education in school leadership through the TeamCFA Leadership Gold Fellowship and school leadership mentorship and coaching through Leaders Building Leaders. All of these will be invaluable experiences as she leads the successful planning and implementation of Abraham Lincoln Preparatory School: CFA.

For ALPS, Kimberley Marchisotto will serve as an officer of the Corporate Board as well as Founding School Director. She will thus support the oversight of the school. Her qualifications and background ensure she will be an asset for the implementation of the academic, operational, and business plans.

#### *Deborah J. Peterson*

Deborah J. Peterson will serve as a founding Board member at Abraham Lincoln Community School: CFA. She has a decade of teaching experience in Core Knowledge schools in the Paradise Valley and

Cave Creek Unified School Districts, and is currently President of the Grayhawk Elementary School PTO. She has also previously served as a board member of La Casa de Cristo. This prior experience in nonprofit leadership, board governance, and education will be useful to Abraham Lincoln Preparatory School: CFA in its planning and implementation of the educational and operational programs.

*Mariann Nystrom*

Mariann Nystrom is an attorney with over a dozen years of practice in Arizona. In law school she was the Editor-in-Chief of the Whittier Journal of Child and Family Advocacy and is currently a Senior Investigative Specialist for the Arizona Supreme Court. She has also served in the business office of her previous firm. She will serve as a founding Board member at Abraham Lincoln Preparatory School: CFA, and serve its planning and implementation phases with these backgrounds and experiences in community development and business operations.

*Annette Tanori*

Annette Tanori is an experienced finance professional with over 10 years of diverse Corporate Real Estate expertise. Her specific responsibilities have included financial planning and analysis, site evaluation, project management, and 5-year forecasting. She has also served with many local organizations including as Vice President of Finance Development for Junior League of Phoenix, Founding Member/Vice President of Joyride Giving Circle, and Campaign Leadership Committee member for Leukemia and Lymphoma Society of Arizona. She will serve as a founding Board member at Abraham Lincoln Preparatory School: CFA, and serve its planning and implementation phases with these backgrounds and experiences in community development and business operations.

**F, G, H, I: Consistency**

The above information is consistent with:

- The background information documents provided for each individual,
- The legal documentation establishing Abraham Lincoln Preparatory School including the number of directors required by the Bylaws,
- Information listed on the Title Page, and
- The contents of the application package.

**B.2**

# **School Governing Body**



## **B.2 Governing Body**

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### **A. Governing Board Responsibilities**

The Board will adhere to ARS §15-183(E)(8) with regard to policy to ensure safe and successful school operation. It will be the role of the Board to support the mission of the school as stated in the school charter contract with the Arizona State Board for Charter Schools through lawful governance. The Board shall have all of the duties and powers required or permitted by applicable law. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board.

Specific statutory roles and responsibilities of the Governing Body, per statute cited above, shall be to:

- Develop and ensure the implementation of school policies necessary to comply with applicable statute and ensure the ability of the school to carry out its mission;
- Review and approve the annual budget;
- Ensure compliance with all federal and state requirements;
- Ensure filing of legal and compliance documentation;
- Respond to community and stakeholder comments, concerns, complaints, and grievances;
- At all times comply with Arizona's Open Meeting Law; and
- Any and all additional applicable roles or responsibilities of a charter school governing body per relevant state statute or applicable rule or regulation.

### **B. Corporate & Governing Boards**

The Corporate Board of Directors is distinct from the Governing Board. The Governing Board is appointed by the Corporate Board of Directors.

The separate Governing Board, which will act as the Governing Body of the school, has already been established, and includes the principals identified within this application package.

### **C. Governing Board Composition**

The Governing Board shall be appointed by the Corporate Board of Directors, which will, in its appointments, ensure the Governing Board will have the capacity to fulfill its requirements and support the school's mission.

Per its Bylaws, The Governing Board shall consist of no less than three (3) and no more than seven (7) members. Members will serve for a three (3) year term.

A simple majority of the Board, in attendance either in person or telephonically, will constitute a quorum. A simple majority of those present will constitute action by the Board.

The Board shall at all times ensure compliance with the Arizona Open Meeting Law.

### **Qualifications**

The most important qualifications for Governing Board members in order to have the capacity to fulfill its requirements and support the school's mission shall be the following:

- Able to legally serve on an Arizona Charter School Governing Board, per statute.
- Able to commit one’s time to service.
- Demonstrate specific, needed skills for the success, growth, and sustainability of the school.
- Invested strongly in the school’s mission, vision, values, and academic program.
- Able to advocate for the school’s mission, vision, values, and academic program, and improvement efforts.
- The Governing Board must be comprised of competent individuals drawn from diverse fields and experiences. Initially, ALPS will look for the following skill sets to serve as ideally effective consultants to and governors of the organization:

<b>SKILL SET</b>	<b>DESCRIPTOR</b>
<b>Finance/Accounting</b>	A Board member who demonstrates buy-in to the school’s mission, vision, values, and program plan with previous experience in finance and/or accounting to serve as a financial and accounting consultant to the school to ensure financial success and sustainability.
<b>Academics</b>	A Board member who demonstrates buy-in to the school’s mission, vision, values, and program plan with previous educational experience, specifically in the area of academic planning and educational outcome growth.
<b>Properties/Real Estate</b>	A Board member who demonstrates buy-in to the school’s mission, vision, values, and program plan with real estate and/or properties experience to manage the site-selection and site-maintenance process.
<b>Community Connections</b>	A Board member who demonstrates buy-in to the school’s mission, vision, values, and program plan with significant connections to the community members and community organizations that could potentially partner with ALPS and benefit the school’s students.
<b>Legal/Regulatory</b>	An attorney Board member who demonstrates buy-in to the school’s mission, vision, values, and program plan to serve as a legal consultant to the school to make sure the school is compliant.
<b>Public Relations/Marketing</b>	A Board member who demonstrates buy-in to the school’s mission, vision, values, and program plan with previous experience in public relations and/or marketing to ensure the school has the initial community goodwill and recruitment to sustain its existence and mission during initial start-up years.
<b>Fundraising</b>	A Board member who demonstrates buy-in to the school’s mission, vision, values, and program plan with ALPS.

**Figure B.2.1: Ideal Board Member Composition**

Potential candidates for the Governing Board will be, in part, evaluated along their ability to meet the above skill sets in order to benefit the school.

**D. Selecting Initial Members and Filling Board Vacancies**

As per the Bylaws, appointments to the Governing Board will be made by a majority vote of the Corporate Board of Directors. Initial members have already been determined and appointed by the Corporate Board of Directors. Members were selected based on meeting the qualifications above, their ability to support the school's academic, operations, and/or business plans, and their ability to fulfill the school's mission and responsibilities of the Governing Board. Their biographies and skill sets are described below.

**Deborah J. Peterson**

Deborah J. Peterson will serve as a founding Board member at Abraham Lincoln Community School: CFA. She has a decade of teaching experience in Core Knowledge schools in the Paradise Valley and Cave Creek Unified School Districts, and is currently President of the Grayhawk Elementary School PTO. She has also previously served as a board member of La Casa de Cristo. This prior experience in nonprofit leadership, board governance, and education will be useful to Abraham Lincoln Preparatory School: CFA in its planning and implementation of the educational and operational programs.

**Mariann Nystrom**

Mariann Nystrom is an attorney with over a dozen years of practice in Arizona. In law school she was the Editor-in-Chief of the Whittier Journal of Child and Family Advocacy and is currently a Senior Investigative Specialist for the Arizona Supreme Court. She has also served in the business office of her previous firm. She will serve as a founding Board member at Abraham Lincoln Preparatory School: CFA, and serve its planning and implementation phases with these backgrounds and experiences in community development and business operations.

**Annette Tanori**

Annette Tanori is an experienced finance professional with over 10 years of diverse Corporate Real Estate expertise. Her specific responsibilities have included financial planning and analysis, site evaluation, project management, and 5-year forecasting. She has also served with many local organizations including as Vice President of Finance Development for Junior League of Phoenix, Founding Member/Vice President of Joyride Giving Circle, and Campaign Leadership Committee member for Leukemia and Lymphoma Society of Arizona. She will serve as a founding Board member at Abraham Lincoln Preparatory School: CFA, and serve its planning and implementation phases with these backgrounds and experiences in community development and business operations.

Recruitment for the filling of any vacancies when they arise or if additional directors are sought will not be haphazard; as ALPS shall develop new needs that require new Governing Board expertise or talent, the Corporate Board of Directors shall search for such members to fulfill such needs.

There will be multiple pathways for the Corporate Board of Directors to identify new potential Governing Board members. Several ways include, but are not limited to, asking potential members to serve on any committees which shall be established from time to time, identifying potential members who fill needed skill set gaps, and asking informal advisors to serve as members.

Governing Board Members shall demonstrate a commitment to continuous improvement. Professional development and training of Governing Board members is essential for the ability of the Governing Board to effectively govern ALPS in a sustainable manner.

Throughout each year, the Governing Board will have a professional development retreat to focus on developing the skills required to maintain the Governing Board's continuous improvement and effectiveness. At least one session will be an Orientation session for new members on how to best advocate for ALPS's mission and improvement efforts. Additional sessions shall focus on ways in which the Governing Board can continue to sustain ALPS's mission and improvement efforts. Content of specific sessions will include potential conflicts of interest, compliance with open meeting laws, and human, material, and financial resource allocation.

**B.3**

**Management &  
Operation**

## B.3 Management & Operations

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This section details the roles and responsibilities of the School Director and other key school leaders, including their critical skills and experiences, and the operations plan for the school.

### A. Organizational Charts; Management Roles and Responsibilities

Abraham Lincoln Preparatory School: A Challenge Foundation Academy's (ALPS) organizational charts outline and detail the reporting relationships of the Sole Corporate Member, Corporate Board, Governing Board, Founding School Director, and all school staff for the first three years of operation.

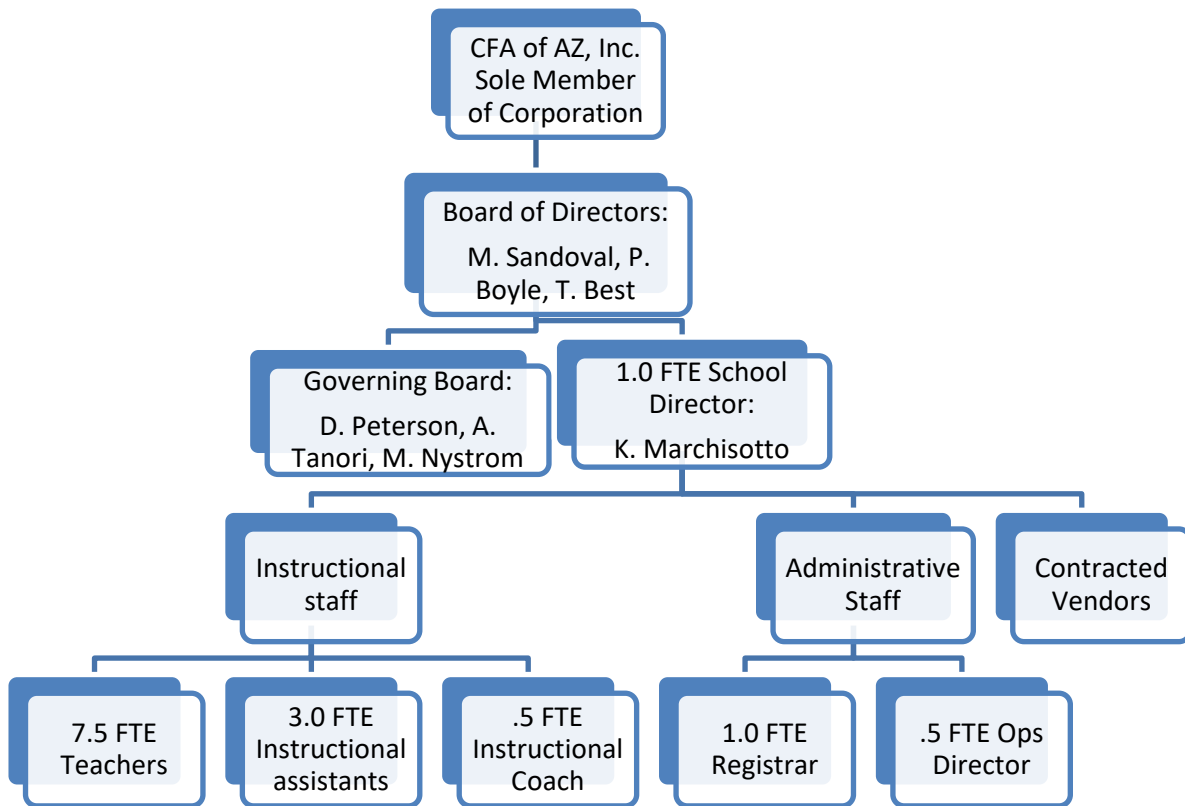


Figure B.1.1: Year 1 Organizational Chart

ALPS will open with three key administrators, the School Director, Registrar, and Ops Director. There will be 7.5 full-time teachers. There will be three Instructional Assistants and one half-time Instructional Coach (shared with another school). All, and the contracted vendors described in Section B.3.2, will report to the Founding School Director, who, along with the Governing Board, will report to the Corporate Board of Directors.

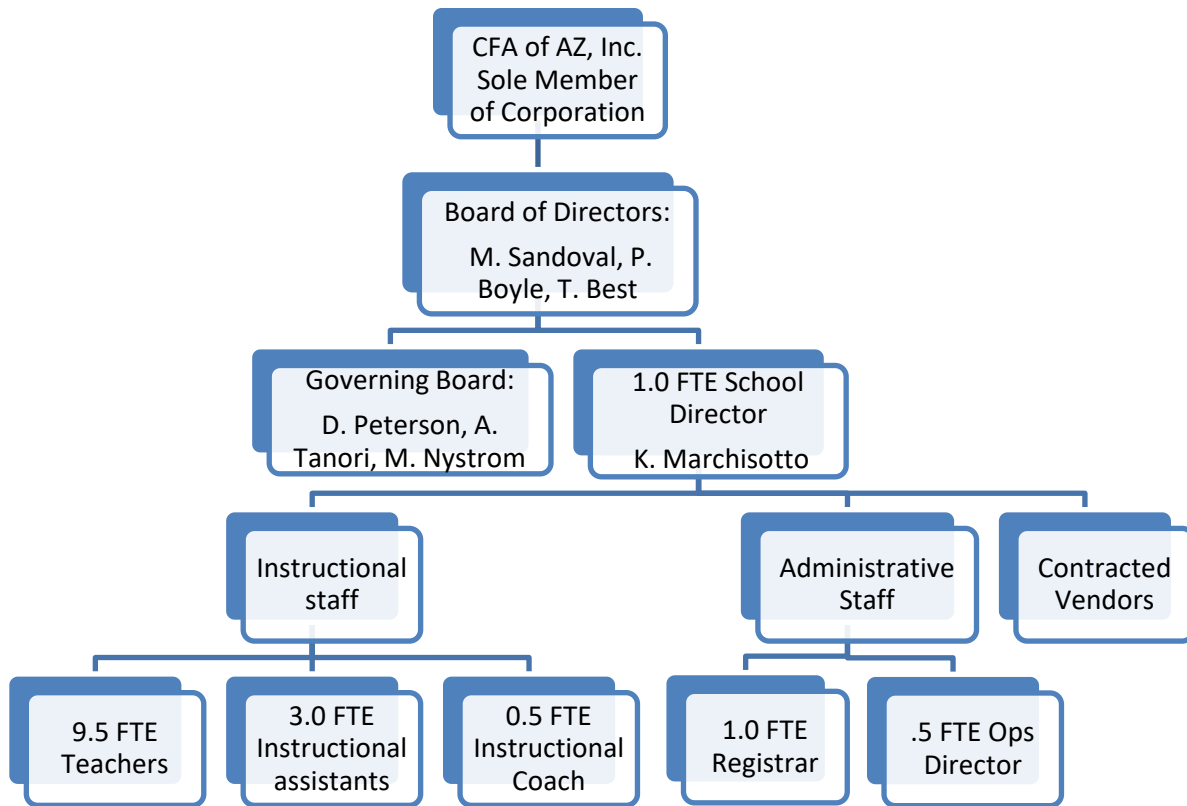


Figure B.1.2: Year 2 Organizational Chart

In Year 2, additional staff will be hired to meet the growing demands of enrollment. There will be 9.5 full-time general education teachers, three instructional assistants, and one half-time Instructional Coach (to be shared with another school). Administrative staff will remain the same. All, and the contracted vendors described in Section B.3.2, will report to the Founding School Director, who, along with the Governing Board, will report to the Corporate Board of Directors.

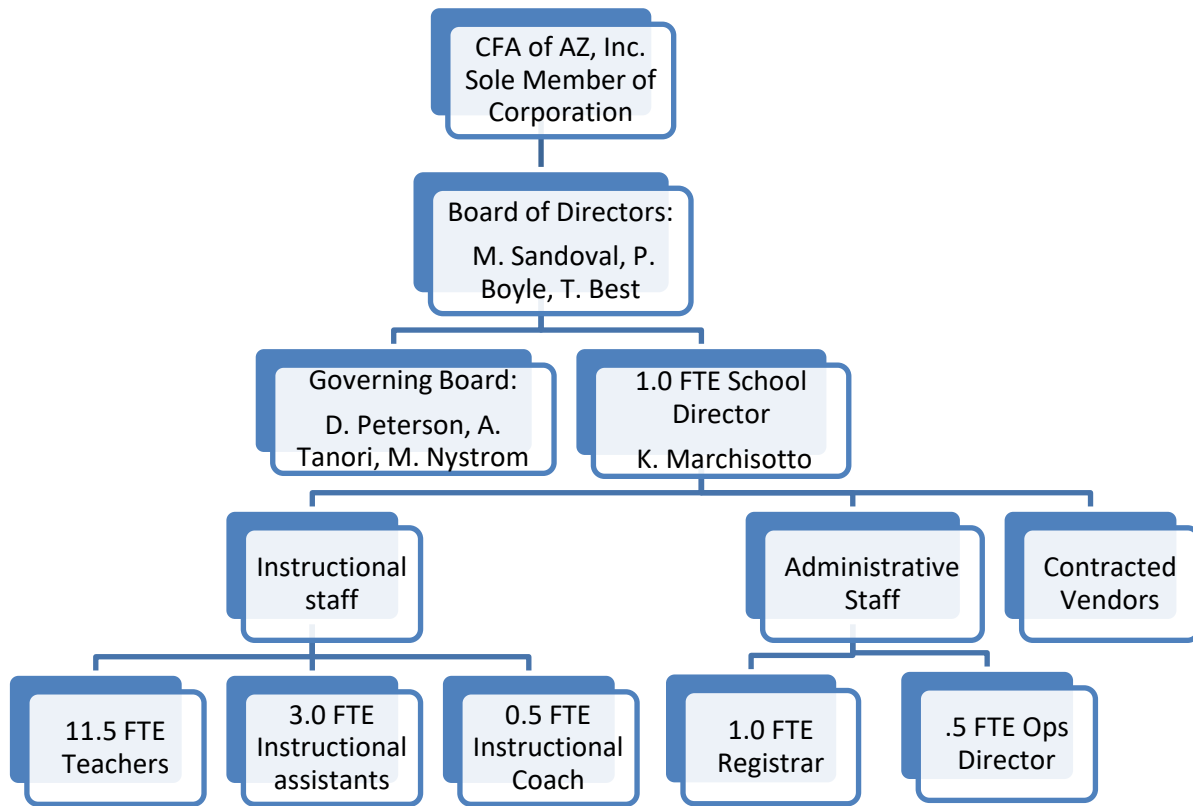


Figure B.1.3: Year 3 Organizational Chart

In Year 3, additional staff will be hired to meet the growing demands of enrollment. There will be 11.5 full-time general education teachers, three instructional assistants, and one half-time Instructional Coach (to be shared with another school). Administrative staff will remain the same. All, and the contracted vendors described in Section B.3.2, will report to the Founding School Director, who, along with the Governing Board, will report to the Corporate Board of Directors.

***Administrative Roles and Responsibilities for Each Position***

The section below details the roles and responsibilities of each of the above key school leaders who will be responsible for the day-to-day activities of the school (the School Director, Ops Director, Registrar), as well as the critical skills and experiences required of each.

**School Director**

The School Director, as mentioned above, is recruited, selected, hired, and evaluated by the Corporate Board of Directors to manage the day-to-day operations of ALPS. In this capacity, the School Director is primarily responsible for working towards accomplishing the school’s mission and actualizing the school’s vision.

The following are the primary responsibilities of the School Director:

- Report academic progress to the Governing Board and Corporate Board of Directors
- Hire all faculty/staff



- Monitor, coach, and evaluate the performance of faculty/staff
- Oversee curriculum development and implementation
- Facilitate the selection and purchasing of high-quality, aligned curricular materials
- Oversee mandatory assessments, including AZELLA and AzMERIT
- Oversee and manage school-wide academic data collection
- Monitor individual class and school wide academic achievement
- Lead data analysis meetings
- Oversee English Language Development programs
- Oversee Response to Intervention programs
- Create school schedules (student and teachers)
- Monitor compliance with FERPA and FMLA
- Plan staff orientation and summer professional development
- Oversee professional development for instructional staff
- Solicit and manages community partners
- Solicit and manages college partners
- Oversee/approve out-going communications
- Oversee and manage marketing efforts
- Speak to media and oversee public relations plan
- Oversee/evaluate contracted services
- Oversee and manage fundraising plan
- Long-term financial planning, including recommend budget
- Approve expenditures
- Post board meeting agendas and minutes
- Prepare board meeting packets/act as board clerk
- Compile and submit authorizer review and renewal requirements
- Communicate with authorizer
- Manage state and federal grants; submit applicable reports
- Oversees Title 1 programs
- Manage e-rate grant application and plan

The responsibilities above will evolve as ALPS grows and brings new key school leaders on board. Information regarding which of the above specific responsibilities will shift to other key school leaders can be found in the information relating to each of those positions further in this section.

The following are the critical skills and experiences requisite of an effective School Director at ALPS:

- Strong and demonstrated commitment to the school’s mission, vision, and core values
- Minimum of a Master’s Degree in education or a related field
- Effective experience leading to growth in academic outcomes on the classroom and school-site level
- Proficiency in gathering and utilizing data and evidence to make instructional and operational decisions
- Excellent communication skills (written and spoken)

- Demonstrated experience in budgeting and finance
- Demonstrates taking personal ownership for both the school's success and his or her own development; growth mindset
- Valid fingerprint clearance card
- SEI endorsement
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community, have previous, successful Arizona charter school leadership experience, are or were TeamCFA Leadership Gold Fellows, and live in the Phoenix Metropolitan Area.

The TeamCFA Leadership Gold Program is the internal school leadership development pipeline for CFA of Arizona ("CFA of AZ")'s new charter school leaders. The program provides practice-based learning opportunities for new leaders, as well as professional development sessions. Fellows emerge with the knowledge, skills, and mindsets requisite of new charter school leaders and would be ideal candidates for key school leadership positions.

A native of the United Kingdom, Kimberley Marchisotto has been an Arizona educator for almost twenty years. During her two decades in the classroom, she taught 2<sup>nd</sup> and 6<sup>th</sup> grades in the Paradise Valley Unified School District. She served too in a school leadership position as Core Knowledge Coordinator at Grayhawk Elementary School, a high-performing elementary school in Scottsdale, Arizona, where she led the school to achieve Core Knowledge Official status in 2005 and national School of Distinction status in 2014. She has since 2000 also been a district and national trainer for the Core Knowledge Foundation, where she is one of only four individuals in the country to serve as a Core Knowledge school accreditor.

Kimberley has transitioned to a new role in school administration as TeamCFA Leadership Gold Fellow at WSST: CFA (Maryvale's highest-performing public middle/high school) as she prepares to lead the Challenge Foundation's next Arizona charter school. The TeamCFA Leadership Gold Fellowship role is a practice-based role for TeamCFA's next school leaders to learn the knowledge, skills, and mindsets requisite of new charter school leaders through on-campus mentorship and application. Kimberley is thus the administrator directly responsible for instructional coaching at WSST: CFA. Kimberley holds a BS in elementary education from Arizona State University, an MA in elementary education from Northern Arizona University, and an MA in educational leadership from Grand Canyon University. Kimberley holds a Principal Certificate within the state of Arizona.

Kimberley has successful experience both in the classroom, in school administration, and nationally as a curriculum consultant. In addition to holding an advanced degree in school leadership, she is continuing her education in school leadership through the TeamCFA Leadership Gold Fellowship and school leadership mentorship and coaching through Leaders Building Leaders. All of these will be invaluable experiences as she leads the successful planning and implementation of Abraham Lincoln Preparatory School: CFA.

For ALPS, Mrs. Marchisotto will serve as the Founding School Director. Her qualifications and background ensure she will be an asset for the implementation of the academic, operational, and business plans.

## **Ops Director**

The Ops Director is recruited, selected, hired, and evaluated by and reports to the School Director as the key school leader responsible for overseeing the financial and operational systems and resources of ALPS. The Ops Director maintains systems and documentation and ensures compliance with state and federal law. Additionally, the Ops Director manages federal and state funding sources and outside fundraising programs. Lastly, the Ops Director will prepare for the annual audit and work in tandem with the school's contracted business service providers.

The Ops Director is a half-time position; it is shared with another proposed subsidiary school of CFA of AZ, Inc.

The following are the primary responsibilities of the Ops Director:

- Prepare for and oversee audit
- Oversee facility maintenance
- Monitor safety of facility
- Oversee student drop-off and pick-up procedures
- Conduct background checks and ensure adequate fingerprint clearance card status for all employees
- Maintain personnel files
- Check compliance with e-verify, I-9, and other personnel policies
- Manage health benefits
- Manage retirement benefits
- Initiate and monitor insurance coverage
- Calls for and manages substitutes
- Monitors teacher Highly Effective status or certifications
- Manage long term leases (e.g. copiers, other capital items)
- Purchase needed supplies
- Track and manage inventory
- Manage accounts payable
- Manage purchase order process and implementation
- Monitor procurement policies
- Oversee grants management and compliance
- Manage technology and technology plan
- Record and report tax credit donations
- Coordinate special events (e.g. school picture day, student showcase, etc.)
- Manage IRS compliance

The responsibilities above will evolve as ALPS grows and brings new key school leaders on board. Information regarding which of the above specific responsibilities will shift to other key school leaders can be found in the information relating to each of those positions further in this section.

The following are the critical skills and experiences requisite of an effective Ops Director at ALPS:

- Strong and demonstrated commitment to the school’s mission, vision, and core values
- Comprehensive financial knowledge and skills; experience managing budgets or grants highly preferred
- Proficiency in gathering and utilizing data and evidence to make operational decisions
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for both the school’s operational success and his or her own development; growth mindset
- Excellent computer and organization skills
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community

The founding team has not yet identified an initial Ops Director, but it is the priority that such an individual will be brought on board as soon as possible to facilitate the successful planning of ALPS’s operational systems.

### **Registrar**

The Registrar is recruited, selected, and hired by the School Director. The Registrar is evaluated by and reports directly to the School Director. The primary responsibilities of the Registrar are to support the school’s operations and maintain all school records. As such, the Registrar is the custodian of records for ALPS.

The following are the primary responsibilities of the Registrar:

- Manage student information system and SAIS uploads
- Manage enrollment and attendance
- Process enrollment/withdrawal forms
- Submit estimated student counts
- Maintain student files and compliance with applicable statutes
- Greet visitors/answer general phone line

The following are the critical skills and experiences requisite of an effective Registrar at ALPS:

- Strong and demonstrated commitment to the school’s mission, vision, and core values
- Excellent communication skills (written and spoken) in both English and Spanish
- Personable
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

The founding team has not yet identified an initial Registrar, but it is the priority that such an individual will be brought on board as soon as possible to facilitate the successful onboarding of ALPS’s first students.

## B. Operations Plan

As described above, the organizational structure of ALPS will evolve as dictated by enrollment. The table below identifies the staffing plan for Years 1-3. FTE denotes a full-time employee; titles in bold denote administrative positions.

	Year 1 FTEs	Year 2 FTEs	Year 3 FTEs
<b>School Director</b>	1	1	1
<b>Ops Director</b>	.5	.5	.5
<b>Registrar</b>	1	1	1
Instructional Coach	.5	.5	.5
Teachers	7.5	9.5	11.5
Instructional Aides	3	3	3

Table B.3.1: Staffing Plan

The following table details which position is responsible for each critical instructional or operational service in each of the prescribed areas.

Area of Instructional or Operational Responsibility	Administrative Staff and Responsibilities
<b>Instruction</b>	<p><i>School Director</i></p> <ul style="list-style-type: none"> <li>Monitor, coach, and evaluate the performance of instructional faculty</li> </ul> <p>The School Director will be responsible for recruiting, selecting, hiring, monitoring, and evaluating instructional staff</p>
<b>Curriculum and Assessment (Mandated State Testing)</b>	<p><i>School Director</i></p> <ul style="list-style-type: none"> <li>Report academic progress to the Governing Board</li> <li>Oversee curriculum development and implementation</li> <li>Facilitate the selection and purchasing of high-quality, aligned curricular materials</li> <li>Oversee mandatory assessments, including AZELLA and AzMERIT</li> <li>Oversee and manage school-wide academic data collection</li> <li>Monitor individual class and school wide academic achievement</li> <li>Lead data analysis meetings</li> <li>Oversee English Language Development programs</li> <li>Oversee Response to Intervention programs</li> <li>Create school schedules (student and teachers)</li> </ul> <p>The School Director will be responsible for recruiting, selecting, hiring, monitoring, and evaluating academic staff.</p>
<b>Special Education</b>	<p>As detailed in Section B.3.1., special education services will be contracted. The following will be the responsibilities of the contracted special education services provider.</p> <p><i>Contracted Special Education Services Provider</i></p> <ul style="list-style-type: none"> <li>Oversee instruction for students receiving special education services</li> <li>Lead and manage IEP process and compliance</li> </ul>

	<ul style="list-style-type: none"> <li>• Lead and manage 504 process and compliance</li> <li>• Ensure compliance with special education laws and regulations</li> <li>• Track and/or administer special education testing for incoming students</li> <li>• Deliver special education services</li> </ul>
<b>Staff Development</b>	<p><i>School Director</i></p> <ul style="list-style-type: none"> <li>• Plan staff orientation and summer professional development</li> <li>• Oversee professional development for instructional staff</li> </ul>
<b>Financial Management</b>	<p><i>School Director</i></p> <ul style="list-style-type: none"> <li>• Oversee and manage fundraising plan</li> <li>• Long-term financial planning, including recommend budget</li> <li>• Approve expenditures</li> <li>• Recruit, select, hire, monitor, and evaluate the Ops Director</li> </ul> <p><i>Ops Director</i></p> <ul style="list-style-type: none"> <li>• Prepare for and oversee audit</li> <li>• Manage accounts payable</li> <li>• Manage purchase order process and implementation</li> <li>• Monitor procurement policies</li> <li>• Record and report tax credit donations</li> <li>• Manage IRS compliance</li> </ul>
<b>Contracted Services</b>	The School Director will primarily be responsible for recruiting, selecting, monitoring, and evaluating the performance of contracted services, including legal and special education service providers (e.g. speech and language, occupational therapy, and physical therapy).
<b>Personnel</b>	<p>The School Director will always be responsible for recruiting, selecting, and hiring personnel.</p> <p>In addition, the following general personnel responsibilities will fall under the purview of the Ops Director:</p> <ul style="list-style-type: none"> <li>• Conduct background checks and ensure adequate fingerprint clearance card status for all employees</li> <li>• Maintain personnel files</li> <li>• Check compliance with e-verify, I-9, and other personnel policies</li> <li>• Manage health benefits</li> <li>• Manage retirement benefits</li> <li>• Initiate and monitor insurance coverage</li> <li>• Call for and manages substitutes</li> <li>• Monitor teacher Highly Effective status or certifications</li> </ul>
<b>Grants Management</b>	The Ops Director will be responsible for Grants Management, including researching, writing, applying, and managing federal, state, city, and local grants.
<b>Student Accountability Information System (SAIS)</b>	The Registrar will be responsible for managing the Student Accountability Information System (SAIS). The /Registrar will be supported by and report to the Ops Director.

Table B.3.1: Instructional and Operational Responsibilities

### C. Critical Skills and Experiences for Administrative Roles

Information on the critical skills and experiences for administrative roles is included in Section A above for each position.

For contracted services, critical skills and experiences are included in Section B.3.2.

**B.3.1**

**Education Service  
Providers**



## MANAGEMENT SERVICES AGREEMENT

This **MANAGEMENT SERVICES AGREEMENT** (this "Agreement") is made and entered into as of April 18, 2018, by and between CFA of Arizona, Inc., an Arizona nonprofit corporation ("CFA"), and ABRAHAM LINCOLN PREPARATORY SCHOOL: A CHALLENGE FNDN ACAD., an Arizona nonprofit corporation (the "School").

### WITNESSETH:

WHEREAS, School is seeking to obtain a charter contract with the Arizona State Board for Charter Schools ("ASBCS") to operate a public charter school ("Charter School"); and

WHEREAS, CFA is desirous of providing professional educational and management services to the School; and

WHEREAS, the School wishes to hire CFA, and CFA wishes to be hired by School, to assist with the management and operations of the Charter School upon the terms and conditions set forth herein;

NOW, THEREFORE, in consideration of the premises, and of the covenants and obligations set forth herein, and for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

### ARTICLE I CONTRACTING RELATIONSHIP

**A. Authority.** School represents that it is authorized by law to contract with CFA and for CFA to provide educational management services to School.

**B. Agreement.** School hereby contracts with CFA, to the extent permitted by law, for the provision of management labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the School's board of directors ("Board of Directors") in accordance with the charter contract entered into between the School and the ASBCS ("Charter Contract"). CFA's obligations to School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CFA's responsibility shall remain with the School and under the direction of the Board of Directors.

**C. Designation of Agents.** The School designates CFA's President ("President"), and other designated employees of CFA as the President shall deem reasonably necessary in rendering services to School under the terms of this Agreement, as agents of the School solely for the purpose of having a legitimate educational interest entitling them to have access to educational records

under U.S.C. §1232g, the Family Rights and Privacy Act (“FERPA”), and other applicable laws. The Charter Representatives for the Charter School shall communicate with and negotiate on the School’s behalf with all state and governmental agencies, including, but not limited to the ASBCS, subject to any action that may require approval by the Board of Directors.

**D. Status of the Parties.** CFA is an Arizona nonprofit corporation, and is the sole member of the School. School is an Arizona nonprofit corporation authorized by its corporate documents to execute and deliver this Agreement and perform its obligations hereunder. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee. Except as expressly provided in Article 1(C) above, no agent or employee of CFA, shall be deemed to be the agent or employee of School. CFA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CFA and School for purposes of this Agreement, is based solely on the terms and conditions of this Agreement.

**ARTICLE II  
TERM**

The term of this Agreement shall be for fifteen (15) years, beginning on the date of this Agreement (the “Term” unless terminated or cancelled earlier as provided for hereinafter in **Article VII**, below).

**ARTICLE III  
OBLIGATIONS OF CFA**

**A. Responsibility.** CFA shall be responsible and accountable to the School, reporting directly to the Board of Directors for the administration, operation and performance of the Charter School in accordance with its charter and its mission. CFA shall consult with and advise the School and work with the School’s School Director (“School Director”) with respect to all aspects of the Charter School’s operations, including but not limited to finances, staffing, scheduling, curriculum/instruction, assessment, data analysis, technology, compensation and incentives, transportation, and facilities. However, it is understood and agreed that, to the extent required by law, the Board of Directors or the Charter School’s governing board (“Governing Board”), as applicable, under the School’s organization documents, shall be the final authority as to matters related to the operation of the Charter School, including but not limited to finances, staffing, scheduling, curriculum/instruction, assessment, data analysis, technology, compensation and incentives, transportation and facilities. CFA’s responsibility is expressly limited by: (i) School’s Annual Budget which is to be submitted and approved by the Governing Board, and (ii) the availability of funding to pay for said services. Neither CFA nor School shall be required to expend School funds on services in excess of the amount set forth in School’s Annual Budget.

**B. Educational Program.** CFA shall evaluate the Charter School’s anticipated program of instruction (the “Educational Program”) and recommend to the School an educational program to achieve superior academic performance by introducing national best practices in instruction. As CFA determines that it is necessary to modify the Educational Program, CFA shall consult with the Board of Directors and the School Director and inform the same of the proposed changes and obtain approval and, where necessary, approval of state regulators before

implementing modifications to the Educational Program. Not less than annually, and otherwise as requested by the School, CFA will provide the School with updated reports on progress towards implementing School's educational goals in the Educational Program.

**C. Specific Functions.** Subject to the Board of Directors being the final authority as to matters related to the operation of the Charter School, CFA shall assist and support in the management, operation, administration, accounting and Educational Program at the Charter School on a day-to-day basis. Furthermore CFA shall work collaboratively with the School Director with respect to the following matters:

1. Develop and supervise all of the key components of the school design, including staffing, scheduling, curriculum/instruction, assessment, data analysis, technology, compensation and incentives, transportation, and facilities.
2. Provide staff support to the Board of Directors, including setting annual budget and performance goals, proposing school policies for board approval, strategic planning, board meetings and agendas, reports of financial and academic performance, involving the board in hiring of staff and other issues.
3. Supervise the annual budget, monitor and manage monthly expenses to ensure they are within budget.
4. Recruit staff as needed and provide leadership, supervision and support to principals and operations managers, including assisting/supporting them in hiring, evaluating and compensating teachers and other staff and ensuring school policies are implemented consistently and fairly.
5. Provide professional development training for school employees during the summer prior to the start of school and continuing throughout the school year as necessary.
6. Provide office services, including but not limited to accounting, payroll, human resources, billing, and securing an auditor.
7. Develop and execute fundraising opportunities, including applications for federal and private grants.
8. Work with the Arizona Department of Education, ASBCS and other agencies as necessary, including compliance with reporting requirements and any other general inquiries received from these agencies.
9. Work with principals and staff to supervise parent involvement, including strategies to communicate with and engage parents and conduct annual satisfaction surveys.
10. Develop and implement marketing to maximize student enrollment and retention.

11. Develop public relations strategies and work with staff to build awareness and relationships in the community, particularly with local businesses and leaders.

12. Manage the federal programs budget on behalf of School, including collecting funds, supervising the allocation of Special Education and Title I dollars based on the needs of the school, students, and applicable law and regulations.

13. To the extent permitted by law and in compliance with all applicable laws, regulations and rules, advocate with and, if necessary, lobby state and local elected officials to support policies affecting the Charter School, its future and charter schools in general.

14. Work with legal counsel, financial institutions and other third parties as necessary to conduct the school's business.

15. Conduct research and development for improvement and innovation.

16. Prepare reports required by law and/or requested by the School and comply with all applicable reporting requirements established by law or regulation.

17. Any other functions necessary or expedient for the administration of the Charter School.

**D. Purchases.** Purchases made by CFA on behalf of School with School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment, will be the property of School. School will own all proprietary rights to curriculum or educational materials that are both directly developed and paid for by School. CFA's educational materials and teaching techniques used by or at School shall be subject to disclosure to the extent required by law. CFA shall own all proprietary rights to, and School's proprietary interests shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CFA, provided the curriculum or educational materials are developed by CFA with no funds from School. This provision does not apply to any capital items leased or purchased by CFA with CFA's own funds.

**E. Subcontracts.** CFA shall not subcontract the management, oversight or operation of the teaching and instructional program and transportation and food service programs, except as specifically permitted in this Agreement, and then only after first receiving the express approval of the School.

**F. Place of performance.** CFA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

**G. Student Recruitment.** CFA and School shall be jointly responsible for the recruitment of students subject to agreement on general recruitment. Students shall be enrolled and registered in compliance with applicable laws. CFA shall solicit and recruit enrollment of students by various means, which may include but shall not be limited to the following: paid and unpaid

media advertisements in newspapers of general circulation; mailings to parents/guardians of prospective students; word-of-mouth; and presentations to interested groups.

**H. Due Process Hearings.** Except as otherwise permitted by law, the Governing Board shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, confidentiality and access to records, to an extent consistent with School's own obligations. School shall retain the right to provide due process as required by law.

**I. Legal Requirements.** CFA shall provide educational programs that meet federal, state, and local requirements.

**J. Rules and Procedures.** CFA shall recommend reasonable rules, regulations and procedures applicable to School, and is authorized and directed to enforce such rules, regulations and procedures adopted by the Board of Directors and its Governing Board, as applicable.

**K. School Year and School Day.** The school year and the school day shall be as required by law and as determined annually by School.

**L. Performance Standards and Measurement.** CFA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the School. CFA shall implement performance standards and measures that permit evaluation of the educational progress of each student in the Charter School, and the financial performance of the Charter School, on an annual and interim basis as agreed with the School.

CFA shall use reasonable efforts to ensure that School and the students of the Charter School (the "Enrolled Students") meet or exceed all performance criteria set forth in this Agreement. CFA will make reasonable efforts to ensure that each individual Enrolled Student's score, and Enrolled Students' scores in the aggregate for each grade level at School, increases from year to year in accordance with the objectives set forth in this Agreement.

CFA will be accountable by cooperating in good faith with the School to identify and monitor annual goals for and measures of student and school performance and progress as defined in CFA's annual plan for the Charter School. Specific measures of the Charter School's success will include:

1. Overall achievement scores
2. Progress in student achievement
3. Customer satisfaction (parents & students)
4. Student enrollment and retention
5. Financial performance and efficiency ratios

**M. Unusual Events.** CFA agrees to timely notify the School and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, (iii) actual or threatened civil litigation, administrative agency proceedings

or other legal proceedings, or (iv) problems of any other type that could adversely affect School in complying with its responsibilities hereunder.

**N. Student and Financial Records.** To the extent permitted by applicable federal and state laws and applicable regulations, all student and financial information related to School shall be available for inspection by School upon reasonable request.

**O. School Records/Property.** The financial, educational and student records pertaining to School are School's property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. However student records are subject to FERPA requirements. To the extent required by law, the public shall have access to School's records.

#### **ARTICLE IV OBLIGATIONS OF THE SCHOOL**

**A. Business Judgment Obligation.** The School through its Board of Directors and as applicable, its Governing Board, shall be responsible for its fiscal and academic policy. The School shall exercise its business judgment in considering the recommendations of CFA, including but not limited to, CFA's recommendations concerning policies, rules, regulations and budgets.

**B. Assistance to CFA.** The School and its School Director shall cooperate with CFA in furnishing all information and submitting all forms and reports required in association with this Agreement, and where appropriate timely notice of all meetings involving the Board of Directors and the Governing Board. School shall timely furnish CFA with all documents and records necessary for CFA to properly perform its responsibilities under this Agreement.

**C. Unusual Events.** School agrees to timely notify CFA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, (iii) actual or threatened civil litigation, administrative agency proceedings or other legal proceedings, or (iv) problems of any other type that could adversely affect CFA in complying with its responsibilities hereunder.

**D. Retained Authority.** To the extent required by law, the School shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or in route to and from school. School retains the ultimate responsibility for the approval and oversight of Charter School's budget and oversight of CFA in deliverance of School's curriculum.

**E. Office Space.** School shall provide CFA and its employees with suitable office space at the Charter School at no cost, provided the requested space is: (i) available and can be provided without materially prejudicing the Educational Program; and (ii) used only for activities related to the Charter School.

**ARTICLE V**  
**FINANCIAL ARRANGEMENTS**

**A. Revenues.** Except as hereinafter provided, all monies received by School shall be deposited in School's depository account with a financial institution designated by the Board of Directors (the "Operating Account"). The signatories on the account shall only be designated officers or employees of School. Interest income earned on School depository accounts shall accrue to School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of School, including but not limited to: (1) funding for public school students enrolled in the Charter School; (2) special education funding provided by Federal, State and Local Governments to School that is directly allocable to special education students in the Charter School; (3) gifted and talented funding provided by Federal, State and Local Governments that is directly allocable to gifted and talented students in the Charter School; (4) "at-risk" funding provided by Federal, State and Local Governments to School that is directly allocable to "at-risk" students in the Charter School; (5) funding provided by Federal, State and Local Governments to School that is directly allocable to students in the Charter School with limited English proficiency; (6) Federal, State and Local grant sources, including Title I and Charter School start-up funds, which are directly allocable to the Charter School; (7) grants and donations received by School (except to the extent CFA is not required or involved in soliciting, administering, or managing such grants and/or donations); and (8) fees charged to students and others for extra services, as and to the extent permitted by law.

School, upon approval of the its Board of Directors, may advance funds to CFA for expenses associated with the Charter School's operation provided that documentation for expenses is provided to the School for ratification. The Revenues shall be expended by CFA in accordance with the approved Annual Budget and as otherwise authorized by the School. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay operating expenses, CFA may, at CFA's option, deposit funds into School's Operating Account ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. School shall reimburse CFA all Operating Advances, together with any interest earned thereon from Revenues, as and when the funds become available.

**B. Budget.** CFA collaborate with the School regarding the budget, accounting, and financial reporting functions for School in accordance with the provisions of its charter contract and the approved annual budget (the "Annual Budget"). CFA shall prepare and submit to the School for its approval for each operating and financial year of twelve months ending June 30 (the "Fiscal Year"), an Annual Budget for School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance. "Reserve Expenses" means the amount of money reflected in the Annual Budget that CFA must deposit into an account (the "Reserve Expense Account") to be used for the establishment of reasonable reserves for long-term renewal and replacement of the school facility or portions thereof. CFA shall obtain prior approval from the Board of Directors before withdrawal of funds from the Reserve Expense Account.

(i) CFA shall submit to School for its review and approval a preliminary Annual Budget for each Fiscal Year for School, on or before May 31 of the current Fiscal Year. It is the intent of this provision that CFA prepare and submit to School a balanced Annual Budget, which shall provide for full payment of all expenses of any kind, and establishment of any fund balance, from the budgeted Revenues.

(ii) The School must notify CFA in writing that it approves the Annual Budget within thirty (30) days of submission by CFA, which approval shall not be unreasonably withheld or delayed. If the School does not approve the Annual Budget, School shall give specific reasons therefor, and shall continue to deposit the balance of Revenues into School's Operating Account pursuant to its obligations in **Article V**. If School does not notify CFA that it has approved or not approved the Annual Budget within thirty (30) days of submission by CFA, School shall be deemed to approve the Annual Budget. The parties acknowledge that the Annual Budget shall be finalized no later than June 30 of each year.

(iii) CFA may amend the Annual Budget(s) not less frequently than semiannually in order to make such modifications as it may from time to time find necessary or advisable pursuant to the terms above and its duties and responsibilities under this Agreement. Any such amendment shall only be valid if approved by the School.

(iv) CFA shall in cooperation with the School Director provide operational and management assistance of the Charter School in accordance with, and to the extent reasonably possible, within its Annual Budget.

**C. Compensation.** With respect to compensation, School and CFA agree as follows:

1. As reasonable compensation for its services, CFA shall receive a services fee (the "Fee"), during the first three (3) years of the Agreement, an amount equal to seven and one-half percent (7.5%) and increasing to 10% for year (4) four of the Agreement and each subsequent year, of the sum of the following: (i) School's state, local and federal revenues (excluding any local, state and federal revenues that cannot be used by law or regulation to pay compensation, and also excluding revenues from reimbursement programs such as food and sales taxes), and (ii) any revenue derived from fundraising conducted by CFA for School. One-twelfth (1/12th) of the projected annual Fee, plus compensation for any additional services provided by CFA, shall be paid monthly by School to CFA on or before the 30th day of each calendar month during the term of this Agreement. This Fee is payable so long as School maintains an adequate balance in its accounts between the amount of School's Revenues and the amount of Revenues actually expended by CFA in operation and/or management of the Charter School, and so long as School has met its expense and debt obligations and maintains an adequate reserve fund balance, as allocated in the annual budget. If there is not an adequate balance to pay the entire Fee due to School suffering a net loss in any month, no further payment of the Fee shall be made until the cumulative amount of all such losses is recouped against net revenues of School earned in succeeding months.

2. In the event that this Agreement is terminated by either party pursuant to **Article VII** of this Agreement, then CFA shall be entitled to receive only the portion of



the projected Fee remaining to be paid through the date of termination (i.e., 1/12th of the projected Fee for each month until the termination of the Agreement becomes effective). Upon the effective date of the termination of this Agreement, CFA understands and agrees that it shall not be entitled to any other compensation, fees or monies from School. CFA shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including, but not limited to, compensation and other benefits payable to any CFA employee.

**D. Availability of Funds.** CFA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Annual Budget.

**E. Financial Reporting.** CFA shall provide to the Board of Directors, the following information and reports:

1. The projected Annual Budget as required by the terms of this Agreement;
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of School, whether incurred on-site or off-site, upon request;
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures;
4. Other information on a periodic basis to enable the School to (i) monitor CFA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which School is required to provide pursuant to applicable laws and other applicable authority; and
5. All financial reports provided or prepared by CFA shall be presented in accordance with GAAP and FASB requirements for nonprofit reporting, and such other requirements as may be imposed by the Arizona Department of Education, ASBCS, or any other state or federal agency or department.

**F. Access to Records.** CFA shall keep accurate financial records pertaining to its operation of the Charter School, together with all School financial records prepared by or in possession of CFA, and shall retain all of the said records for a period of time as may be required by applicable law, but in any event not less than five (5) years. CFA and School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

**G. Review of Operational Budget.** The School shall be responsible for reviewing and approving the Annual Budget of School as presented by CFA.

**H. Annual Audit.** The School shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with School's authorizing documents. Subject to applicable law, all financial and other records of CFA related to the Charter School will be made available to School's independent auditor.

**I. Financing/Operating Losses.** Subject to the approval of the Board of Directors, CFA may provide funds for operating losses for School, including funds for the development of a curriculum, technology system and school operations plan; recruiting, selecting and pre-service training of staff members; and cleaning, fixing and equipping of School facility as required by this Agreement. Any advances by CFA shall be budgeted and shall be in amounts acceptable to the School. CFA shall be reimbursed from the Revenues as and when funds are available.

## **ARTICLE VI PERSONNEL & TRAINING**

**A. Personnel.** The School shall be responsible for selecting and hiring qualified personnel to manage and operate the Charter School in consultation with CFA. CFA may provide assistance and support as necessary but the responsibility and authority over all personnel and employees of the School shall reside with the School and its Board of Directors with day to day oversight being handled by the School Director, including but not limited to, responsibility to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law. Any teacher teaching at the Charter School shall have such credentials, certifications and experience as may be required under all applicable laws, and shall undergo a criminal background check.

**B. Training.** Upon request of the School, CFA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as the School and CFA determine reasonable and necessary under the circumstances.

**C. Limitations on Discretion.** All decisions made by School shall be consistent with the Annual Budget, local, state and federal law, and consistent with the parameters adopted and included within the Educational Program.

## **ARTICLE VII TERMINATION**

### **A. Termination.**

1. CFA may terminate this Agreement prior to the end of the Term if the School fails to remedy a material breach of this Agreement within sixty (60) days after receiving a notice from CFA of such breach. For purposes of this Subsection, a material breach includes, but is not limited to: (i) CFA's failure to timely receive any compensation or reimbursement required by this Agreement; (ii) a suspension, revocation, or non-renewal of the Charter; or (iii) a decision by the School not to adopt CFA's recommendations as to a specific policy, rule or regulation, that inhibits, in CFA's reasonable opinion, CFA's ability to implement the school design as set forth in the Charter.

2. School may terminate this Agreement prior to the end of the Term if CFA fails to remedy a material breach of this Agreement within (60) days after receiving a notice from School of such breach. For purposes of this Subsection, a material breach includes,

but is not limited to: (i) failure to account for its expenditures or pay School's operating costs (provided funds are available to do so) in accordance with the Annual Budget, (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the School which are not in violation of this Agreement, the Charter Agreement or applicable law, (iii) insufficient progress in attaining student achievement objectives of the Agreement, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) the health, safety, or welfare of any student or the student body is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any School operations solely as direct result of an act or failure to act by CFA, (vii) the revocation by the State of the School's charter, or a default thereunder, solely as the direct result of an act or failure to act by CFA, (viii) a receipt by the School of an unsatisfactory report from CFA or an independent education consultant retained by the School regarding the Services or School's performance, provided such report cannot be adequately corrected or explained; or (ix) if CFA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CFA to carry on its business and perform its obligations and functions under this Agreement.

3. Notwithstanding the foregoing, CFA may terminate this Agreement prior to the end of the Term as described in Article II, above, with or without cause, by providing the School ninety (90) days prior written notice.

**B. Effect of Termination.** Upon the effective date of termination or expiration of this Agreement:

1. CFA shall have the right to remove from School any equipment or other assets owned or leased by CFA;

2. School shall pay or reimburse CFA through the Fee for the prepaid portion of any expenses or liabilities incurred by CFA pursuant to the Budget as of the date of such termination or expiration, provided CFA supplies School with documentation of all such expenses and liabilities;

3. If requested by the Board of Directors, CFA may, in its sole discretion, assist School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with School's transition to another administrative or managerial arrangement, including transferring all student records and any and all other non-proprietary information and providing necessary assistance to ensure the least disruption of School's operation as a result of the termination of this Agreement.

4. CFA shall reasonably assist School in the execution of a closure plan (if applicable) and cooperate in the closure process, including without limitation, in any audits and court or other proceedings related thereto.

## **ARTICLE VIII INSURANCE**

**A. Insurance Coverage.** Each party shall maintain such insurance in the coverage amounts as may be required by applicable law or contract, with the other party listed as an additional insured. CFA shall be responsible for payment of the premiums associated with its insurance coverage required by applicable law or contract. Revenues from the Charter School operations will be used to purchase required insurance and such other insurance as the School may deem necessary or advisable, which shall include director and officer insurance for persons serving on the Board of Directors, and commercial general liability insurance naming CFA as an additional insured. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

**B. Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance as required by applicable laws covering their respective employees.

## **ARTICLE IX WARRANTIES AND REPRESENTATIONS**

**A. School Warranties and Representations.** School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. School warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

**B. CFA Warranties and Representations.** CFA warrants and represents that it is an Arizona nonprofit corporation in good standing and is authorized to conduct business in the State of Arizona. CFA will comply with all registration and licensing requirements relating to conducting business under this Agreement. School agrees to assist CFA in applying for such licenses and permits and in obtaining such approvals and consents; provided, however, any cost or expenses in applying for such licenses, permits, approvals and consents shall be the sole obligation of CFA.

**C. Mutual Warranties.** School and CFA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

## **ARTICLE X INDEMNITY**

**A. CFA Indemnification.** CFA agrees to indemnify and hold School, its affiliates, successors, assigns, officers, directors and employees (the "School Indemnitees"), harmless from and against any and all actions, demands, liabilities, expenses, losses, damages, claims, workers compensation, fines, penalties and costs (including all reasonable attorneys' fees whether incurred

by any School Indemnitee or awarded against any School Indemnitee) ("Losses") that any School Indemnitee may sustain or incur as a result from any violation of law or breach of this Agreement by or on behalf of CFA.

**B. School Indemnification.** School shall indemnify, save and hold CFA, its affiliates, successors, assigns, officers, directors and employees (the "CFA Indemnitees") harmless from and against any and all Losses that any CFA Indemnitee may sustain or incur as a result of (a) any actual or alleged injury of School's personnel arising out of or in any way relating to this Agreement, the services provided hereunder or products supplied hereunder, provided that the foregoing does not apply to the extent any such Loss is caused by CFA's gross negligence or willful misconduct; (b) any actual or alleged damage to any property or person to the extent arising out of any act or omission of School or School's personnel in the performance of this Agreement; (c) any breach of this Agreement or violation of law by or on behalf of School, and (d) any claim by any third party, including without limitation any student, parent, teacher, coach or other school personnel or any persons on school property, and losses arising from or in connection with any such claim, unless such third party claim arises as a result of CFA's gross negligence or willful misconduct.

## **ARTICLE XI MISCELLANEOUS**

**A. Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between School and CFA.

**B. Force Majeure.** Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

**C. Governing Law.** The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Arizona.

**D. Agreement in Entirety.** This Agreement constitutes the entire agreement of the parties and supersedes any prior agreements between the parties hereto.

**E. Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to School shall be sent to the current address of the then President. The address of the parties hereto for the purposes aforesaid, are as follows:

**School:**

Matt Sandoval, Secretary  
8840 N. 43<sup>rd</sup> Ave.  
Glendale, AZ 85302

**CFA:**

Tony Helton, President  
152 E. Main Street  
Forest City, NC 28043

**F. Assignment.** Neither party may assign this Agreement without the written consent of the other, which consent shall not be unreasonably withheld.

**G. Amendment.** This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the School and CFA.

**H. Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**I. Cost and Expenses.** If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels),

**J. Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to CFA powers or authority of the School's board of directors, which are not subject to delegation under applicable law.

**K. Compliance with Law.** The parties to this Agreement agree to comply with all applicable laws and regulations.

**L. Compliance with Charter.** The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter and the terms and conditions of the Charter are incorporated herein by reference.


**M. Indebtedness.** No indebtedness of any kind incurred or created by the School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

CFA OF ARIZONA, INC.

By:   
Name: Anthony Helton  
Title: President

ABRAHAM LINCOLN PREPARATORY SCHOOL:  
A CHALLENGE FNDN ACAD., an Arizona  
nonprofit corporation

By:   
Name: Kimberley Marchisotto  
Title: President

### **B.3.1 Education Service Providers**

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#### **A. Explanation for Contracting with ESP**

Abraham Lincoln Preparatory School: A Challenge Foundation Academy (“ALPS”) aims to contract with and have a governance relationship with an Educational Service Provider (“ESP”) in order to benefit from additional services available through ESPs. Such services – including best practices in the areas of academics, business, and governance – will serve the school well as it looks to fulfill its mission. To that end, CFA of Arizona (“CFA of AZ”) will be the Charter Management Organization (“CMO”) of ALPS. CFA of AZ has agreed to lend its name, financial start-up, and operating support to ALPS.

The following summarize the general operating principles of CFA of AZ<sup>1</sup>:

“Our ultimate goal is to graduate thoughtful, articulate youth who are prepared to become productive, accountable, engaged citizens. We ensure that the *Core Knowledge Sequence*—a research-based, coherent, cumulative, content-specific K–8 curricular sequence in the language arts, history and geography, mathematics, science, art, and music—is implemented with fidelity. In CFA schools, Core Knowledge content will be infused into the teaching of skills such as reading and writing.”

CFA of AZ is a new CMO that grew out of the TeamCFA network. In the past, schools in the TeamCFA network gain access to startup funding, grants, training, services, the Core Knowledge curriculum. CFA of AZ continues this commitment while espousing a traditional CMO model. However, CFA of AZ does not currently operate any charter schools – ALPS will be one of the first under this model.

ALPS is very much mission-aligned with CFA of AZ and TeamCFA, and aims to continue the work started at the elementary level by TeamCFA and its two schools in the Maryvale community: Pioneer Preparatory School: A Challenge Foundation Academy (“Pioneer Prep: CFA”), and Western School of Science and Technology: A Challenge Foundation Academy (“Western: CFA”). CFA of AZ will also provide assistance to further the mission and program of ALPS – especially as it relates to utilizing the Core Knowledge Sequence to improve pupil achievement, details of which can be found below.

The association with CFA of AZ will provide significant benefits to the students and families in the target population of ALPS. While CFA of AZ and TeamCFA are separate entities, the partnership with a strong elementary school in the target neighborhood (Pioneer Prep: CFA) will ensure opportunities for learning from an established, successful public charter school. Also, ALPS will benefit from TeamCFA’s experience improving pupil achievement in the target population. In 2011, Pioneer Prep: CFA, which shares the same target population as ALPS, increased from a “D” to a “B” in the Arizona Department of Education A-F Accountability system in just one academic year. Pioneer Prep: CFA was among the top 6% of schools in the state for academic growth and was recently recognized by then-State Superintendent John Huppenthal for exemplary academic growth. In addition, Western: CFA has been the highest-performing public secondary school in Maryvale since its inception in 2014.

#### **B. Relevant Performance Data Demonstrating Success**

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<sup>1</sup> TeamCFA. About TeamCFA. Retrieved from <http://teamcfa.org/who-we-are>.



As mentioned above, while CFA of AZ is a new CMO, it will benefit from the experience of the two most similar TeamCFA schools in Maryvale. These are Pioneer Prep: CFA and Western: CFA. They both serve the Maryvale community, which is the target population for ALPS, and have experienced significant success since opening.

<b>Western School of Science and Technology: A Challenge Foundation Academy (Maryvale, Phoenix, Arizona)</b>			
<b>AzMERIT Data (% Passing)</b>	<b>Year</b>	<b>Math</b>	<b>ELA</b>
	2016-2017	35%	29%
	2015-2016	24%	25%
	2014-2015	17%	24%

<b>Pioneer Preparatory School: A Challenge Foundation Academy (Maryvale, Phoenix, Arizona)</b>			
<b>AzMERIT Data (% Passing)</b>	<b>Year</b>	<b>Math</b>	<b>ELA</b>
	2016-2017	29%	25%
	2015-2016	21%	29%
	2014-2015	22%	21%

<b>Ethos Academy: A Challenge Foundation Academy (Phoenix, Arizona)</b>			
<b>AzMERIT Data (% Passing)</b>	<b>Year</b>	<b>Math</b>	<b>ELA</b>
	2016-2017	20%	22%
	2015-2016	31%	46%
	2014-2015	N/A	N/A

<b>Hirsch Academy: A Challenge Foundation Academy (Scottsdale, Arizona)</b>			
<b>AzMERIT Data (% Passing)</b>	<b>Year</b>	<b>Math</b>	<b>ELA</b>
	2016-2017	15%	12%
	2015-2016	19%	19%
	2014-2015	40%	20%

### **C. Description of Services Provided**

CFA of AZ, Inc. will provide a wide variety of services to its schools. These services are detailed further in the Management Agreement, but can be summarized as assist and support in:

1. Developing and supervising all of the key components of the school design, including staffing, scheduling, curriculum/instruction, assessment, data analysis, technology, compensation and incentives, transportation, and facilities.
2. Providing staff support to the board of directors, including setting annual budget and performance goals, proposing school policies for board approval, strategic planning, board meetings and agendas, reports of financial and academic performance, involving the board in hiring of staff and other issues.

3. Supervising the annual budget, monitor and manage monthly expenses to ensure they are within budget.
4. Recruiting staff as needed and provide leadership, supervision and support to principals and operations managers, including assisting/supporting them in hiring, evaluating and compensating teachers and other staff and ensuring school policies are implemented consistently and fairly.
5. Providing professional development training for school employees during the summer prior to the start of school and continuing throughout the school year as necessary.
6. Providing office services, including but not limited to accounting, payroll, human resources, billing, and securing an auditor.
7. Developing and executing fundraising opportunities, including applications for federal and private grants.
8. Working with the Arizona Department of Education, Arizona State Board for Charter Schools, and other agencies as necessary, including compliance with reporting requirements and any other general inquiries received from these agencies.
9. Working with principals and staff to supervise parent involvement, including strategies to communicate with and engage parents and conduct annual satisfaction surveys.
10. Developing and implementing marketing to maximize student enrollment and retention.
11. Developing public relations strategies and work with staff to build awareness and relationships in the community, particularly with local businesses and leaders.
12. Managing the federal programs budget on behalf of School, including collecting funds, supervising the allocation of Special Education and Title I dollars based on the needs of the school, students, and applicable law and regulations.
13. To the extent permitted by law and in compliance with all applicable laws, regulations and rules, advocating with and, if necessary, lobby state and local elected officials to support policies affecting the school, its future and charter schools in general.
14. Working with legal counsel, financial institutions and other third parties as necessary to conduct the school's business.
15. Conducting research and development for improvement and innovation.
16. Preparing reports required by law and/or requested by the Board and comply with all applicable reporting requirements established by law or regulation.
17. Any other functions necessary or expedient for the administration of School.

#### **D. Consistency with Articles of Incorporation and Bylaws**

The above sections are consistent with the Articles of Incorporation and Bylaws.

## **H. ESP-Related Costs**

ESP-related costs are detailed throughout the Start-Up Budget and Three-Year Operational Budget.

**B.3.2**

## **Contracted Services**

## **B.3.2 Contracted Services**

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### **A. Areas for Contracted Services**

Abraham Lincoln Preparatory School: A Challenge Foundation Academy (“ALPS”) aims to build and maintain a strong, talented, and diverse founding team with varying qualifications and skills sets. In addition, the CMO, CFA of Arizona (“CFA of AZ”), will provide several services traditionally contracted out by independent charter schools. However, ALPS recognizes that some specialty services will be provided by contracted service providers in the areas of:

- **Food Services:** providing breakfast and lunch service and compliance with relevant local, state, and federal food service and program guidelines.
- **Special Education Services:** providing instruction for students with special needs, compliance with special education laws and regulations, and writing of IEPs and METs, as well as speech therapy, physical therapy, occupational therapy, and psychological evaluation services.
- **Information Technology Services:** assistance with establishing and maintaining ALPS’s information technology systems, including internet, networking, and communications systems, and maintenance of hardware and software.
- **Legal Services:** assistance with 501(c)(3) application and maintenance, required filings, and compliance with relevant local, state, and federal regulations.
- **Janitorial/Maintenance/Landscape Services:** cleaning and maintaining the ALPS facility and lot.
- **Substitute Teachers:** delivering instruction when ALPS teachers are not present.

It should be noted that payroll services, accounting services, and 401(k) plan administration services will be provided by CFA of AZ, which is ALPS’s CMO.

### **B. Professional Qualifications**

#### **Food Services**

ALPS aims to contract with a food service provider to provide food service. ALPS aims to participate in the National School Lunch Program and School Breakfast Program and anticipates food service costs to be reimbursed through participation in that federal program. This is based in local schools’ high percentage of students qualifying for free or reduced lunch: Cartwright Elementary School District in the target community for ALPS reports 93% of students qualifying; Pioneer Preparatory School: A Challenge Foundation Academy (“Pioneer Prep: CFA”), a sister school in the TeamCFA network and in the Maryvale neighborhood, reports 94% of students qualifying.

The following are the primary qualifications ALPS is looking for in determining a contracted food service provider:

- Mission-, vision-, and values-alignment with ALPS.
- Fingerprint clearance cards for any personnel to be regularly interacting with students.
- Food handling certification for any personnel to be regularly interacting with food for students.
- Several years of experience catering to the needs of charter schools participating in the National School Lunch Program and School Breakfast Program.

- Abiding by the Arizona Nutrition Standards.
- Personalized service.
- Positive referrals from other schools, school leaders, or business leaders.
- Affordability falling below reimbursement rates of the National School Lunch Program and School Breakfast Program.

ALPS is considering several possible contracted food services providers that meet the criteria above; the one that comes most highly recommended by other TeamCFA schools is L & M Catering.

### **Special Education Services**

Several special education services will be provided by contracted service providers, including instruction for students with special needs, IEP writing, MET writing, speech therapy, occupational therapy, physical therapy, and psychological evaluations for special education qualification. These services will be contracted to non-employees because of the relatively small size of the school in the first few years of operation.

The following are the primary qualifications ALPS is looking for in determining contracted special education service providers:

- Mission-, vision-, and values-alignment with ALPS.
- Fingerprint clearance cards for any personnel to be regularly interacting with students.
- Time availability aligned to the needs of ALPS.
- Certification in the requisite fields.
- Several years of experience catering to the needs of charter schools.
- Extreme familiarity with the federal and state special education compliance, including reporting requirements.
- Personalized service.
- Positive referrals from other schools or school leaders.
- Affordability.

ALPS is considering several special education service providers, specifically based on the recommendations of Pioneer Prep: CFA, is STEPS, which has decades of expertise providing special education services to students in Arizona.

### **Information Technology Services**

Information technology needs will be critical to ALPS's program of instruction. Thus, the selection of a qualified information technology service provider is a very important decision for the school's success and sustainability.

The following are the primary qualifications ALPS is looking for in determining contracted information technology service providers:

- Mission-, vision-, and values-alignment with ALPS.
- Fingerprint clearance cards for any personnel to be regularly interacting with students.

- Time availability aligned to the needs of ALPS.
- Several years of experience catering to the needs of charter schools.
- Personalized service.
- Capacity to provide the high levels of service required of a hybrid learning school.
- Positive referrals from other schools or school leaders.
- Affordability.

Based on these qualifications and the successful experience of two other TeamCFA charter schools in Arizona, ALPS may contract with Compass Network Solutions, LLC to provide information technology services. Compass Network Solutions, LLC has provided personalized service to Arizona charter schools at an affordable rate.

### **Legal Services**

ALPS aims to contract with an attorney to provide legal expertise. The following are the primary qualifications ALPS is looking for in determining a contracted legal service provider:

- Mission-, vision-, and values-alignment with ALPS.
- Time availability aligned to the needs of ALPS.
- Member in good standing of the Arizona Bar Association.
- Several years of experience catering to the needs of charter schools.
- Personalized service.
- Positive referrals from other schools, school leaders, or business leaders.
- Affordability.

Based upon these qualifications, Udall Shumway, LLC will provide the contracted legal services for ALPS. The attorneys at Udall Shumway have been providing contracted legal services to Arizona charter schools for several years and provides contracted legal services for Western School of Science and Technology: A Challenge Foundation Academy (“Western: CFA”), another TeamCFA Arizona charter school.

### **Janitorial/Maintenance/Landscaping Services**

Janitorial, maintenance, and landscaping services will ensure that ALPS has a clean and safe facility.

The following are the primary qualifications ALPS is looking for in determining contracted janitorial, landscaping, and maintenance services providers:

- Mission-, vision-, and values-alignment with ALPS.
- Fingerprint clearance cards for any personnel to be regularly interacting with students, including a Day Porter in Year 3.
- Time availability aligned to the needs of ALPS.
- Several years of experience catering to the needs of charter schools.
- Personalized service.
- Positive referrals from other schools or school leaders.
- Affordability.

Based on these qualifications and the successful experience of Western: CFA, ALPS may contract with OpenWorks to provide janitorial and maintenance services. OpenWorks has provided personalized service to Arizona charter schools at an affordable rate.

Based on the same rationale, ALPS may contract with Landcare Unlimited to provide landscaping services. Landcare Unlimited has provided personalized service to Arizona charter schools at an affordable rate.

### **Substitute Teachers**

With a statewide teacher shortage, and offering paid-time off benefits for teachers, ALPS will need a substitute teacher vendor.

The following are the primary qualifications ALPS is looking for in determining contracted substitute teacher providers:

- Mission-, vision-, and values-alignment with ALPS.
- Time availability aligned to the needs of ALPS.
- Several years of experience catering to the needs of charter schools.
- Personalized service.
- Positive referrals from other schools or school leaders.
- Fingerprinted staff.
- Certified staff.
- Affordability.

Based on these qualifications, ALPS may contract with Substitutes Anytime to provide substitute teaching services. Substitutes Anytime has provided personalized service to Arizona charter schools at an affordable rate.

## **C. Costs for Services and Sources for Costs**

### **Food Services**

Net food services costs are estimated to be zero due to reimbursement through participation in the National School Lunch Program and School Breakfast Program.

**Special Education Services** (instruction, IEP writing, MET writing, speech therapy, physical therapy, occupational therapy, and psychological evaluation)

Costs for special education services are estimated to be \$1,400 per student. The special education population was estimated to be approximately 10% of the total school population based upon data from Pioneer Prep: CFA. Cost information was provided by Judy Belkis of STEPS.

### **Information Technology Services**

Information Technology contracted services were budgeted for \$4,000 per year in Year 1, with a 3% increase in Years 2 and 3. This is based upon a quote from Compass Network Solutions, LLC.



## **Legal Services**

Legal services were budgeted for \$215 per hour for ten hours per month of legal services in Year 1, decreasing to five hours per month in Years 2 and 3, with a 3% increase to the hourly rate each year. The cost was based upon a quote provided by Udall Shumway, LLC.

## **Janitorial, Maintenance, and Landscaping Services**

Assumes contracted landscaping services at \$500 per month for Years 1-3. This cost is based on the cost for Pioneer Prep: CFA with Landcare Unlimited for services on a similarly-sized lot.

Assumes contracted janitorial services with OpenWorks at \$1,650 per month for 10 months for a total of \$16,500 in Years 1-3. Assumes the \$15,000 cost of a day porter to provide cleaning services during the school day in Years 2 and 3. This cost is based on information other similarly sized CFA schools and community centers in the area.

## **Substitute Teachers**

Contracted substitute teaching services were budgeted for \$156 per day, for five days per teacher per year. This cost assumption was provided by a quote from Substitutes Anytime.

## **D. Costs Reflecting Target Population**

### **Information Technology, Legal, and Janitorial, Maintenance, Landscaping**

The above costs are viable and adequate for the target population as they reflect the needs and experience of two other TeamCFA schools that serve the target population.

## **Food Services**

Net food services costs are estimated to be zero due to reimbursement through participation in the National School Lunch Program and School Breakfast Program. This is assumed to be viable and adequate for the target population as it represents that fact that ALPS intends to participate in the National School Lunch Program and School Breakfast Program, which, as mentioned above, is used by over 90% of students in the target population. In addition, the assumption for zero is aligned to the experience of Western: CFA, which serves the target population.

**Special Education Services** (instruction, IEP writing, MET writing, speech therapy, physical therapy, occupational therapy, and psychological evaluation)

The special education population was estimated to be approximately 10% of the total school population based upon data from Pioneer Prep: CFA, which serves the target population.

## **Substitute Teachers**

Contracted substitute teaching services were budgeted for \$156 per day, for five days per teacher per year. This is assumed to be viable and adequate for the target population in terms of days off per teacher per year, as it represents the experience of Western: CFA, which serves the target population.

# **Business Plan**

- **C.1 Facilities Acquisition**
- **C.2 Marketing and Student Enrollment**
- **C.3 Personnel**
- **C.4 Start Up Budget**
- **C.5 Three Year Operational Budget**

**C.1**

# **Facilities Acquisition**

## C.1 Facilities Acquisition

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Abraham Lincoln Preparatory School: A Challenge Foundation Academy (“ALPS”) has identified several viable locations within and in proximity to the target population identified in A.2. Such options are described below.

### A. Timeframe for Securing a Facility

ALPS is being proactive in securing a facility. As mentioned before, ALPS will be operated by CFA of AZ. CFA of AZ will work with Challenge Foundation Properties (CFP) who have successfully helped schools in Arizona secure facilities. CFP will provide experts in the fields of real estate, finance, and law to ensure negotiations of a lease for a potential facility are conducted in a professional manner consistent with the needs of the school and its mission. Below is a timeline describing the process for securing a facility for ALPS.

**Figure C.1.1  
Secured Facility Timeline**

Time	Activity
September 2017 – April 2018	Determine Facility Requirements and Research All Facility Options
December 2018	Charter Approval
December 2018-January 2019	Property Tours and Solicitation of Final Proposals
January 2019	Finalize Facility Option
February 2019	Final Negotiations, Space Planning, Construction and Improvements Pricing, Lease Preparation, and Code Compliance Review
February-May 2019	Acquisition of Construction Documents and Permits
February-May 2019	Order Furniture, Fixtures, and Equipment
May-July 2019	Complete All Facility Improvements
June-July 2019	Obtain E-Class Certificate of Occupancy
July 2019	Secure Furniture, Fixtures, and Equipment/Move In
July 2019	Occupy and Prepare Facility
August 2019	ALPS Opens and Classes Begin

### A. Description of Facility Necessary for Program

ALPS has identified the needs of a facility necessary for the Academic Program described in section A.3. In Years 1-3, the school plans to enroll 150, 200, and 250 students, respectively. Using the desired class sizes described in section A.2, the campus will require 6 general education classrooms in Year 1, 8 general education classrooms in Year 2, and 10 general education classrooms in Year 3. Thus, the minimum square footage required each year will be 7,050 sf in Year 1, 9,400 sf in Year 2, and 11,750 sf. in Year 3, which is an average of 47 square feet per student. This square footage is based on the experience of other TeamCFA schools, including Ethos Academy: A Challenge Foundation Academy and Hirsch Academy: A Challenge Foundation Academy, that have used a slow-growth model and an incubator facility in the first few years of operation.

Instruction in the core curriculum (English language arts, mathematics, science, and social studies) will take place in general education classrooms, as will arts and music instruction. ALPS has established additional requirements, in addition to the classroom space, to conduct the mission of the school. These include access to adequate restrooms, drinking fountains, reception areas, administrative offices, special education meeting space, outdoor recreation space, and a multi-purpose room used for meals, large-scale gatherings, and special areas instruction. The square footage needed for the interior components is included in the 47 square feet per student average.

Additional details are provided below in figure C.1.1.

**Figure C.1.2  
Projected Space Needs (Years 1-3)**

	2019-2020	2020-2021	2021-2022
Number of students	150	200	250
Grade levels served	K-2	K-3	K-4
Total Interior Square Footage Needed	7,050	9,400	11,750
Total General Education Classrooms Needed	6	8	10

Layouts of space required for these parameters are included below regarding each of the available facilities that have been identified.

In terms of location, ALPS has focused its search in ZIP Codes 85037, 85303, 85392, 85305, 85033 and 85301, which are within or in close proximity to the Target Population identified in Section A.2.

**B. Available Facilities**

ALPS, with the support of CFA of AZ, has engaged in an aggressive search for multiple qualifying facilities. The Board of Directors is considering three viable locations, at the time of submitting the application, that accommodate the projected needs of the school as described above. All three of the potential locations are currently available.

1. 7317 North 61<sup>st</sup> Avenue, Glendale, Arizona 85301
2. 7726 North 59th Avenue, Glendale, Arizona 85301
3. SWC 83<sup>rd</sup> Avenue and Camelback Road, Phoenix, AZ 85037

**Option One**

The facility located at 7317 North 61st Avenue in Glendale is identified as the first option. It is a church with buildings that were previously used for an elementary school. It is a collection of three classroom buildings (12 classrooms and 1 special education room), an office building (4 administrative offices and reception areas), and a multi-purpose room. The total interior square footage of these buildings is 16,489 square feet.

## **Option Two**

The facility located at 7726 North 59th Avenue in Glendale is identified as the third option. It is previously a church. There are four classrooms, restrooms, kitchen, three offices, library and Multi-Purpose Hall. The Sanctuary area may be converted to additional classroom build-outs. The total interior square footage of this building is 17,000 square feet.

## **Option Three**

The facility located at SWC 83<sup>rd</sup> Avenue & Camelback Road, Phoenix, Arizona, 85037 is identified as the fourth option. The total interior square footage of this building is 13,979 square feet. The size of this property and price is very appealing. The facility is wide open for classroom build-outs.

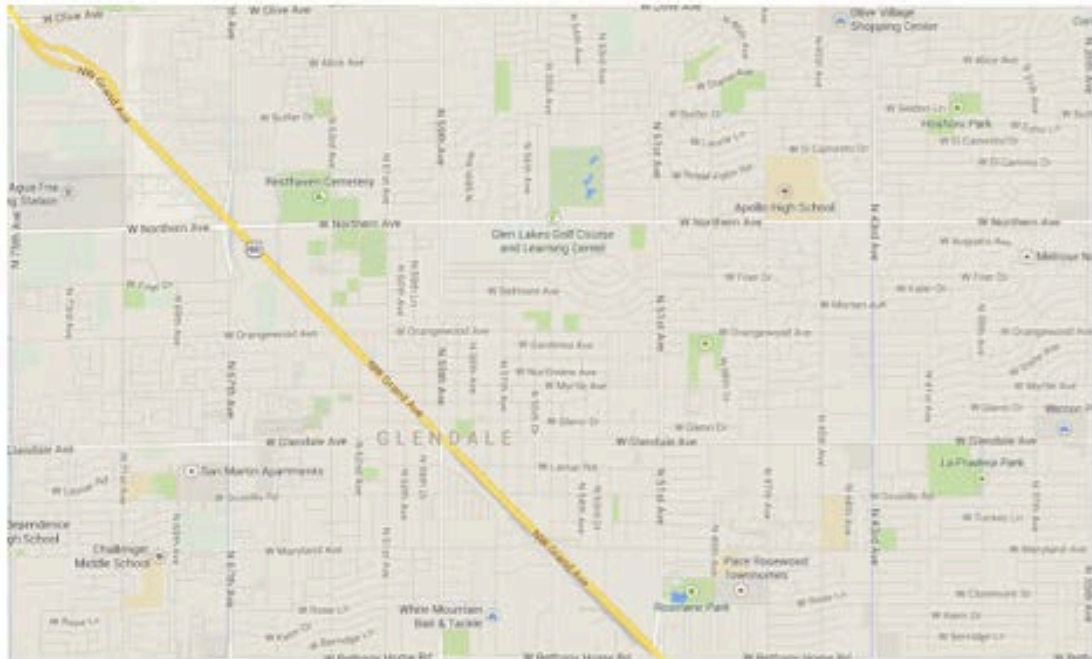
## **Layout of Space**

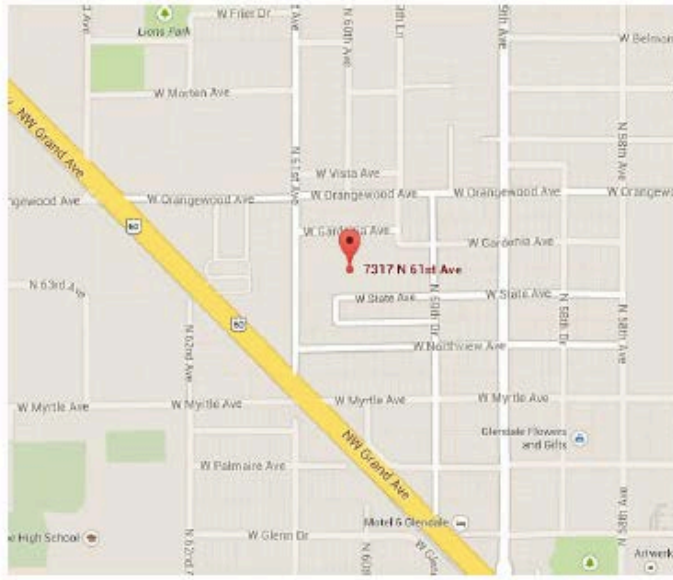
The layouts of space below for each of the three options is consistent with the narrative requirements presented above.

*Option 1: 7317 North 61<sup>st</sup> Avenue*

<b>Address</b>	<b>7317 North 61st Avenue, Glendale, Arizona 85301</b>
Square Footage	9,625
Property Type	Church Facility
Rate / SF	\$8.00
Lease Type	Full Service
Notes	Lease / Outdoor Recreation Area / Multi-Tenant

**Figure C.1.A2  
Regional Map**



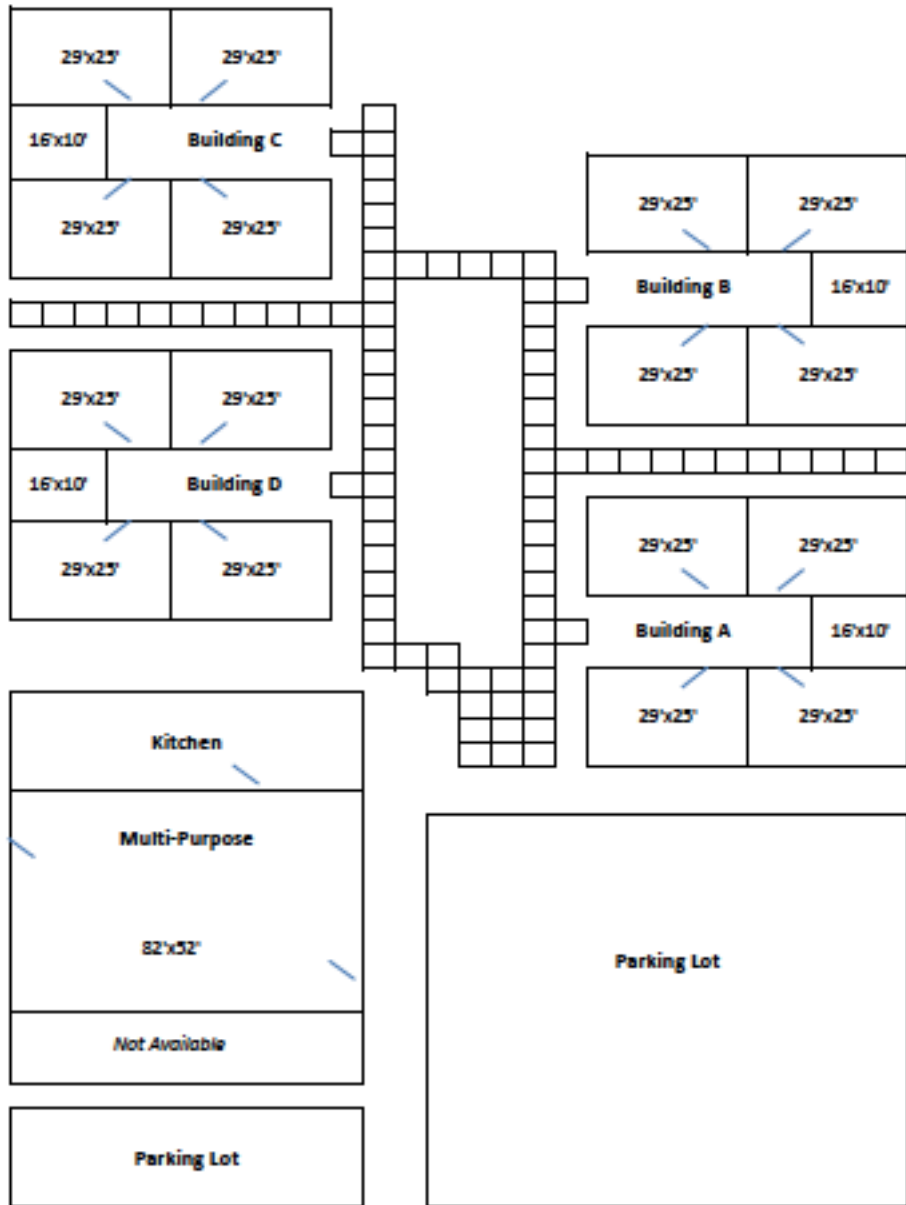


**Figure C.1.A4  
Location Map**





**OPTION #1 - 7317 N. 61ST AVENUE, GLENDALE, AZ 85301**



Option 2: 7726 North 59<sup>th</sup> Avenue

**Figure C.1.B1  
Facility Summary**

<b>Address</b>	<b>7726 North 59th Avenue, Glendale, Arizona 85301</b>
Square Footage	17,000
Property Type	Church Facility
Rate / SF	\$8.00

**Figure C.1.B2  
Regional Map**



**Figure C.1.C3  
Community Map**



**Figure C.1.C4  
Location Map**



OPTION #3 - 7726 NORTH 85TH AVENUE, GLENDALE, AZ 85301



*Option 3: Southwest corner 83<sup>rd</sup> Avenue/Camelback Road*

**Figure C.1.C1  
Facility Summary**

<b>Address</b>	<b>SWC 83rd Avenue &amp; Camelback Road, Phoenix, Arizona 85037</b>
Square Footage	13,979
Property Type	Commercial Building
Rate / SF	\$8.00

**Figure C.1.C2  
Regional Map**



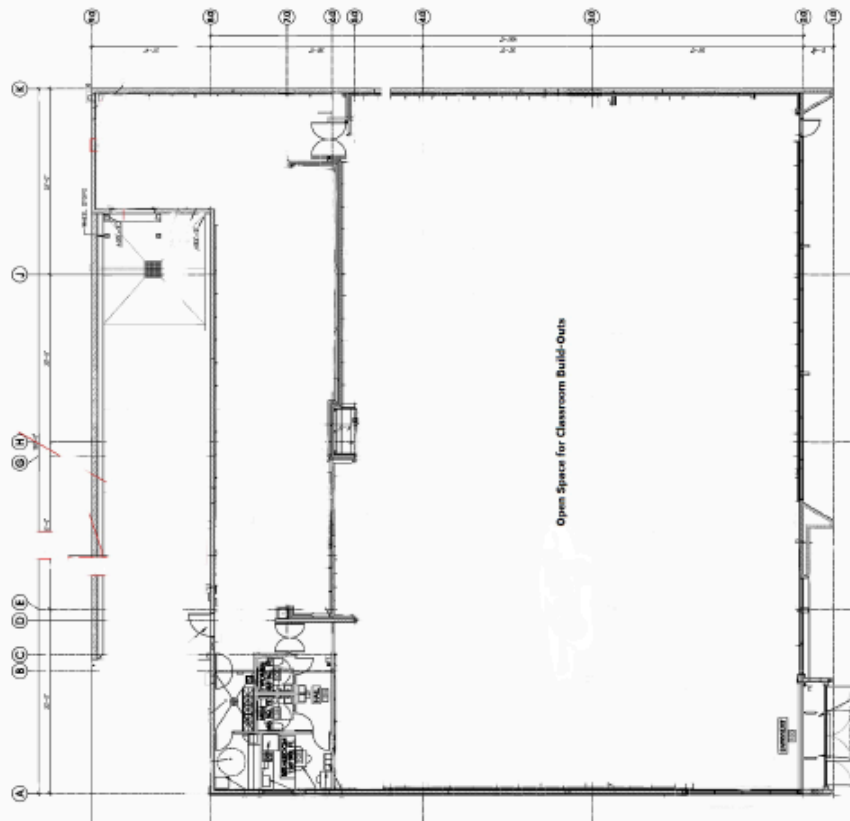
**Figure C.1.C3  
Community Map**



**Figure C.1.C4  
Location Map**







OPTION #4 - SWC 83RD AVENUE & CAMELBACK ROAD, PHOENIX, AZ 85037

### C. Costs Associated with Securing a Facility and Compliance with Laws

A breakdown of the facilities costs for each of the potential facilities is included below.

**Figure C.1.3  
Projected Facility Costs (Years 1-3)**

	2019-2020	2020-2021	2021-2022
Building Rent/Lease/Loan	\$56,400	\$75,200	\$94,000
<i>Interior Square Feet</i>	7,050	9,400	11,750
<i>Cost / Square Foot</i>	\$8.00/ sf	\$8.00/ sf	\$8.00/ sf
Building and Improvements	\$58,000	\$58,000	\$20,000
Land and Improvements	0	0	0
Fees and Permits	0	0	0
Property/Casualty Insurance	\$6,000	\$6,000	\$6,000
Liability Insurance	\$19,740	\$32,077	\$37,013
Utilities (Electric, Gas, Water, Waste)	\$26,292	\$37,724	\$49,298

<i>Interior Square Feet</i>	7,050	9,400	11,750
<i>Cost / Square Foot</i>	\$23.61/ sf	\$22.23/ sf	\$20.79/ sf
<b>Total Facility Costs</b>	\$166,432	\$209,001	\$244,311
<b>Percent of Revenue</b>	15.7%	15.9%	17.2%

The annual base costs to occupy the facility is \$8.00/sf. This is based on the quote price per square footage given by Garcia Associates in their search of adequate and viable facilities in the target community.

### **Building Rent/Lease/Loan, Land & Improvements, Fees/Permits**

- Assumes rent at \$8 per sq ft. at 47 sq ft per student which results in year by year rent estimates of \$56,400, \$75,200, and \$94,000, respectively.

### **Building & Improvements**

- Assumes \$58,000 of building improvement, utility deposit, IT infrastructure and continual maintenance are needed in year 1. Assumes \$48,000 in year 2, and \$20,000 in year 3 for the costs expanded class service. Cost assumption is based on the work of Challenge Foundation Properties and from 365 ManagedIT

### **Liability Insurance, Property/Casualty Insurance**

- Assumes \$19,740 for general liability insurance, umbrella insurance, and student accident insurance in Year 1.
- Assumes \$32,077 for general liability insurance, umbrella insurance, and student accident insurance in Year 2.
- Assumes \$37,013 for general liability insurance, umbrella insurance, and student accident insurance in Year 3.
- These cost assumptions were provided by Challenge Foundation Properties
- Assumes \$5,000-\$6,000 per year in Directors and Officers insurance per local vendor quotes who work with existing CFA schools.

### **Utilities**

- Assumes cost of electric services, water, and waste disposal for \$26,292 for year 1, \$37,724 for year 2, and \$49,298 for year 3. Estimates provided by Challenge Foundation properties based on similar sized facilities in the area.

### **Compliance and Educational Occupancy <sup>2</sup>**

House Bill 2197 requires charter schools to engage in the “same level of oversight and the same ordinances, limitations and requirements, if any, that would be applicable to a school that is operated by a school district.” ALPS will comply with the American Disabilities Act, the Fire Marshall Charter School Requirements, International Fire Code, Uniform Building Code, Uniform Mechanical Code, and all other relevant compliance requirements.



It is anticipated that unexpected costs will arise as a facility lease is finalized and a campus is occupied. The budget reflects a \$58,000 annual earmark to assist with these unusual costs. In addition, it is expected that the leases considered will include common and relevant facility improvements that are provided by the landlord. All forms of construction or improvements will comply with all additional requirements of the City of Phoenix, or neighboring municipality, that includes fire, site, civil and building permits.

### **Costs Associated with Securing a Facility**

ALPS will require a City plan review, site visits, permit issuance, and specialized building vendors. The Start-Up budget has allotted \$3,000 to cover these expenses. This cost comes from a recommendation from Garcia Associates and will be paid by June, 2019 in order to align with the projected occupancy timeline.

### **D. Consistency**

This section is consistent with all other sections of the application package.

**C.2**

**Marketing and Student  
Enrollment**

## C.2 Marketing and Student Enrollment

Abraham Lincoln Preparatory School (ALPS”) will execute an aggressive advertising and promotion plan. CFA of Arizona (“CFA of AZ”) will provide advertising and promotion support at no cost to ALPS as part of its management agreement.

### A. Timeframe for Advertising and Promotion Plan

Below is a timeline for the advertising and promotion plan based upon the narrative above. Some steps have already been completed.

MONTH	ACTION STEPS	PERSON RESPONSIBLE
January 2018 (ongoing)	Begin spreading word-of-mouth regarding ALPS to potential community partners	Founding School Director and team
February 2018	Begin process of determining brand identity, logos, colors, and mascots	Founding School Director & CFA of AZ
April 2018	Determine verbiage and editorial content for marketing and promotional materials	Founding School Director & CFA of AZ
June 2018	Initial marketing and promotional materials available	CFA of AZ
August 2018 (ongoing)	Begin word-of-mouth outreach to Maryvale Head Starts and preschools	Founding School Director & team
October 2018 (monthly until February 2019)	Host community meetings; families begin signing letters of intent to enroll	Founding School Director & CFA of AZ
December 2018 (planned)	Charter application approved	Arizona State Board for Charter Schools
January 2019 (ongoing until summer 2019)	Community meetings at community partner events; families begin signing letters of intent to enroll	Founding School Director & CFA of AZ
March 2019 (ongoing)	Families complete enrollment paperwork	Families, Registrar
GOAL: 1/3 of students enrolled		
May 2019 (ongoing)	Door-to-door outreach with promotional materials	Founding Team
GOAL: 2/3 of students enrolled		
DATE	First day of school	Founding Team
GOAL: 100% of students enrolled		

**Table C.2.1: Timeframe Advertising and Promotion Plan**

**B. Advertising and Promotion Plan for Student Recruitment**

The following are the enrollment goals for the first three years of ALPS’s existence:

<b>Grade Level</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Kindergarten</b>	50	50	50
<b>1<sup>st</sup></b>	50	50	50
<b>2<sup>nd</sup></b>	50	50	50
<b>3<sup>rd</sup></b>	n/a	50	50
<b>4<sup>th</sup></b>	n/a	n/a	50
<b>Total</b>	<b>150</b>	<b>200</b>	<b>250</b>

**Table C.2.2: Enrollment Goals for Years 1-3**

As mentioned in the sections below, students in the community will be informed about ALPS using numerous strategies. The key to reaching families is to begin the outreach process early and explain the benefits of a ALPS education. Informal outreach to this effect has already begun, and will continue formally and in earnest at the very beginning of the 2018-2019 school year.

First, ALPS will distribute promotional materials provided by CFA of AZ across the Maryvale neighborhood, including to the locations of community partners such as MAPPs and the YMCA, and at local Head Start and preschool locations. There will also be community meetings at these locations. These meetings will begin in February 2019 and continue until July 2019 or until the enrollment cap is reached, whichever is sooner. These community meetings will emphasize all aspects of the ALPS program, and parents will be able to sign letters of intent to enroll at these meetings.

ALPS will also partner with CFA of AZ to maintain a website and social media accounts. Additionally, ALPS will utilize favorable press opportunities with neighborhood publications such as Prensa Hispana and Univision, with which the founding team has existing relationships.

ALPS will hold community enrollment barbecues and events in the neighborhood, as well as maintaining a presence at other local events. Community partners will help identify optimum opportunities to build this community presence.

Lastly, based upon the reflections and advice of several charter school leaders in low-income urban communities in Phoenix, ALPS will be conducting door-to-door enrollment outreach efforts in the target community. This will continue until July 2019 or until the enrollment cap is reached, whichever is earlier. At each house, ALPS will deliver promotional materials and inform families about the program at ALPS. Families may also have the option of signing letters of intent to enroll at these meetings.

These methods of enrollment will continue, with roughly the same monthly timeframe, during Years 2 and 3 as well, although they will be adjusted to reflect successful practices for advertising and promotion discovered in Year 1.

All of the above outreach efforts will be in both English and Spanish.

## Promotional Materials

As mentioned above, CFA of AZ provides marketing, advertising, and promotional services to its schools at no cost. These include the services of a full-time marketing director and the expertise of the CFA of AZ. Thus, very little additional advertising, promotional, or marketing costs are included in the start-up budget, and no additional advertising, promotional, or marketing costs are included in the three-year proposed operational budget. A non-exhaustive description of the marketing materials and support services provided by CFA of AZ are listed below:

- School logos, colors, mascot, and brand identity based upon local community themes and landmarks and of the program of instruction and school culture.
- Stationery system based upon logos, colors, mascot, and brand identity.
- Marketing materials, including brochures, folding bookmarks, and signage.
- Supporting materials as necessary, including postcards, flyers, door-hangers, brochures, and potentially other materials.
- Materials for usage on branded promotional materials, including school and athletic uniforms, pencils, stickers, car magnets, cups, and t-shirts.
- Website.
- Access to TeamCFA marketing and public relations materials, including *Around the Network* (online newsletter).
- Training on marketing and technology outreach.
- Expertise in the areas of marketing, public relations, and community relations.

As of February 2018, ALPS has already begun the process of securing these marketing materials, which are targeted to be ready by June 2018. Materials will be available for all of the community meetings listed above and for the door-to-door outreach as well.

The marketing materials will be available in both English and Spanish. Community meetings will be translated for parents into both English and Spanish.

### C. Plan Costs

Because of the generous support of CFA of AZ, ALPS, as mentioned above and detailed in section B.3.1, very little additional advertising, promotional, or marketing costs are included in the start-up budget, and no additional advertising, promotional, or marketing costs are included in the three-year proposed operational budget.

The costs below are not the responsibility of the school, and are listed for informational purposes.

TeamCFA Marketing Toolkit \$7,500

- Stationery System: Letterhead, Envelopes, Business Cards, Word Template
- Vinyl Signage: Coming Soon, Enrollment
- Banner Up Portable signage

- FAQ Accordion-fold Brochure
- Brochure
- Postcards
- Flyers
- Website

School Identity \$5,000

- Colors
- Logo
- Mascot
- Uniforms

Printing Costs: \$10,000

- Stationery System:
  - Letterhead: 5000/\$865 7500/ \$970 10,000/\$1,075
  - Envelopes: 500/\$585 7500/\$795 10,000/\$995
  - Business Cards: 500/\$55ea
- Vinyl Signage 3’x8’ \$122/ea
- Banner Up \$398/ea
- FAQ: 1000/\$1,575 2,500/\$1,875
- 8-page Brochure 500/\$950 1000/\$1175 1500/\$1375
- Postcards 500/\$850 1000/\$975
- Flyers 500/\$350 1000/\$675
- Fully hosted and customizable website: \$5000

The above costs are the responsibility of the CFA of AZ, and not of ALPS. Costs were provided by CFA of AZ, which estimated these costs based on quotes from various providers and vendors, including FastSigns (Phoenix, Arizona), NuWay (Portland, Oregon), and Heritage (Charlotte, North Carolina), and from past experience marketing for other TeamCFA schools.

However, some costs, as noted in the budget sections, will be assumed by the schools. This expenditure provides for 60 hours of consulting services at rate of \$155/hr to develop and assist staff in executing a public relations and marketing plan to drive interest and future enrollment in the school. Consultant will also provide market analysis and support to the development to the school’s recruitment plan for a cost of \$9,200. Consultant fees are based on estimates from Cimarron Communications.

The balance of the marketing line item listed in the start-up budget provides for teacher recruitment costs.

#### **D. Viability and Adequacy of Costs**

The founding team firmly believes the costs above will be viable and adequate to attract the projected student enrollment due to the experience of Western School of Science and Technology: A Challenge Foundation Academy (“Western: CFA”), which used the same plan and cost structure to enroll 240 students in 2014 in a demographically-similar community of West Phoenix. In addition, Cimarron

Communications has execute school-based marketing plans successfully in the past using the above costs structure for their consulting services.

### **E. Cost Consistency**

Costs above are consistent with the submitted budgets.

### **F. Fair and Equitable Enrollment Procedures**

To ensure fair and equitable enrollment procedures, ALPS will be sure to establish policies and procedures in compliance with ARS§15-184, ESEA 5210(1)(H), and, as a grantee of the Arizona Charter Schools Incentive Program Start-Up Grant, CSP Non- Regulatory Guidance, April 2011.

According to HB2494, enacted in 2014 and which amended ARS§15-184, enrollment preference will be given to students returning to ALPS in Year 2 or afterwards, siblings of currently-enrolled students, children of employees of ALPS, and children of members of the Governing Board of ALPS.

Aside from the above-mentioned student populations, all students will have an equal opportunity to attend ALPS. This will be ensured by a lottery system. Interested families will complete letters of intent to enroll for their students to apply according to the timeline above. Letters of intent to enroll will only include contact information and no additional personal information. This will ensure that no other factors – including language minority, racial or ethnic background, gender, discipline record, or special education status – will be taken into account in enrollment procedures. Letters of intent to enroll will be available during the publicly-advertised Open Enrollment Window, between the first business day in September 2018 and the last business day of April 2019 for Year 1 and the first business day of March and the last business day of April for subsequent years.

### **Legal Assurances**

The above policies are also consistent with CSP Non- Regulatory Guidance, April 2011<sup>1</sup>, including (E-2), “A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted.” In addition, it is permissible for the above exempted students from the lottery to be exempted according to (E-4)(c), “Specifically, the following categories of applicants may be exempted from the lottery...Siblings of students already admitted to or attending the same charter school.”

ALPS will not have separate lottery pools for any groups, pursuant to (E-5). Nor will ALPS favor or disfavor any one group over any other in terms of admission. This would include Special Education or English Language Learner populations, pursuant to (E-6).

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<sup>1</sup> Charter Schools Program. (2011, April). Nonregulatory Guidance.

The marketing and outreach efforts above ensure that ALPS “inform[s] students in the community about the charter school” and “gives each student ‘an equal opportunity to attend the charter school,’” according to (E-7). Parent outreach efforts will target all segments of the community, compliant with (E-4).

Outreach efforts may take place through local churches. This will take place in combination with other outreach efforts, including those through community partners’ sites. These efforts will be part of a larger broad-based and balanced outreach effort described above. This is consistent with the CSP Non-Regulatory Guidance, which states that, “a charter school’s outreach and recruitment activities should be designed to reach all segments of the parent community. Thus, a charter school may conduct outreach or recruitment activities in churches or through religious organizations as part of a broad-based and balanced effort to inform parents in the community about the charter school and to recruit a diverse student body, but may not favor or disfavor religion in general or any particular faith or house of worship” (F-5).

## **G. Enrollment Procedures**

Aside from the above-mentioned student populations, all students will have an equal opportunity to attend ALPS in a procedure consistent with ARS §15-184. This will be ensured by a lottery system. Interested families will complete letters of intent to enroll for their students to apply according to the timeline above. Letters of intent to enroll will only include contact information and no additional personal information. This will ensure that no other factors – including language minority, racial or ethnic background, gender, discipline record, or special education status – will be taken into account in enrollment procedures. Letters of intent to enroll will be available during the publicly advertised Open Enrollment Window, between the first business day in September 2018 and the last business day of April 2019 for Year 1 and the first business day of March and the last business day of April for subsequent years.

If, by the end of the open enrollment window at 5PM on April 30, 2019, there are more students who have completed letters of intent to enroll than openings in a given grade level, a blind lottery will be held to determine enrollment. The next day, at 9AM on May 1, 2019, a third party will randomly pick names of students who submitted an intent to enroll until the grade level has been filled. After the grade level has been filled, the remainder of the forms will be picked to establish the order of the waiting list. After the lottery, families will be contacted regarding their enrollment status and will be able to officially enroll. It is important to note that the charter contract will be signed prior to any student completing an enrollment packet.

All forms will be provided in both English and Spanish.

Compliant with ARS §15-184, ALPS will include all students in the lottery who have submitted the Intent to Enroll Form on time, and will enroll all students selected through the lottery who complete and submit the school’s enrollment forms until a grade is full.

### **Enrollment Procedure and Packet**

If a student has been selected through the above procedure, the student’s parent or guardian must complete an enrollment packet that includes the following documentation, which will only be collected for student registration once a student has been admitted:



- Enrollment Form
- Copies or originals collected from the parent/guardian:
  - ✓ Immunization Records
  - ✓ Social Security Card (optional)
  - ✓ Birth Certificate
  - ✓ Proof of Residency
  - ✓ Withdrawal Slip (from previous school)
  - ✓ Attendance History (from previous school)
  - ✓ Discipline Records (from previous school)
  - ✓ Copy of Custody Paper (if applicable)
  - ✓ Copy of Current IEP (if applicable) and Academic Records (or a request for records will be sent to the previous school)
- Forms to be completed by parent/guardian:
  - ✓ Arizona Residency Documentation Form
  - ✓ Home Language Survey (PHLOTE)
  - ✓ McKinney-Vento Eligibility Questionnaire
  - ✓ Consent for Medical/Dental Emergency Treatment and Medical Information Form
  - ✓ Internet Use Policy
  - ✓ Consent for Off Campus Activity
  - ✓ Physical Activity Consent Form
  - ✓ Request for Release of Student Records Form
  - ✓ Records Request for Special Services Form
  - ✓ Media Release Form
  - ✓ School Rules and Procedures
  - ✓ Expected Behaviors
  - ✓ Student Compact and Parent/School Compact
  - ✓ Customer Satisfaction Questionnaire

Should the above not be received within ten business days of the lottery, the student's spot is automatically withdrawn and the next student on the waiting list is invited to attend the school.

### **Applications for Re-Enrollment**

Students currently enrolled in and attending ALPS remain enrolled for the following school year, and are not required to submit a new application or go through the lottery process. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

### **H. Enrollment Targets**

The following tables illustrate the enrollment targets for the first three years of operation and how these targets were determined, including the minimum planned and maximum projected for enrollment at each

grade level. Maximum projected enrollment targets were determined based on an ideal teacher-student ratio of 1:25, as detailed in Section A.2.

ALPS plans to open in Year 1 as a kindergarten-2<sup>nd</sup> grade campus with a minimum enrollment determined to be 135 students which is 90% of the maximum projected enrollment of 150 students. The minimum enrollment projection is based on enrollment patterns of other TeamCFA schools in their first year of operation, which have typically seen 10% attrition between the number of students enrolled and the number attending.

**Enrollment Targets (Year One)**

<i>Grade Level</i>	<i>Minimum Planned</i>	<i>Maximum Projected</i>	<i>Determination</i>
<b>Kindergarten</b>	45	50	2 classes of 25 students
<b>First Grade</b>	45	50	2 classes of 25 students
<b>Second Grade</b>	45	50	2 classes of 25 students
<b>Total Enrollment</b>	<b>135</b>	<b>150</b>	

During Year 2, the maximum projected enrollment will be 200 students in grades K-3 with 2 classrooms at each grade level. The minimum enrollment for Year 2 is determined to be 180 students which is 90% of the maximum enrollment. The minimum enrollment projection is based on enrollment patterns of other TeamCFA schools in their first year of operation, which have typically seen 10% attrition between the number of students enrolled and the number attending.

**Enrollment Targets (Year Two)**

<i>Grade Level</i>	<i>Minimum Planned</i>	<i>Maximum Projected</i>	<i>Determination</i>
<b>Kindergarten</b>	45	50	2 classes of 25 students
<b>First Grade</b>	45	50	2 classes of 25 students
<b>Second Grade</b>	45	50	2 classes of 25 students
<b>Third Grade</b>	45	50	2 classes of 25 students
<b>Total Enrollment</b>	<b>180</b>	<b>200</b>	

In Year 3, the minimum enrollment is determined to be 215 students in grades K-4 which is based on 90% of the maximum enrollment of 250 students. The minimum enrollment projection is based on enrollment patterns of other TeamCFA schools in their first year of operation, which have typically seen 10% attrition between the number of students enrolled and the number attending.

**Enrollment Targets (Year Three)**

<i>Grade Level</i>	<i>Minimum Planned</i>	<i>Maximum Projected</i>	<i>Determination</i>
<b>Kindergarten</b>	45	50	2 classes of 25 students
<b>First Grade</b>	45	50	2 classes of 25 students
<b>Second Grade</b>	45	50	2 classes of 25 students
<b>Third Grade</b>	45	50	2 classes of 25 students
<b>Fourth Grade</b>	45	50	2 classes of 25 students
<b>Total Enrollment</b>	<b>235</b>	<b>250</b>	

**C.3**

**Personnel**

### C.3 Personnel

Abraham Lincoln Preparatory School (“ALPS”) believes that the most important factor in student learning is the teacher. To that end, ALPS will make sure that every staff member – teacher and non-instructional staff alike – is rigorously recruited, selected, hired, supported, and developed to be the best leaders they can be in order to further the goal of increased student achievement.

#### A. Staffing Plan

In Year 1, ALPS will serve 150 students in kindergarten and grades 1 and 2. There will be 25 students per classroom and 7.5 classroom teachers – two per grade level and one full-time physical education teacher and one half-time arts/music teacher (shared with another school).

<b>Instructional Personnel</b>	<b>FTEs</b>	<b>Non-instructional Personnel</b>	<b>FTEs</b>
School Director	1	Ops Director	.5
Instructional Assistants	3	Registrar	1
Teacher	7.5		
Instructional Coach	.5		
<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>1.5</b>

**Table C.3.1: Year 1 Staffing Plan**

In Year 2, ALPS will expand to 200 students in kindergarten and grades 1 through 3. There will be 25 students per classroom and 9.5 classroom teachers – two per grade level and one full-time physical education teacher and one half-time arts/music teacher (shared with another school).

<b>Instructional Personnel</b>	<b>FTEs</b>	<b>Non-instructional Personnel</b>	<b>FTEs</b>
School Director	1	Ops Director	.5
Instructional Assistants	3	Registrar	1
Teacher	9.5		
Instructional Coach	.5		
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>1.5</b>

**Table C.3.2: Year 2 Staffing Plan**

In Year 3, ALPS will expand to 250 students in grades kindergarten and grades 1 through 4. There will be 25 students per classroom and 11.5 classroom teachers – two per grade level and one full-time physical education teacher and one half-time arts/music teacher (shared with another school).

<b>Instructional Personnel</b>	<b>FTEs</b>	<b>Non-instructional Personnel</b>	<b>FTEs</b>
School Director	1	Ops Director	.5
Instructional Assistants	3	Registrar	1
Teacher	11.5		
Instructional Coach	.5		
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>1.5</b>

**Table C.3.3: Year 3 Staffing Plan**

## ***Minimum Professional Qualifications for Each Position***

### **School Director**

The following are the critical skills and experiences requisite of an effective School Director at ALPS:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Master's Degree in education or a related field
- Effective experience leading to growth in academic outcomes on the classroom and school-site level
- Proficiency in gathering and utilizing data and evidence to make instructional and operational decisions
- Excellent communication skills (written and spoken)
- Demonstrated experience in budgeting and finance
- Demonstrates taking personal ownership for both the school's success and his or her own development; growth mindset
- Valid fingerprint clearance card
- SEI endorsement
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community, have previous, successful Arizona charter school leadership experience, are or were TeamCFA Leadership Gold Fellows, and live in the Phoenix Metropolitan Area.

The TeamCFA Leadership Gold Program is the internal school leadership development pipeline for CFA of AZ's new charter school leaders. The program provides practice-based learning opportunities for new leaders, as well as professional development sessions. Fellows emerge with the knowledge, skills, and mindsets requisite of new charter school leaders and would be ideal candidates for key school leadership positions.

### **Ops Director**

The following are the critical skills and experiences requisite of an effective Ops Director at ALPS:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Comprehensive financial knowledge and skills; experience managing budgets or grants highly preferred
- Proficiency in gathering and utilizing data and evidence to make operational decisions
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for both the school's operational success and his or her own development; growth mindset
- Excellent computer and organization skills
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community

The founding team has not yet identified an initial Ops Director, but it is the priority that such an individual will be brought on board as soon as possible to facilitate the successful planning of ALPS's operational systems.

### **Registrar**

The following are the critical skills and experiences requisite of an effective Registrar at ALPS:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Excellent communication skills (written and spoken) in both English and Spanish
- Personable
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

The founding team has not yet identified an initial Registrar, but it is the priority that such an individual will be brought on board as soon as possible to facilitate the successful onboarding of ALPS's first students.

### **Instructional Coach**

The following are the critical skills and experiences requisite of an effective Instructional Coach at ALPS:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Bachelor's Degree
- Effective experience leading to growth in academic outcomes on the classroom and school-site level
- Proficiency in gathering and utilizing data and evidence to make instructional decisions
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- SEI endorsement
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

### **Teachers**

The following are the critical skills and experiences requisite of an effective Teacher at ALPS:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Bachelor's Degree
- Effective experience leading to growth in academic outcomes in the classroom, or in student teaching
- Proficiency in gathering and utilizing data and evidence to make instructional decisions
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- SEI endorsement

- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

**Instructional Assistants**

The following are the critical skills and experiences requisite of an effective Instructional Assistant at ALPS:

- Strong and demonstrated commitment to the school’s mission, vision, and core values
- Experience working with youth
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

**B. Adequacy for Instructional Plan**

As stated in Section A.2, the ideal class size is 25, which is necessary for the effective implementation of the instructional plan. Thus, the Staffing Plan presented above reflects that goal, and reflects the number of instructional and non-instructional personnel per year.

The qualifications reflected above – designed to ensure only the best teach at ALPS – ensure, too, that the Program of Instruction will be implemented well and with fidelity at the school. This will be further assured through the comprehensive salary and benefits package to attract high-quality educators.

In addition, the chart below details the number of students per grade level, and course and grade-level placement of each teacher, which illustrates alignment to the Program of Instruction.

**Projected Enrollment and Staff**

	Year 1	Year 2	Year 3
<b>Grades Served</b>	K – 2	K - 3	K - 4
<b>Number of Students</b>	150	200	250
<b>Instructional Staff – General Education</b>	6	8	10
<b>Instructional Staff – Physical Education, Music/Arts</b>	1.5	1.5	1.5
<b>Instructional Staff – Instructional Assistants</b>	3	3	3
<b>Non-Instructional Staff; Director; Instructional Coach</b>	3	3	3
<b>Teacher-Student Ratio</b>	1:25	1:25	1:25

**C. Recruitment, Hiring, and Training Plan**



As mentioned above, ALPS believes that teachers – and all school personnel – are crucial to student achievement and the success of our school. Thus, the recruitment process for new staff will be extensive, recruiting nationally to attract the absolute best to teach at ALPS.

The following will be the primary avenues by which ALPS identifies these individuals:

- Teach For America corps members and alumni
- Job-posting websites
- Local and national schools of education (including Arizona State University, Grand Canyon University, and Northern Arizona University)
- Local and national job fairs
- TeamCFA Academic Committee job fair referrals
- Professional associations (for positions other than teachers)
- Word of mouth

For Teach For America and the local schools of education listed, conversations have already begun regarding recruitment of staff. In addition, a budgetary line item from the start-up budget of \$700 each for four teacher recruitment events, for a total of \$2,800, was included. This cost was based on teacher recruitment event costs in which Pioneer Preparatory School and Western CFA have participated.

In the recruitment process, ALPS shall be sure to communicate some of the major benefits of teaching at the school, including community impact, opportunities for professional growth, scheduling flexibility, and opportunities for innovation and ownership in some of the decision making of a new school.

After potential staff have been recruited, the screening process will begin. ALPS is primarily looking for mission-, vision-, values-, and program-aligned individuals to work at the school. These individuals will also show a strong commitment to student achievement, a belief in their own efficacy and a desire to improve their own effectiveness, a growth mindset, and general qualities of flexibility, professionalism, work ethic, and drive.

Generally, once potential candidates have been identified, they will complete the following process to determine mission-, vision-, values-, and program-fit with ALPS.

1. Resume Screen
2. Cover Letter Screen
3. Phone Screen
4. In-Person Interview
5. Sample Lesson
6. Sample Lesson Plan
7. Feedback Response
8. Reference Check

The following describes each process in detail and its purpose in the staff-selection process.

### **Resume Screen**

Candidates will submit their resumes via email to the Ops Director (or School Director before the Ops Director is brought on board). The Ops Director will screen resumes, looking at factors such as high academic achievement, impressive employment experience, and demonstrated leadership experience, as well as general written communication ability. The Ops Director will complete this initial resume screen using a defined rubric and, if successful, will look at the candidate's cover letter.

### **Cover Letter Screen**

At the same time candidates submit their resumes via email to the Ops Director (or School Director before the Ops Director is brought on board), they will submit a cover letter detailing their educational philosophy. The Ops Director, after screening resumes, will look at candidates' cover letters to determine alignment between the candidate's and school's mission, vision, and values, as well as general written communication ability. The Ops Director will complete this cover letter screen using a defined rubric, and, if successful, will invite the candidate to an initial phone screen.

### **Phone Screen**

The Ops Director (or School Director before the Ops Director is brought on board) will invite candidates who have successfully passed the initial resume and cover letter screens to an approximately thirty-minute phone screen. The phone screen will be conducted by the School Director and the candidate's potential immediate supervisor (or solely School Director in the case of staff with no other immediate supervisor). The screen will cover the candidate's background and mission-, vision-, values-, and program-alignment with ALPS, as well as general spoken communication ability. There will be a defined list of questions gleaned from the best practices of highly-successful charter schools, and candidates will be assessed using a defined rubric. If candidates are deemed successful, within one week, they will be invited to an in-person interview.

### **In-Person Interview**

The in-person interview will consist of four parts: a campus tour, an in-person interview regarding the candidate's education practice, a thirty-five minute sample lesson, for which a sample lesson plan is submitted, and a short session in which feedback is offered to the candidate and the candidate has a chance to respond to the feedback. This step will be completed by the School Director and the candidate's potential immediate supervisor (or solely School Director in the case of staff with no other immediate supervisor). This will take place at ALPS in Years 2 and 3; before then, it will take place with the School Director acting as a pupil.

The goal of the in-person interview session is to assess the candidate's spoken communication ability, presence, mindsets, and educational practice. Candidates will also be invited to ask questions regarding the campus tour to assess for general interest and educational knowledge. The goal of the sample teach is to assess the candidate's classroom presence and teaching ability, while the submitted lesson plan assesses the candidate's lesson planning ability. Lastly, the goal of the feedback response session is to assess the candidate's growth mindset and receptiveness to feedback. All of the above will be assessed using defined rubrics.

## Reference Check

Should a candidate prove to be a good fit, lastly, his or her professional references, which were submitted at the in-person interview, will be checked to assess for veracity, integrity, and other characteristics.

## Final Decision

After the reference check, the School Director and immediate supervisor (or solely School Director in the case of staff with no other immediate supervisor) will consider the totality of that candidate's interview process and make a selection as to whether or not to offer the candidate a position.

ALPS will not discriminate in the staff recruitment, selection, hiring, or supporting processes on the basis of ethnicity, race, national origin, gender, sexual orientation, religion, disability, marital status, veteran status, or any other protected classification according to applicable law.

## Onboarding and Orientation

From both a legal compliance and a school culture perspective, ALPS will aim to effectively onboard and orient staff members quickly and effectively as prime factor of their training. The following steps will be the onboarding and orientation process for new staff members.

Action	Timeframe	Explanation
<b>Final Employment Offer</b>	Immediately after employment decision is made	Will explain position roles, responsibilities, compensation, and make clear that a position is contingent upon having a valid fingerprint clearance card
<b>Payroll and Tax Forms (Direct Deposit if applicable, I-9, W-4)</b>	By July 8, 2019	Will ensure successful financial onboarding for candidates
<b>Signed Employee Handbook and Contact Form</b>	By July 22, 2019	Will ensure compliance with ALPS policies and ensure that contact information is accurate and current
<b>Employee Orientation</b>	Beginning July 22, 2019	Will ensure the staff is a cohesive team and has internalized ALPS mission, vision, values, and program; will ensure the staff has prepared for curriculum and instructional planning; will ensure the staff has legal and compliance training.
<b>Benefits Determination</b>	During Summer Professional Development	Will ensure that staff have made informed decisions regarding

ALPS will be compliant with all statutes relating to fingerprint clearance cards. Pursuant to A.R.S. § 15-183.C.5, all instructional employees will maintain fingerprint clearance cards, and employment offers will be contingent upon receipt by the school of the offered candidate's fingerprint clearance card. In addition, considering the amount of time it may take successful applicants to acquire fingerprint clearance cards, every effort will be made to make all hires by June 15 of each year. This way, successful applicants will have an ample time for the application, processing, and receipt of fingerprint clearance cards before the first day of staff development in July.

An important part of the summer onboarding process will be summer professional development and training. Summer professional development sessions will be designed by the School Director to familiarize all staff with the expectations and procedures for employees at ALPS, as well as to develop staff to implement those effectively. Sessions will cover the creation of effective, rigorous, and standards-aligned curriculum, the creation of rigorous standards-aligned assessments, planning and delivery of effective instruction, best practices for instruction, opportunities for differentiation in instruction, usage of assessment data to drive instruction, effective co-observation techniques, and proper and effective collaboration.

A strong culture will also be intentionally built during these summer sessions, including a focus on building trust and camaraderie among team members.

Two days of summer professional development will be strictly devoted to teacher preparation for the school year and classroom setup.

### **Ongoing Professional Development**

ALPS will not only aim to recruit, select, and hire an effective staff, it will also provide structures, support, continuous development and training such that staff is able to continuously improve their effectiveness as educators.

The following structures will ensure continuous improvement of staff effectiveness throughout the school year:

- Teacher co-observations and debriefs.
- Weekly content area collaborative team meetings to discuss student performance, share best practices, debrief from teacher co-observations, and conduct action research projects.
- Bi-monthly school-wide professional development sessions which may be differentiated. Sessions will be based upon needs identified by survey feedback, collaborative team requests, or the results of observations or evaluations. Sessions will be conducted by ALPS staff or outside consultants with expertise in the area to be discussed. Occasionally, staff will also attend off-site professional development sessions or conferences.
- Continuous coaching and feedback based upon informal observations.
- Action research.

Professional development will be differentiated and based upon teacher need, as determined by survey, observation, and evaluation results and collaborative team requests.

#### **D. Compensating Staff and Results of Recruitment to Ensure Qualification**

A budgetary line item from the start-up budget of \$700 each for four teacher recruitment events, for a total of \$2,800, was included. This cost was based on teacher recruitment event costs in which Pioneer Preparatory School and Western CFA have participated.

Compensation at ALPS shall be both competitive and commensurate with experience and performance. This will be crucial for ALPS's efforts to recruit the best talent to work at the school.

For the sections below, required employer contributions (payroll taxes, unemployment taxes, and 401(k) matching) are considered to be 11.19% of salary.

The following details the plan for compensating staff during the start-up year.

##### **Director/Principal**

- Assumes the School Director for ALPS will be paid for service starting July 1, 2018 with a \$55,000 annual salary. Total salary assumes 11.19% required employer contributions for a total of \$61,154.
- Throughout this document, required contributions are assumed to be 11.19%, including payroll taxes, unemployment taxes, and 401(k) matching of 3%.

##### **Clerical/Registrar**

- Assumes the Registrar for ALPS will be paid for service starting March 2019 and will be paid \$11,550 for three months based on a \$35,000 annual salary. Total salary assumes 11.19% required employer contributions for a total of \$12,842.

##### **Other**

- Assumes the Ops Director for ALPS will be paid for service starting February 1, 2019 and will be paid \$10,080 for five months at .5 FTE based on a \$48,000 annual salary. This position will be shared with another CFA school. Total salary assumes 11.19% required employer contributions for a total of \$11,208.

##### **Employee Benefits**

- Assumes all employees elect the maximum 3% employer contribution to the 401(k) starting July 1, 2018 but includes the total in "required employer contributions" for each position.

##### **Employee Insurance**

- Assumes all employees elect the maximum \$350 monthly allowance for health and dental insurance. The Director election is for 12 months, the Registrar for 3 months, and the Ops Director is for 5 months (with 2.5 applied to this budget based on the assumption of a job share) for a total of \$6,125.

The following details the plan for compensating staff during operational years one through three.

## **Salaries**

### **Director/Principal**

- Assumes 1 full-time employee (“FTE”) for the Founding School Director at \$65,000 annual salary in Year 1. Total salary assumes 11.19% required employer contributions for a total of \$72,273. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes enrollment and performance goals are met and 10% salary increases to \$71,500 in Year 2 and \$78,650 in Year 3 in alignment with the successful growth of the school. Total compensation includes 11.19% required employer contributions for a total of \$79,503 and \$87,451, respectively.
- Throughout this document, required contributions are assumed to be 11.19% based on payroll, unemployment taxes, and 3% employer contributions to 401(K)

### **Teacher-Regular Education**

- Assumes 7.5 FTE for the Teacher-Regular Education at \$40,000 annual salary each in Year 1. Total salary assumes 11.19% required employer contributions for a grand total of \$333,570. Cost is based on comparable positions at TeamCFA charter schools with an additional incentive for a 200-day calendar and to recruit and retain talent.
- Assumes 9.5 FTE for the Teacher-Regular Education at \$41,200 (3% increase, assumes performance goals are met) annual salary each in Year 2. Total salary assumes 11.19% required employer contributions for a grand total of \$435,198.
- Assumes 11.5 FTE for the Teacher-Regular Education at \$42,436 (3% increase, assumes performance goals are met) annual salary each in Year 3. Total salary assumes 11.19% required employer contributions for a grand total of \$542,623.

### **Instructional Assistants**

- Assumes 3.0 FTE for the Instructional Assistants at \$20,800 annual salary each in Year 1. Total salary assumes 11.19% required employer contributions for a grand total of \$69,383. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes 3.0 FTE for the Instructional Assistants at \$21,424 (3% increase, assumes performance goals are met) annual salary each in Year 2. Total salary assumes 11,19% required employer contributions for a grand total of \$71,464.

- Assumes 3.0 FTE for the Instructional Assistants at \$22,066.72 (3% increase, assumes performance goals are met) annual salary each in Year 3. Total salary assumes 11.19% required employer contributions for a grand total of \$73,608.

**Other (Director of Operations)**

- Assumes .5 FTE for the Director of Operations at \$48,000 annual salary in Year 1. This staff member will be shared with another CFA school. Total salary assumes 11.19% required employer contributions for a total of \$26,685.50. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases to \$49,400 in Year 2 and \$50,923 in Year 3, with 11.19% required employer contributions for a total of \$27,463.93 and \$28,310.64, respectively.

**Other (Registrar/clerical)**

- Assumes 1.0 FTE for the Registrar at \$35,000 annual salary in Year 1. Total salary assumes 11.19% required employer contributions for a total of \$38,916.50. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases 3% in Year 2 to \$36,050 and 3% in Year 3 to \$37,131, with 11.19% required employer contributions for a total of \$40,083.99 and \$41,285.96 respectively.

**Other (Instructional Coach)**

- Assumes .5 FTE for the Instructional Coach at \$55,000 annual salary in Year 1. This position will be shared with another CFA of AZ network school. Total salary assumes 11.19% required employer contributions for a total of \$30,577.25. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and a salary increase of 3% in Year 2 to \$28,325, and \$29,174.5 with 11.19% required employer contributions for a total of \$31,494.56 and \$32,439.12, respectively.

**Employee Benefits**

- Assumes all employees elect the maximum 3% employer contribution but includes the contribution in “required employer contributions.”

**Employee Insurance**

- Assumes all employees elect the maximum \$350 monthly allowance for health and dental insurance for \$56,700 in Year 1, \$65,100 in Year 2, and \$73,500 in Year 3.

Staff will receive all paid holidays, three sick days and two personal days per year. Days will roll over year-to-year. Employees may not “cash out” unused days but may “donate” days to other staff. Teachers,

administrators, instructional assistants, other staff members, or substitute teachers with valid fingerprint clearance cards will cover classes when teachers are absent.

### **Results to Ensure Effectiveness**

The above-described salary schedule is designed to, as mentioned previously, attract some of the best teachers to ALPS. Thus, the budgeted teacher salary of \$40,000 is above the average Arizona first-year teacher salary of \$38,869 (according to Glassdoor).

In addition, the comprehensive recruitment and selection process described above is based on the successful model of Western School of Science and Technology: A Challenge Foundation Academy (“Western: CFA”), a TeamCFA school and school of employment for several of the application’s Principals. Using this model, Western: CFA has had over 90% teacher retention over the past four years and doubled AzMERIT scores during the same time.

Lastly, relationships have already begun to be established with local universities, Teach For America, and other recruitment organizations mentioned above. Word-of-mouth has also led to several teachers excited about the school’s mission and vision, and willing to potentially join – attracted by the competitive salary and benefits package – the school’s team to reach out to the founding team.

Because of the above facts and considerations, this will result in a staff qualified to effectively implement the Program of Instruction.

### **E. Budgetary Consistency**

The above is consistent with all sections of the budget.



**C.4**

# **Start Up Budget**

## **C.4 Start-Up Budget Assumptions**

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Abraham Lincoln Preparatory School: A Challenge Foundation Academy, Inc. (“ALPS”) created its start-up budget, in effect from July 1, 2018 to June 30, 2019, based around the following budget assumptions.

### **Explanation of Start-Up Revenue**

Start-up revenue is based upon \$314,000 of the Arizona Charter Startup Program grant. The award year is from February 1 to January 31 of each year. The confirmed award is for three years from February 2018 until January 31 of 2021. The TeamCFA Foundation has committed \$30,000 toward the startup of ALPS.

### **Explanation of Expenses**

#### **Administration, Instruction & Support (AIS) Expenditures**

##### **Salaries**

##### **Director/Principal**

- Assumes the School Director for ALPS will be paid for service starting July 1, 2018 with a \$55,000 annual salary. This salary is based upon the experience of another TeamCFA school’s Director of Operations during its startup year. Total salary assumes 11.19% required employer contributions for a total of \$61,154.50.
- Throughout this document, required contributions are assumed to be 11.19%, including payroll taxes, unemployment taxes, and 401(k) matching of 3%.

##### **Clerical/Registrar**

- Assumes the Office Manager/Registrar for ALPS will be paid for service starting March 2019 and will be paid \$11,550 for three months based on a \$35,000 annual salary. This salary is based upon the experience of another TeamCFA school’s Director of Operations during its startup year. Total salary assumes 11.19% required employer contributions for a total of \$12,842.44.

##### **Other**

- Assumes the Director of Operations for ALPS will be paid for service starting February 1, 2019 and will be paid \$10,080 for five months at .5 FTE based on a \$48,000 annual salary. This salary is based upon the experience of another TeamCFA school’s Director of Operations during its startup year. This position will be shared with another CFA school. Total salary assumes 11.19% required employer contributions for a total of \$11,208.

### **Employee Benefits**

- Assumes all employees elect the maximum 3% employer contribution to the 401(k) starting July 1, 2018 but includes the total in “required employer contributions” for each position.

### **Employee Insurance**

- Assumes all employees elect the maximum \$350 monthly allowance for health and dental insurance. The Director election is for 12 months, the Registrar for 3 months, and the Ops Director is for 5 months (with 2.5 applied to this budget based on the assumption of a job share) for a total of \$6,125.

### **Office Supplies**

- Assumes office supply costs of \$367 per month starting July 1, 2018 for twelve months for a total of \$4,404. This cost assumption was provided by the actual expenditures of similar school startups from the TeamCFA network.

### **Membership Dues and Travel**

- The Charter Startup Program grant has allocated the following for Professional Development and travel: \$20,000 for training and conference registrations for staff and board members, \$10,000 for travel to training and conferences, and \$10,000 for exemplary school visits. Local care mileage for staff is budgeted for \$2,430. These figures were based on actual expenditures of similar school startups from the TeamCFA network.

### **Contracted Services: AIS**

- Assumes legal services with Udall Shumway \$215 per hour for 50 hours over the twelve months of July 2018 to June 2018 for a total of \$10,750. The estimate of hours includes the time for the 501c3 application and the creation, as well as, the review of staff and student handbooks.
- Assumes accounting services with Crisler Business Services at \$75 per hours for eight hours per month starting June 1, 2018 for twelve months for a total of \$7,200. Hours and rate were recommended by Crisler Services based on its experience with its experience with CFA schools.
- Assumes \$6,000 in document translation services for promotional and operational collateral needs. Cost is based on the experience of Western CFA during its startup phase.
- Assumes \$7,500 in school art/music curriculum development fees paid to a consultant, Marian Miller, to create grade level art, theatre, and music experiences that align to the Core Knowledge sequence. Costs were developed from the consultant’s fee of \$75 per hour for a project total of 100 hours.

## **Curriculum & Resource Materials and Instructional Consumables**

- Assumes a total of \$43,764 of costs associated with curriculum materials for two classes in grades Kindergarten thru 2nd. This total includes \$9,797 for Singapore Math, \$8,550 for Core Knowledge Science, \$24,617 for CKLA curriculum needs, Core Knowledge class starter kits for \$600, and Core knowledge music kits for \$200. Costs were calculated with quotes by Amplify/Core Knowledge and Singapore Math.

## **Library Resources & Software**

- Assumes \$0 in library resources and software, as books for the school-wide libraries will be free, open source.

## **SAIS Software**

- Assumes Power School negotiated software costs will be applied to the year 1 budget of the school.

## **Operations & Maintenance (O&M) Expenditures**

### **Supplies**

- Assumes Janitorial/cleanup/organizational supply costs of \$100 per month starting July 1, 2018 for twelve months for a total of \$1,200. This cost assumption was provided by the actual expenditures of similar school startups from the TeamCFA network.

### **Marketing/Advertising**

- Assumes marketing services to be contracted or purchased for \$12,000 beginning February 1, 2019.
- Assumes booth and travel costs of \$700 each for four teacher recruitment events, for a total of \$2,800.
- Assumes expenditure provides for 60 hours of consulting services at rate of \$155/hr to develop and assist staff in executing a public relations and marketing plan to drive interest and future enrollment in the school. Consultant will also provide market analysis and support to the development to the school's recruitment plan for a cost of \$9,200.
- These costs were based on teacher recruitment event costs in which Pioneer Preparatory School and Western CFA have participated. Consultant fees are based on estimates from Cimarron Communications.

### **Contracted Services: O&M**

- Assumes no contracted O&M for the incubation space.

### **Building Rent/Lease/Loan**

- Assumes \$9,600 for the cost of temporary office space near the future location. The cost assumption was based on actual expenditures of similar school startups from the TeamCFA network.

### **Building & Improvements, Land & Improvements, Fees/Permits**

- Assumes \$3,000 in City plan review, site visits, permit issuance, and specialized building vendors in order to cover costs associated with securing the school facility. Costs were estimated on the advice of Garcia Associates and Challenge Foundation Properties.

### **Liability Insurance**

- Assumes \$2,000 general liability insurance and umbrella insurance to be purchased between February 1, 2018 and June 30, 2019. This cost assumption was provided by the Arizona Group.

### **Utilities**

- Assumes a total cost of \$1,500 in electric, water, and trash removal services for the incubation space between July 1, 2018 and June 30, 2019. This is based upon the utility expenses for a similar property in the target community from the costs of SRP and the City of Phoenix.

### **Phone/Communications/Internet Connectivity**

- Assumes \$267 for internet and phone service per month for twelve months between July 1, 2018 and June 30, 2019 for a total of \$3,204. This is based on the current rates for Cox Communications Small Business telephone and internet bundle services for the target neighborhood.

### **Student Furniture & Equipment**

- Assumes \$16,500 in school and classroom furniture including tables, desks, and chairs for six classrooms at \$110 per student desk for 150 students. Assumes \$500 per classroom for rugs and worktables for additional \$3,000. Costs were calculated from [www.worthingtondirect.com](http://www.worthingtondirect.com).
- Assumes \$2,000 in art/music and \$2,000 PE equipment expenses. Costs were calculated from [www.worthingtondirect.com](http://www.worthingtondirect.com).

### **Office Furniture & Equipment**

- Assumes \$3,000 for three desks, three chairs, three filing cabinets, and three bookcases to be purchased by January 31, 2019. Costs determined from [www.officemax.com](http://www.officemax.com).

### **Student Technology Equipment**

- Assumes \$25,000 for 100 Samsung/Google Chromebooks at \$250 each for use in grades 1 and 2. Costs determined from [www.officemax.com](http://www.officemax.com) and the TeamCFA Educational Technology Committee.

### **Office Technology Equipment**

- Assumes \$3,000 for twelve Samsung/Google Chromebooks at \$250 each; Costs determined from the TeamCFA Educational Technology Committee and [www.officemax.com](http://www.officemax.com).

### **Other Leases (Security, Copiers, etc.)**

- Assumes \$1,500 per month for one copier starting February 1, 2019 for five months for a total of \$7,500. This assumption is provided by TeamCFA.

C.4 Start-Up Budget

	A	B	C	D	E	F	G
1	<b>C.4 Start-Up Budget</b>						
2	<b>Applicant Name: <u>Abraham Lincoln Preparatory School, Inc.</u></b>						
3							
4	<i>Provide Assumptions by Line</i>	<b>August 1 of Opening Year</b>			<b>Timeframe for Acquisition</b>		
5	<b>START-UP REVENUE</b>				<b>Total \$</b>		
6	Secured Funds - Private Donations				\$ 30,000.00	Jul-18	
7	Secured Funds - Loans						
8	Secured Funds - Other				\$ 314,000.00	Feb-18	
9	Total Start-up Revenue				\$344,000		
10							
11	<b>Administration, Instruction, &amp; Support (AIS) EXPENDITURES</b> (add lines as necessary)	<b># of FTE Staff</b>	<b>@ Salary</b>	<b>Required Employer Contributions per FTE</b>	<b>Total \$</b>		
12	Salaries						
13	Director/Principal	1.00	\$55,000.00		\$ 55,000.00	7/1/2018-6/30/19	
14	Teacher-Regular Education				\$ -		
15	Teacher-Special Education				\$ -		
16	Clerical	0.33	\$35,000.00		\$ 11,550.00	3/1/2018-6/30/19	
17	Bookkeeper/Finance				\$ -		
18	Custodial/Maintenance				\$ -		
19	Other Operations Director	0.21	\$48,000.00		\$ 10,080.00	2/1/2019-6/30/19	
20	Employee Benefits				\$ 8,574.90	7/1/2018-6/30/19	
21	Employee Insurance (if providing)				\$ 6,125.00	7/1/2018-6/30/19	
22	Office Supplies (Paper, Postage, etc.)				\$ 4,404.00	7/1/2018-6/30/19	
23	Instructional Consumables						
24	Membership Dues, Registrations, & Travel				\$ 42,430.00	7/1/2018-6/30/19	
25	Contracted Services: AIS				\$ 31,450.00	7/1/2018-6/30/19	
26	Contracted Services: Special Education						
27	Curriculum & Resource Materials				\$ 43,764.00	May-19	
28	Library Resources/Software						
29	SIS Software						
30	Other						
31	<b>Total Administration, Instruction, &amp; Support</b>				\$ 213,377.90		
32							
33	<b>Operations &amp; Maintenance (O&amp;M) EXPENDITURES</b> (add lines as necessary)				<b>Total \$</b>		
34	Supplies				\$ 1,200.00	7/1/2018-6/30/19	
35	Marketing/Advertising				\$ 12,000.00	Feb-19	
36	Contracted Services: O&M						
37	Building Rent/Lease/Loan				\$ 9,600.00	7/1/2018-6/30/19	
38	Building & Improvements						
39	Land & Improvements						
40	Fees/Permits				\$ 3,000.00	7/1/2018-6/30/19	
41	Property/Casualty Insurance						
42	Liability Insurance				\$ 2,000.00	7/1/2018-6/30/19	
43	Utilities (Electric, Gas, Water, Waste)				\$ 1,500.00	7/1/2018-6/30/19	
44	Phone/Communications/Internet Connectivity				\$ 3,204.00	7/1/2018-6/30/19	
45	Student Furniture & Equipment				\$ 23,500.00	Jun-19	
46	Office Furniture & Equipment				\$ 3,000.00	Jun-19	
47	Student Technology Equipment				\$ 25,000.00	Jun-19	
48	Office Technology Equipment				\$ 3,000.00	Feb-19	
49	Other Leases (Security, Copiers, etc.)				\$ 7,500.00	Feb-19	
50	Loan Repayment						
51	Other						
52	<b>Total Operations &amp; Maintenance</b>				\$ 94,504.00		
53	<b>Total Expenditures</b>				\$ 307,881.90		
54							
55	<b>Total Start-up Revenues</b>				\$ 344,000.00		
56							
57	<b>Budget Balance (= Revenues - Expenditures)</b>				\$ 36,118.10		

**C.5**

**Three Year Operational  
Budget**



C.5 Three Year Operational Plan

Applicant Name: Abraham Lincoln Preparatory School

Provide Assumptions by Line	First Year				Second Year				Third Year			
<b>STUDENT COUNT</b> (at full enrollment)				150.00				200.00				250.00
Number of Students (Budget based on)				135.00				180.00				225.00
% of Full Enrollment Budget Based On				90.00%				90.00%				90.00%
<b>CARRYOVER</b> (Balance from Start-Up Budget in year 1 or previous year)												
<b>REVENUE</b>				\$ Amount				\$ Amount				\$ Amount
State Funding (Equalization Assistance)				\$ 821,355				\$ 1,142,279				\$ 1,441,984
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other				\$ 250,000				\$ 186,000				
<b>Total Revenue</b>				\$ 1,071,355				\$ 1,328,279				\$ 1,441,984
<b>Administration, Instruction, &amp; Support (AIS) EXPENDITURES</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Req. Cont.</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Req. Cont.</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Req. Cont.</b>	<b>Total</b>
<i>(add lines as necessary)</i>												
<b>Salaries</b>												
Director/Principal	1.00	\$65,000.00		\$ 65,000	1.00	\$ 71,500.00		\$ 71,500	1.00	\$ 78,650.00		\$ 78,650.00
Teacher-Regular Education	7.50	\$40,000.00		\$ 300,000	9.50	\$ 41,200.00		\$ 391,400	11.50	\$ 42,436.00		\$ 488,014.00
Teacher-Special Education				\$ -		\$ -		\$ -		\$ -		\$ -
Instructional Assistants-Regular Education	3.00	\$20,800.00		\$ 62,400	3.00	\$ 21,424.00		\$ 64,272	3.00	\$ 22,066.72		\$ 66,200.16
Instructional Assistants-Special Education				\$ -		\$ -		\$ -		\$ -		\$ -
Clerical				\$ -		\$ -		\$ -		\$ -		\$ -
Director of Operations	0.50	\$48,000.00		\$ 24,000	0.50	\$ 49,440.00		\$ 24,720	0.50	\$ 50,923.20		\$ 25,461.60
Custodial/Maintenance				\$ -		\$ -		\$ -		\$ -		\$ -
Other: Registrar	1.00	\$35,000.00		\$ 35,000	1.00	\$ 36,050.00		\$ 36,050	1.00	\$ 37,131.50		\$ 37,131.50
Other: Instructional Coach	0.50	\$55,000.00		\$ 27,500	0.50	\$ 56,650.00		\$ 28,325	0.50	\$ 58,349.50		\$ 29,174.75
Employee Benefits				\$ 57,505.41				\$ 68,960.28				\$ 81,086.32
Employee Insurance (if applicable)				\$ 56,700.00				\$ 65,100.00				\$ 73,500.00
Office Supplies (Paper, Postage, etc.)				\$ 6,075.00				\$ 6,300.00				\$ 6,525.00
Instructional Consumables				\$ 6,750.00				\$ 5,750.00				\$ 6,750.00
Membership Dues, Registrations, & Travel				\$ 3,500.00				\$ 2,000.00				\$ 2,000.00
Contracted Services (SIS)				\$ 15,950.00				\$ 17,510.00				\$ 19,070.00
Contracted Services (Special Education)				\$ 18,900.00				\$ 25,200.00				\$ 31,500.00
Curriculum & Resource Materials				\$ 21,625.00				\$ 25,942.00				\$ -
Library Resources/Software				\$ -				\$ -				\$ -
SIS Software				\$ 5,250.00				\$ 7,000.00				\$ 8,750.00
Auditor Fees				\$ -				\$ 10,000.00				\$ 10,000.00
Other				\$ 1,500.00				\$ 2,000.00				\$ 2,500.00
<b>Total Administration, Instruction, &amp; Support</b>				\$ 707,655.41				\$ 852,029.28				\$ 966,313.33
<b>Operations &amp; Maintenance (O&amp;M) EXPENDITURES</b>				<b>Total</b>				<b>Total</b>				<b>Total</b>
<i>(add lines as necessary)</i>												
Supplies				\$ 3,825.00				\$ 4,500.00				\$ 5,175.00
Marketing/Advertising				\$ -				\$ -				\$ -
Contracted Services - O&M				\$ 22,500.00				\$ 37,500.00				\$ 37,500.00
Building Rent/Lease/Loan				\$ 56,400.00				\$ 75,200.00				\$ 94,000.00
Building & Improvements				\$ 58,000.00				\$ 58,000.00				\$ 20,000.00
Land & Improvements				\$ -				\$ -				\$ -
Fees/Permits				\$ -				\$ -				\$ -
Property/Casualty Insurance				\$ 19,740.00				\$ 32,077.00				\$ 37,013.00
Liability Insurance				\$ 6,000.00				\$ 6,000.00				\$ 6,000.00
Utilities (Electric, Gas, Water, Waste)				\$ 26,292.00				\$ 37,724.00				\$ 49,298.00
Phone/Communications/Internet Connectivity				\$ 21,000.00				\$ 22,200.00				\$ 22,800.00
Transportation				\$ 3,000.00				\$ 4,000.00				\$ 5,000.00
Food Service				\$ -				\$ -				\$ -
Student Furniture & Other Equipment				\$ 7,200.00				\$ 7,200.00				\$ 7,200.00
Office Furniture & Other Equipment				\$ -				\$ 4,000.00				\$ 4,000.00
Student Technology Equipment				\$ 18,500.00				\$ 14,500.00				\$ -
Office Technology Equipment				\$ 1,000.00				\$ 2,000.00				\$ 2,000.00
Other Leases (Security, Copiers, etc.)				\$ 16,800.00				\$ 18,480.00				\$ 20,328.00
Loan Repayment				\$ -				\$ -				\$ -
Other				\$ 61,601.59				\$ 85,670.89				\$ 108,148.77
<b>Total Operations &amp; Maintenance</b>				\$ 321,858.59				\$ 409,052				\$ 418,462.77
<b>Total Expenditures</b>				\$ 1,029,514.00				\$ 1,261,081				\$ 1,384,776.10
<b>Total Revenues</b>				\$ 1,071,354.55				\$ 1,328,278.57				\$ 1,441,983.59
<b>Budget Balance (=Revenues-Expenditures)</b>				\$ 41,840.55				\$ 67,197.40				\$ 57,207.49

## C.5 Three Year Operational Budget Assumptions

Abraham Lincoln Preparatory School: A Challenge Foundation Academy, Inc. (“ALPS”) created its first three year operational budgets based around the following budget assumptions.

### Explanation of Revenue

State equalization funding is based around the following grade-level target enrollments for the first three years of operation.

Grade Level	Year 1	Year 2	Year 3
K	50	50	50
1 <sup>st</sup>	50	50	50
2 <sup>nd</sup>	50	50	50
3 <sup>rd</sup>	n/a	50	50
4 <sup>th</sup>	n/a	n/a	50
<b>Total</b>	<b>150</b>	<b>200</b>	<b>250</b>

**Table C.5.1: Grade-Level Enrollment**

Although the above in Table C.5.1 are the grade-level full enrollments for years 1-3, the budget is based on 90% of students, an assumption used to provide conservative budgeting projections.

The below Table C.5.2 details the conservative enrollment estimates used in the operational budget revenue assumptions.

Grade Level	Year 1	Year 2	Year 3
K	45	45	45
1 <sup>st</sup>	45	45	45
2 <sup>nd</sup>	45	45	45
3 <sup>rd</sup>	n/a	45	45
4 <sup>th</sup>	n/a	n/a	45
		n/a	n/a
<b>Total</b>	<b>135</b>	<b>180</b>	<b>225</b>

**Table C.5.2: Conservative 90% Enrollment Estimates**

State equalization funding also assumes 10% of the student population has special needs (based on the conservative 90% enrollment projection), which is comparable to Pioneer Preparatory School: A Challenge Foundation Academy (“Pioneer Prep: CFA”), a TeamCFA charter school in the target neighborhood, 25% of the student population classified as English Language Learners (ELLs; also based on the conservative 90% enrollment projection), which is a conservative assumption based on the population of Pioneer Prep: CFA, and a 181-day academic calendar.

Year 1 assumes \$250,000 for the 2<sup>nd</sup> year of the Charter Startup Program (CSP) grant and year 2 assumes \$186,000 for the third and partial year (ending in January of 2021) of the CSP.

## **Explanation of Expenses**

### **Administration, Instruction & Support (AIS) Expenditures**

#### **Salaries**

##### **Director/Principal**

- Assumes 1 full-time employee (“FTE”) for the Founding School Director at \$65,000 annual salary in Year 1. Total salary assumes 11.19% required employer contributions for a total of \$72,273. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes enrollment and performance goals are met and 10% salary increases to \$71,500 in Year 2 and \$78,650 in Year 3 in alignment with the successful growth of the school. Total compensation includes 11.19% required employer contributions for a total of \$79,503 and \$87,451, respectively.
- Throughout this document, required contributions are assumed to be 11.19% based on payroll, unemployment taxes, and 3% employer contributions to 401(K)

##### **Teacher-Regular Education**

- Assumes 7.5 FTE for the Teacher-Regular Education at \$40,000 annual salary each in Year 1. Total salary assumes 11.19% required employer contributions for a grand total of \$333,570. Cost is based on comparable positions at other TeamCFA charter schools.
- Assumes 9.5 FTE for the Teacher-Regular Education at \$41,200 (3% increase, assumes performance goals are met) annual salary each in Year 2. Total salary assumes 11.19% required employer contributions for a grand total of \$435,198.
- Assumes 11.5 FTE for the Teacher-Regular Education at \$42,436 (3% increase, assumes performance goals are met) annual salary each in Year 3. Total salary assumes 11.19% required employer contributions for a grand total of \$542,623.

##### **Instructional Assistants**

- Assumes 3.0 FTE for the Instructional Assistants at \$20,800 annual salary each in Year 1. Total salary assumes 11.19% required employer contributions for a

grand total of \$69,383. Cost is based on comparable positions at TeamCFA charter schools.

- Assumes 3.0 FTE for the Instructional Assistants at \$21,424 (3% increase, assumes performance goals are met) annual salary each in Year 2. Total salary assumes 11.19% required employer contributions for a grand total of \$71,464.
- Assumes 3.0 FTE for the Instructional Assistants at \$22,066.72 (3% increase, assumes performance goals are met) annual salary each in Year 3. Total salary assumes 11.19% required employer contributions for a grand total of \$73,608.

#### **Other (Director of Operations)**

- Assumes .5 FTE for the Director of Operations at \$48,000 annual salary in Year 1. This staff member will be shared with another CFA school. Total salary assumes 11.19% required employer contributions for a total of \$26,685.50. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases to \$49,400 in Year 2 and \$50,923 in Year 3, with 11.19% required employer contributions for a total of \$27,463.93 and \$28,310.64, respectively.

#### **Other (Registrar/clerical)**

- Assumes 1.0 FTE for the Registrar at \$35,000 annual salary in Year 1. Total salary assumes 11.19% required employer contributions for a total of \$38,916.50. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases 3% in Year 2 to \$36,050 and 3% in Year 3 to \$37,131, with 11.19% required employer contributions for a total of \$40,083.99 and \$41,285.96 respectively.

#### **Other (Instructional Coach)**

- Assumes .5 FTE for the Instructional Coach at \$55,000 annual salary in Year 1. This position will be shared with another CFA network school. Total salary assumes 11.19% required employer contributions for a total of \$30,577.25. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and a salary increase of 3% in Year 2 to \$28,325, and \$29,174.5 with 11.19% required employer contributions for a total of \$31,494.56 and \$32,439.12, respectively.

#### **Employee Benefits**

- Assumes all employees elect the maximum 3% employer contribution and includes the contribution in “required employer contributions.” Benefits costs are also wrapped into the 11.19% above.

### **Employee Insurance**

- Assumes all employees elect the maximum \$350 monthly allowance for health and dental insurance for \$56,700 in Year 1, \$65,100 in Year 2, and \$73,500 in Year 3.

### **Office Supplies**

- Assumes office and postage supply costs of \$6,075 in Year 1, \$6,300 in Year 2, and \$6,525 in Year 3. This cost assumption was based upon \$400 per month in office supplies for twelve months in years 1 to 3, and postages costs at \$5 per student plus \$50 per month in years 1 to 3. Expenses were determined from [www.officemax.com](http://www.officemax.com) and postage usage from other CFA schools.

### **Instructional Consumables**

- Assumes costs for class supplies at \$1,000 per new classroom per year, returning classes at \$500 per classroom per year, and art supplies at \$750 each year for a total of \$6,750, \$5,750, and \$6,750, respectively. Costs were estimated from [www.officemax.com](http://www.officemax.com).

### **Membership Dues and Travel**

- Assumes Arizona Charter Schools Association membership at \$500 per year. This cost assumption was provided by the Arizona Charter Schools Association website.
- Assumes \$3,000 costs associated with training in Singapore Math in year 1. Assumes \$1,500 in training costs in years 2 and 3. This cost assumption was provided by Singapore Math.

### **Contracted Services (SIS)**

- Assumes legal services with Udall Shumway at \$215 per hour for 20 hours per year starting August 1, 2019 for twelve months in Years 1-3 for annual total of \$4,300. The cost was provided by Udall Shumway and the number of hours developed by comparison to existing TeamCFA schools.
- Assumes \$5,800 access fees for CompassLearning per year for years 1-3. Costs were estimated by the TeamCFA technology staff.
- Assumes substitute teacher services at \$156 per day for five days per teacher per year for a cost of \$5,850, \$7,410, and \$8,8470, respectively. Costs were estimated from a quote provided by Substitutes Anytime with time off based on school policies.

### **Contracted Services (Special Education)**

- Assumes 10% of students will be in need of special education services at the cost of \$1,400 per special education student per year for the \$18,900 in year 1,

\$25,200 in year 2, and \$31,500 in year 3. Cost estimate was provided by the vendor: STEPS.

### **Curriculum & Resource Materials and Instructional Consumables**

- Assumes the June purchase for the next school year of Core Knowledge History/Geography, Science and Singapore Math as grades are added for \$21,625 in year 1 and \$25,942 in year 2. Quotes were provided by Amplify/Core Knowledge and Singapore Math.

### **Library Resources & Software**

- Assumes \$0 in library resources and software, as books for both classroom and school-wide libraries will be free, open source, and online through the TeamCFA Education Technology Committee.

### **SAIS Software**

- Assumes SAIS software maintenance and training costs of \$35 dollars per student per year for \$5,250, \$7,000, and \$8,750, respectively. This cost was provided by the TeamCFA Technology coordinator and based on the cost of Power School.

### **Auditor Fees**

- Assumes auditor fees of \$10,000 per year in Year 2 and Year 3. This cost was provided by the TeamCFA Business Committee and based on the cost for Fester & Chapman, LLC at Pioneer Prep: CFA.

### **Other**

- Assumes NWEA MAP Assessment costs of \$10 per student each year at 100% enrollment for a cost of \$1,500, \$2,000, and \$2,500, respectively. This cost was provided by the TeamCFA Academic Committee.

## **Operations & Maintenance (O&M) Expenditures**

### **Supplies**

- Assumes janitorial supply costs of \$3,825 in Year 1, \$4,500 in Year 2, and \$5,175 in Year 3. This cost assumption was based upon the costs estimates from and OpenWorks and other CFA schools adjusted for the difference in school size.

### **Marketing & Advertising**

- Assumes \$0 for student marketing or advertising materials, since costs will be assumed by the TeamCFA Marketing Committee.

### **Contracted Services - O&M**

- Assumes contracted landscaping services at \$500 per month for Years 1-3 for an annual total of \$6,000. This cost is based on the cost for Pioneer Prep: CFA with Landcare Unlimited for services on a similarly-sized lot.
- Assumes contracted janitorial services at \$1,650 per month for 10 months for a total of \$16,500 in Years 1-3. Assumes the \$15,000 cost of a day porter to provide cleaning services during the school day in years 2 and 3. This cost is based on information other similarly sized CFA schools and community centers in the area

### **Building Rent/Lease/Loan, Land & Improvements, Fees/Permits**

- Assumes base rent at \$8 per sq ft. at 47 sq ft per student which results in year by year rent estimates of \$56,400, \$75,200, and \$94,000, respectively

### **Building & Improvements**

- Assumes \$58,000 of building improvement, utility deposit, IT infrastructure and continual maintenance needs in year 1 and 2. Assumes \$20,000 in year 3 for continued facility development costs of due to school growth. Cost assumption is based on the work of Challenge Foundation Properties and from Compass Network Solutions, LLC.

### **Liability Insurance, Property/Casualty Insurance**

- Assumes \$19,740 for general liability insurance, umbrella insurance, and student accident insurance in Year 1.
- Assumes \$32,077 for general liability insurance, umbrella insurance, and student accident insurance in Year 2.
- Assumes \$37,013 for general liability insurance, umbrella insurance, and student accident insurance in Year 3.
- These cost assumptions were provided by Challenge Foundation Properties.
- Assumes \$6,000 per year in Directors and Officers insurance. Quote is from the Arizona Group which works with existing CFA schools.

### **Utilities**

- Assumes cost of electric services, water, and waste disposal for \$26,292 for year 1, \$37,724 for year 2, and \$49,298 for year 3. Estimates provided by Challenge Foundation Properties based on similar sized facilities in the area.

### **Phone/Communications/Internet Connectivity**

- Assumes \$21,000 in year 1, \$22,200 in year 2, and \$22,800 in year 3 for telephone and internet connectivity. Cost is based on phone and internet connectivity costs at Pioneer Prep: CFA.

### **Transportation**

- Assumes \$3,000 in field trip costs in year 1 with \$4,000 and \$5,000 in years 2 and 3. ALPS will not be providing daily transportation to school.

### **Food Service**

- Assumes \$0 in food service cost; assumes cost will be offset based on participation in the National School Lunch Program and Breakfast Program.

### **Student Furniture & Other Equipment**

- Assumes \$7,200 in May or June of years 1-3 for a purchase of 50 desks and chairs at \$110 each, two cubbie/storage systems at \$350 each, and \$500 for rugs and work tables for two classes that will be added the following year. Costs were determined by [www.worthingtondirect.com](http://www.worthingtondirect.com).

### **Office Furniture & Other Equipment**

- Assumes \$4,000 for three desks, three chairs, three filing cabinets, and three bookcases to be purchased for staff added in Year 2. Costs determined from [www.officemax.com](http://www.officemax.com).
- Assumes \$4,000 for three desks, three chairs, three filing cabinets, and three bookcases to be purchased for staff added in Year 3. Costs determined from [www.officemax.com](http://www.officemax.com).

### **Student Technology Equipment**

- Assumes \$250 each for 50 Samsung/Google Chromebooks purchased in June of year 1 for the following year's expanded grades for a total of \$12,500. Costs determined from [www.officemax.com](http://www.officemax.com) and the TeamCFA Educational Technology Committee.
- Assumes \$1,000 for one projector/screen per classroom for six classrooms for a total of \$6,000 in Year 1. Costs determined from [www.officemax.com](http://www.officemax.com) and the TeamCFA Educational Technology Committee.
- Assumes \$250 each for 50 Samsung/Google Chromebooks purchased in June of year 2 for the following year's expanded grades for a total of \$12,500. Costs determined from [www.officemax.com](http://www.officemax.com) and the TeamCFA Educational Technology Committee.
- Assumes \$1,000 for one projector/screen per classroom for two new classrooms in year 2 for a total of \$2,000. Costs determined from [www.officemax.com](http://www.officemax.com) and the TeamCFA Educational Technology Committee.

### **Office Technology Equipment**

- Assumes \$1,000 for server maintenance in Years 1-3. Cost assumption comes from Compass Network Solutions, LLC.



- Assumes \$250 each for four Samsung/Google Chromebooks in Year 2. Costs determined from [www.officemax.com](http://www.officemax.com) and the TeamCFA Educational Technology Committee.
- Assumes \$250 each for four Samsung/Google Chromebooks in Year 3. Costs determined from [www.officemax.com](http://www.officemax.com) and the TeamCFA Educational Technology Committee.

**Other Leases (Security, Copiers, etc.)**

- Assumes \$1,400 per month for one copier in Year 1 for a total of \$16,800. Assumes a 20% growth in usage fees in years 2 and 3 for costs of \$18,840 and \$20,328, respectively. Cost assumption was provided by TeamCFA.

**Other: Management Agreement**

- Abraham Lincoln Preparatory school has agreed to a management agreement with CFA of Arizona. For 7.5% of the state revenues per year in years 1-3, CFA of AZ will assist, support with the instructional plan, staff plan, and location development plan for the school. CFA of AZ will also provide accounting, registration, and financial reporting duties as required by the school and the State of Arizona.

**2019-2020 Application for New Charter  
Arizona State Board for Charter Schools**

**Projected Revenue Calculator**

<b>A. Enter Estimated Student Counts</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Kinder	45	45	45
Grades 1-3	90	135	135
Grades 4-8			45
Grades 9-12			
<b>Total</b>	<b>135</b>	<b>180</b>	<b>225</b>
<b>B. Will you have a 200 Day Calendar?</b>	<b>No</b>	<b>No</b>	<b>No</b>

**C. Enter Estimated Student Count Add-On Numbers\***

Hearing Impairment			
ELL (English Learners)	28	39	51
MD-R, A-R, and SID-R			
MD-SC, A-SC, and SID-SC			
Multiple Disabilities Severe Sensory Impairment			
Orthopedic Impairment (Resource)			
Orthopedic Impairment (Self-Contained)			
DD, ED, MIID, SLD, SLI, and OHI	11	16	20
Emotionally Disabled (Private)			
Moderate Intellectual Disability			
Visual Impairment			

<b>D. Estimated Equalization Revenue</b>	<b>\$ 821,355</b>	<b>\$ 1,142,279</b>	<b>\$ 1,441,984</b>
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**Instructions:**

1. Enter the estimated student counts (budget based on, not full enrollment) used in the Three Year Operational Budget, separated by grade level. Kindergarten students should be entered as a head count figure - the worksheet will automatically divide by two for Section A.
2. Confirm that the numbers align with the figures provided in the narrative for C.2 Advertising & Promotion.
3. If you will be operating with a 200 day calendar, change the 'No' in line B to 'Yes.'
4. If you choose to enter estimated counts for student count add-ons, enter whole numbers in Section C. Numbers for Kindergarten students should be divided by 2 for Section C only. These numbers are not required, and if used must be supported in the assumptions and be consistent with the Target Population described in Section A.2. The add-ons for K-3 and K-3 Reading are automatically included in the Estimated Equalization Revenue.
5. Enter the Estimated Equalization Revenue figures from line D into line 12 of C.5 Three Year Operational Budget.
6. Upload this complete Excel file or a PDF copy of the completed "Enter Data Here" sheet only, into C.5 Three Year Operation Budget section of the online application wizard.

# **Charter Principal Resumes**



Kimberley Marchisotto <kmarchisotto@teamcfa.org>

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## Required documentation

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**Bianca Ulibarri** <Bianca.Ulibarri@asbcs.az.gov>  
To: Kimberley Marchisotto <kmarchisotto@teamcfa.org>  
Cc: Peter Boyle <pboyle@wsst.school>

Fri, Apr 13, 2018 at 3:15 PM

Kimberley,

In review of the documents, I am able to confirm our office has all of the required documents on file for Anthony "Tony" Best and Peter Boyle.

**Bianca Ulibarri**

Office Manager

(602) 364-3080

**From:** Kimberley Marchisotto [mailto:[kmarchisotto@teamcfa.org](mailto:kmarchisotto@teamcfa.org)]  
**Sent:** Thursday, April 12, 2018 9:11 PM  
**To:** Charter School Board - ASBCS <[charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov)>  
**Subject:** Required documentation

[Quoted text hidden]

# MATT SANDOVAL, M.ED.

Phone: [REDACTED] | Email: [REDACTED]  
Address: [REDACTED]

## SUMMARY OF QUALIFICATIONS

Community focused, passionate, and highly motivated executive with 15+ years of nonprofit management and community relations experience. Expertise in overseeing government grant programs, managing program and revenue growth strategies, developing partnerships to address community needs for workforce development, improving youth academic achievement, and reducing health disparities. Trusted collaborator who actively connects with leaders from municipal government, local education and nonprofit agencies, local businesses, board members, volunteers and other community stake holders to assess community needs and develop strategic service goals. Committed to maintaining a reputation based on exemplary service and uncompromising ethics while being recognized for successfully developing and managing community initiatives. Acquired skills, abilities, and areas of expertise as follows:

- ◆ Program Management
- ◆ Partnership Development
- ◆ Research/Analysis
- ◆ Talent Acquisition
- ◆ Community Outreach
- ◆ Visionary Leader
- ◆ Proposal Development
- ◆ Cost/Expense Reduction
- ◆ Grant Development and Fundraising
- ◆ Staff Development
- ◆ Continuous Improvement
- ◆ Annual Budgeting
- ◆ P &L Management

## CAREER MILESTONES

- ◆ Current Arizona State Director for TeamCFA, a network of public charter schools, responsible for community development including leadership support to new school projects in Arizona and the southwest United States
- ◆ Former chief strategist in the YMCA's growth of new, multi-year grant contracts to over \$1.9M in annual revenue through the implementation of effective grant development strategies.
- ◆ Successfully led program implementation and performance management for innovative workforce development, education, mentoring, early learning readiness, healthy living, and civic engagement programs serving over 5,000 individuals per month.
- ◆ Spearheaded fund development, partnership development, and outcome reporting for Federal grants including: Y Achievers Workforce (WIA), Las Artes de Maricopa (WIA), and Building Futures Mentoring programs (OJJDP)
- ◆ On an annual basis, led staff and volunteer process to develop and articulate the case for financial support which described community needs, organizational capacity, and resources needed, and measured the community the effectiveness and impact of programs.
- ◆ Successfully developed new revenue sources while containing expenses in ratio with budgeted expectations in operating budgets between \$2M and \$3.8M
- ◆ Consistently maximized targeted business goals through effective planning and problem solving efforts.

## EXECUTIVE PROFILE

### *TeamCFA - Arizona State Director January 2017 to Present*

- ◆ Responsible for “on the ground” communication and planning in assigned region including recruiting, town hall meetings, and communication with TeamCFA staff and Division Leaders.
- ◆ Develops plans for specific neighborhoods within the State in which TeamCFA schools might be located by need and demographics.
- ◆ Develops relationships with local community members, nonprofits, neighborhood organizations and civic groups.

## Page 2

- ◆ Develops a pool of potential board representatives and candidates to serve as board members.
- ◆ Monitor and support the schools' operations in accordance with the Affiliate Agreement.
- ◆ Oversees the development of charter applications within the State.

### **Valley of the Sun YMCA** • *Executive Director | Vice President, Community Initiatives* Sept. 2007 - December 2016

- ◆ Executive leader for youth workforce development, alternative education, mentoring and community health partnerships which served over 1,400 young adults in 2015.
- ◆ Operations leader of the 38,000 Sq. Ft. Maryvale YMCA Branch from 2011 to 2015 and successfully implemented a new community specific pricing strategy which grew membership and revenue 25% on a year to year basis.
- ◆ Developed and executed annual financial plans and increased operating net efficiency while overseeing annual grant development and branch fundraising goals to achieve \$2.4M and \$95K respectively.
- ◆ Managed recruitment, training, and supervision of thirty exempt staff and over forty part time staff members including program directors, member service, administrative, and instructional staff.
- ◆ Significantly improved board communication and annual support activities for two local YMCA boards of managers.
- ◆ Supervised grant compliance and executed outcome reporting for United Way, Department of Education, City of Phoenix, and Maricopa County grant programs.

### **Valley of the Sun YMCA** • *Director of i-Learn, Community Initiatives* Jan. 2003 - Aug. 2007

- ◆ Served as primary administrator of high school dropout recovery program based out of YMCA facilities in partnership with local schools and districts.
- ◆ Expanded program locations, from two to six, and grew full-time student participation.
- ◆ Responsible for recruiting, hiring, supervising, and evaluating program, instructional, and support staff.
- ◆ Developed grant initiatives and achieved yearly revenue goals in program support.
- ◆ Provided math instruction and tutoring services for students and staff as site director from January 2003 to February 2005.

### **James Sandoval Preparatory High School** • *Mathematics Instructor*

Aug. 2001 - Mar. 2003

- ◆ Taught Mathematics courses from Pre-Algebra to Pre-Calculus.

## **EDUCATION**

Master of Education in Educational Leadership, Northern Arizona University  
Bachelor of Arts, Arizona Christian University

## **PROFESSIONAL DEVELOPMENT & COMMUNITY ACTIVITIES**

- ◆ School Board Member, Pioneer Preparatory School, 2014-2017
- ◆ Governing Body President, Arizona Virtual Academy 2012 - 2015
- ◆ YMCA of the USA Executive Development Institute, 2008
- ◆ Generation Next Non Profit Leadership Program, Arizona State University 2009
- ◆

## **AWARDS & HONORS**

- ◆ 2015 Valle Del Sol Hispanic Leadership Initiative West Public Service Honoree
- ◆ 2014 Maryvale Revitalization Corporation Educating Excellence Honoree
- ◆ Selected as one of Phoenix's 40 Hispanic Leaders Under 40 - September 2010
- ◆ Association of YMCA Professionals Executive Achievement Award – May 2010

# Kimberley Marchisotto



## Education

**Grand Canyon University, Phoenix, AZ-Master of Education in Educational Administration**

May 2015-October 2016

**Northern Arizona University, Flagstaff, AZ-Master of Arts in Elementary Education**

May 1999-December 2000

**Arizona State University, Phoenix, AZ-Bachelor of Science in Elementary Education**

September 1995-December 1997

## Professional Experience

**TeamCFA, Phoenix, AZ-*Future School Director***

July 2017-Present

- Develop strong leadership skills by participating in best practice site visits, training and coaching sessions, and the Principal in Residence program.
- Develop a plan for growing the TeamCFA network in a high-need Arizona community by writing a charter application to open a school in 2019.
- Establish a stakeholder presence in the targeted Arizona community by analyzing community needs, building community partnerships, and recruiting Governing Board members.
- Learn effective day-to-day operations of a public charter school by successfully completing a Principal in Residence program.
- Develop a strong understanding of the characteristics of effective public charter schools by focusing on organizational health, student achievement, Fiscal vitality, and legal compliance.



**Paradise Valley Unified School District, Phoenix, AZ - Teacher**

August 1997 - 2017

- Teacher-6th grade (8 years), 2nd grade (11 years)
- Core Knowledge Coordinator (17 years)-led school in becoming an Official Core Knowledge Visitation Site (2005) and Core Knowledge School of Distinction (2014).
- District trainer for Core Knowledge schools (10 elementary, 2 middle)

Leadership Team, School Site Council Representative, School Safety Committee, PTO Representative, district AIM (Administrative Internship in Management) program, Core Knowledge feeder schools chair, Crisis Team, Science Fair/Family Science Night chair, community outreach program, district representative for state social studies standards revision, district math professional development.

**Core Knowledge Foundation - National Consultant/Licensed Professional**

2000-present

- Plan and conduct workshops to K-8 schools
- Conduct school diagnostic visits with follow-up report.
- Conduct ACAP (Analysis of Curriculum and Practices) school visits with follow-up report
- Present Core Knowledge topics at local and national conferences
- Arizona Core Knowledge Network (AZCKN) founding facilitator