

**AGENDA ITEM: Build Up Purpose Application**

Build Up Purpose Inc. submitted an application package for the Board’s consideration. This report contains:

- Background information regarding the qualifications of the applicant,
- A copy of the scoring rubric which confirms the application package does not meet the requirements as demonstrated through the review of the preliminary application package submitted on July 31, 2009, the technical assistance provided to the applicant, and a review of the revised application package submitted on January 19, 2010, and
- Staff’s overview and summary of the application package.

The following background information is provided for your consideration:

Build Up Purpose is a not-for-profit corporation that was created on June 28, 2007 for the purpose of conducting public education with one (1) officer, Michael Wiles and two (2) directors, Michael Wiles and Linda Lammers: Michael Wiles became a member and president on June 28, 2007, and Linda Lammers became a member on June 28, 2007. Suncera Johnson and Alisha Cowan-Viera became members on June 28, 2007 and resigned as members on April 7, 2008. As on February 3, 2010, the corporation was not in good standing with the Arizona Corporation Commission for failure to submit the 2009 annual report which was due November 28, 2009. Through the background review process, additional information was required. Communication with the individuals is documented below:

**Organizational Structure**

Corporate Principals or Sole Proprietor	Communication
<p>Michael Wiles became member 06/28/07</p>	<p>On December 7, 2009, a letter was sent to Mr. Wiles indicating that the background information sheet was inconsistent with the submitted resume. Specifically, the dates of employment and attendance at Pace University are inconsistent with the information provided on the resume.</p> <p>Further, the letter informed Mr. Wiles that staff was unable to verify the secured funding and documentation from the financial institution verifying the \$50,000 was required.</p> <p>On January 15, 2010, Mr. Wiles came into the ASBCS office and staff specifically addressed the items as stated above. Mr. Wiles informed staff that he would provide an updated resume and that he had contacted Pace University to send the transcripts directly to our office.</p> <p>As of February 3, 2010, staff has not received any of the requested information.</p>
<p>Linda Lammers became member 06/28/07</p>	<p>On December 7, 2009, a letter was sent to Ms. Lammers indicating that the background information sheet was incomplete. Specifically, the complete address, phone numbers, and dates of attendance for the post-secondary institutions were not provided.</p> <p>Ms. Lammers submitted an updated background information sheet that provided information that was different than the original submission. Additionally, Ms. Lammers still failed to provide complete contact information and dates of the attendance at the post-secondary institutions.</p>

**Background Information**

Corporate Principal	Education History	Employment History	FCC	Notes
Michael Wiles	Unknown. Background information sheet was incomplete.	President of Build Up Purpose 06/2007 – present.  Per its website: “Build Up Purpose, Inc. is a nonprofit youth development organization that is dedicated to the design, development and implementation of hands-on curriculum-based programs that encourage and empower young people uniquely trained and positioned to enhance, enrich and impact the communities in which they live.”  Owner/Founder of Urban Group Media 02/1990 – 04/2007	Valid	See Executive Session materials
Linda Lammers	Unknown. Background information sheet was incomplete.	Owner of Anger Management 2002 – present per background information sheet or 2003 – present per resume  Owner of Gateway Travel 1984 – 2002	Valid	See Executive Session materials

**School Governing Body**

Member Type	Number	Name
Organization Principals	2	Michael Wiles, Linda Lammers
School Staff	1	TBD
Community	2	TBD

**Roles and Responsibilities**

Applicant	Governing Body
<ul style="list-style-type: none"> <li>Maintenance of Good Standing with the Corporation Commission</li> <li>Fiscal health of the corporation- preparing and submitting annual fiscal reports to the Arizona Corporation Commission</li> <li>Appoint the initial Board of Trustees (Governing Board)</li> </ul>	<ul style="list-style-type: none"> <li>Primary responsibility for the development and review of major policies</li> <li>Handle all items not addressed by the school director</li> <li>Make all major decisions for the school</li> <li>Hold the fiduciary responsibility for Build Up Purpose School of Arts Media &amp; Technology</li> <li>Coordinate with the corporate principals, who are ultimately responsible to maintain the business of the corporation and insure solvency at any given time</li> </ul>

**Program of Instruction**

Mission	Build Up Purpose, Inc. is a nonprofit youth development organization that is dedicated to the design, development, and implementation of hands-on curriculum-based programs that encourage and empower young people uniquely trained and positioned to enhance, <b>enrich and impact</b> the communities in which they live.																
Description of Community and Target Market	The proposed location of the school is located in central Tucson. There are 129,797 households within five miles of the school which represents a 17.65% increase since 1990. In this location the percentage of 16-19 year olds not in school and not having a diploma is 20.6%.																
Comprehensive Program of Instruction Summary	Teachers will utilize an “I, WE, YOU” methodology to instruct in the classroom. This methodology requires the teacher to demonstrate, the teacher and students to practice together, and then the students working individually. Instructional strategies include direct instruction, reciprocal teaching, collaborative inquiry groups, project-based learning, and Socratic seminars. Formative and summative assessments will happen before, during and after instruction to assess the academic progress of students. Remediation will occur in reading, writing, and math based on pre-assessments, student needs, and teacher identification.																
School Calendar	Standard – 180 days per Attachment C and 187 days per submitted calendar																
Student Count	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Grades Served</th> <th># of Students</th> <th># of Sites</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>*</td> <td>100</td> <td>1</td> </tr> <tr> <td>2</td> <td>*</td> <td>125</td> <td>1</td> </tr> <tr> <td>3</td> <td>*</td> <td>150</td> <td>1</td> </tr> </tbody> </table> <p>*The applicant failed to indicate on Attachment C of the application which grades it will be serving. The applicant refers to grades 9-12 throughout the rest of the application.</p>	Year	Grades Served	# of Students	# of Sites	1	*	100	1	2	*	125	1	3	*	150	1
Year	Grades Served	# of Students	# of Sites														
1	*	100	1														
2	*	125	1														
3	*	150	1														
Findings	<p>The application fails to meet the minimum requirements in the following area(s):</p> <ul style="list-style-type: none"> <li>• Strands, Concepts, and Performance Objectives: Reading, Writing, and Math</li> <li>• Instruction: Reading, Writing, and Math</li> <li>• Student Activities: Reading, Writing, and Math</li> <li>• Assessments: Reading, Writing, Math, and Science</li> <li>• Rubrics: Reading, Writing, Math, and Science</li> </ul>																

**Business Plan/Budget**

Budget	The applicant has designated \$50,000 in a secured loan for start-up purposes. Years one through three of the operating budget base state funding on ADM that exceeds the total number of students to be served on Attachment C. All other things remaining constant, expenditures would exceed revenue when using the enrollment cap in Attachment C.
Secured Funds	Build Up Purpose had four separate accounts through Wachovia in their initial submission totaling an amount of \$50,000. A letter was sent to Michael Wiles on December 11, 2009, requesting documentation verifying the funding. Mr. Wiles did not respond. On January 5, 2010, Michael Wiles called to say that the money had been placed back into his 401K account after his initial notice that his application did not pass TRP. He stated that, in order to not suffer a penalty for withdrawing the funds again, he will send the Board documentation of the amount available in his 401K. As of February 23, 2010, no information has been provided.

Findings	<p>The application fails to meet the minimum requirements in the following area(s):</p> <ul style="list-style-type: none"> <li>• Detailed Business Plan - Organizational Structure</li> <li>• Detailed Business Plan - Market Study</li> <li>• Detailed Business Plan – Facility</li> <li>• Detailed Business Plan – Academic Program Schedule</li> <li>• Detailed Business Plan – Personnel</li> <li>• Detailed Business Plan – Financial Plan</li> </ul>
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**Site Information**

Name of Proposed School	Build Up Purpose School of Arts Media & Technology
Location	1030 N. Alvernon, Tucson, AZ 85712
Secured Facility	10,500SF 7 classrooms, 1 computer lab, 1 sound studio, 1 small television studio, and 4 administrative offices. There is also some office space for the nurse, classrooms, and computer lab.

**Scoring Rubric Summary**

Preliminary application package scoring rubric results: 73% of the scoring areas did not meet the criteria.  
 Revised application package scoring rubric results: 56% of the scoring areas did not meet the criteria.

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**Staff Recommendations**

Reject the application and the request for a charter of Build Up Purpose Inc. to establish a charter school for the reason(s) that its application package failed to meet the requirements of Title 15, Article 8 due to:

- Lack of curriculum aligned to the State Academic Standards
- Lack of demonstration of a comprehensive program of instruction as stated in the Scoring Rubric
- Lack of a business and financial plan as stated in the Scoring Rubric
- Lack of sufficient information included to determine whether the applicant is sufficiently qualified to implement a charter or operate a charter school.

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Section 1.0	Comprehensive Program of Instruction –					
1.1	Comprehensive Program of Instruction – Curricular Emphasis	F	A	M	E	Comments
1.1h	9-12 Needs Analysis narrative provides an explanation of need within the selected community and includes a <b>description</b> of the community, <b>identification</b> of the target population, and an <b>explanation</b> of how the community will benefit from the school.			1		
1.1i	9-12 Educational philosophy <b>identifies</b> principles or concepts fundamental to the school’s proposed instructional strategies.			1		
1.1j	9-12 Method(s) of instruction identified are <b>described</b> including the <b>rationale</b> for using such methods with the targeted population.			1		
1.1k	9-12 Methods of assessment narrative <b>identifies</b> the methods to be used, <b>reflects</b> the philosophy and method(s) of instruction, and <b>includes</b> a discussion of how school will <b>monitor</b> academic achievement and how those assessments will guide instructional decisions.		C	1		Unclear how school will monitor achievement and how assessments will guide instruction. <b>The revised application package minimally identifies how school will monitor achievement and how assessments guide instruction.</b>
1.1l	9-12 Remediation plan <b>includes criteria</b> for when remediation will occur and how it will be implemented.			1		
1.1m	9-12 Course completion and transfer credit acceptance plan <b>identifies the criteria</b> for how a school will determine <b>course completion</b> . The <b>criteria</b> identified <b>must include proficiency levels</b> for the academic subjects and the <b>criteria the school will use</b> to determine course completion. The transfer credit acceptance plan must <b>identify the steps</b> involved in <b>evaluating and accepting</b> transfer credits and <b>must</b> be aligned to state regulations.		C	1		Transfer credit acceptance plan not found. <b>The revised application package provides a complete explanation of the course completion, transfer credit acceptance plan, and criteria to be used.</b>
1.1n	9-12 Class size described <b>supports</b> the methods of instruction, the target population, and the facility described on Attachment C.			1		
1.1 TOTAL		0	0	7	0	
Section 1.2	Comprehensive Program of Instruction –Strategic Planning	F	A	M	E	Comments
1.2c	9-12 student achievement goals are <b>performance-based, specific, measurable, attainable, and timely</b> .			1		
1.2d	9-12 Action steps to accomplish and monitor each accompanied goal must identify the steps for how the goal will be reached, how the progress will be monitored (benchmarks), and a process for the evaluation and revision of the goal over time.			1		
1.2 TOTAL		0	0	2	0	
Section 1.3.9	Ninth Grade Reading and Writing	F	A	M	E	Comments
1.3.9a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being assessed for <b>each subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .			1		The application does not separate 9th and 10th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. <b>No changes identified.</b>

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1.3.9b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction for each subject area</b> described <b>aligns</b> with the methods of instruction provided in the Curricular Emphasis narrative.		1			Reading instruction does not fully cover the PO. <b>No changes identified.</b>
1.3.9c	Student <b>Activities for each subject area correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete <b>each activity is provided</b> .		1			Student Activities do not align with the entire PO. <b>No changes identified.</b>
1.3.9d	Each subject area <b>assessment is summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .		1			Summative assessment not included. <b>No changes identified.</b>
1.3.9e	The <b>scoring rubric for each assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>		1			Unclear of how many points on the rubric are required for mastery. Unclear where reading is graded. <b>No changes identified.</b>
1.3.9 Total		0	5	0	0	
Section 1.3.10	Tenth Grade Reading and Writing	F	A	M	E	Comments
1.3.10a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being <b>assessed for each subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .		1			The application does not separate 9th and 10th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. 9th and 10th graders engage in identical curriculum and use identical resources. <b>No changes identified.</b>
1.3.10b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction for each subject area</b> described <b>aligns</b> with the methods of instruction provided in the Curricular Emphasis narrative.		1			Reading PO not fully covered in instruction. Why would performance objective, timeline, and instruction be identical for 9th and 10th graders? <b>No changes identified.</b>
1.3.10c	Student <b>Activities for each subject area correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete <b>each activity is provided</b> .		1			Reading PO not fully covered. Performance objective, timeline, and instruction identical for 9th and 10th graders. <b>No changes identified.</b>
1.3.10d	Each subject area <b>assessment is summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .		1			If identical POs are identified for both 9th and 10th graders, how will the summative assessment distinguish demonstration of proficiency on POs for the two grade levels? Reading PO not fully covered. <b>No changes identified.</b>
1.3.10e	The <b>scoring rubric for each assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>		1			Unclear of how many points on the rubric are required for mastery. Unclear where reading is graded. <b>No changes identified.</b>

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1.3.10 Total		0	5	0	0	
Section 1.3.11	Eleventh Grade Reading and Writing	F	A	M	E	Comments
1.3.11a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being assessed for each subject area are <b>identified</b> and are <b>appropriate for the grade level</b> .		1			11th and 12th graders engage in identical curriculum and use identical resources. The application does not separate 10th and 11th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. <b>No changes identified.</b>
1.3.11b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction</b> for each subject area described <b>aligns</b> with the methods of instruction provided in the Curricular Emphasis narrative.		1			Instruction does not align with the entire PO. Reading PO not fully covered. <b>No changes identified.</b>
1.3.11c	Student <b>Activities</b> for each subject area <b>correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .		1			Student Activities do not align with the entire PO. From the lesson, it appears that the student is expected to rewrite two short stories. This may be too ambitious for one class time. <b>No changes identified.</b>
1.3.11d	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .		1			If identical POs are identified for both 11th and 12th graders, how will the summative assessment distinguish demonstration of proficiency on POs for the two grade levels? Reading PO not fully covered. <b>No changes identified.</b>
1.3.11e	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>		1			How many points on the rubric are required for mastery? Would not a rubric for 12th graders require more difficult skills and expectations for mastery? <b>No changes identified.</b>
1.3.11 Total		0	5	0	0	
Section 1.3.12	Twelfth Grade Reading and Writing	F	A	M	E	Comments
1.3.12a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being assessed for each subject area are <b>identified</b> and are <b>appropriate for the grade level</b> .		1			The PO stated in the application is not met in its entirety. Only characterization is being addressed. The application does not separate 11th and 12th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. <b>No changes identified.</b>
1.3.12b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction</b> for each subject area described <b>aligns</b> with the methods of instruction provided in the Curricular Emphasis narrative.		1			Instruction does not align with the entire PO. Reading PO not fully covered. Reading: Instruction does not align with the entire PO stated in the revised application package. <b>No changes identified.</b>

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1.3.12c	Student <b>Activities</b> for each <b>subject area</b> correspond to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .		1			Student Activities do not align with the entire PO. From the lesson, it appears that the student is expected to rewrite two short stories. This may be too ambitious for one class time. <b>No changes identified.</b>
1.3.12d	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .		1			Summative assessment not included. Identical POs are provided for both 11th and 12th graders. <b>No changes identified.</b>
1.3.12e	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>		1			How many points on the rubric are required for mastery? Would not a rubric for 12th graders require more difficult skills and expectations for mastery? <b>No changes identified.</b>
1.3.12 Total		0	5	0	0	
Section 1.3HSM	High School Math	F	A	M	E	Comments
1.3HSMa	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being assessed for each <b>subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .	1				POs used are out of date. <b>No changes identified.</b>
1.3HSMb	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction for each subject area</b> described <b>aligns</b> with the methods of instruction provided in the <u>Curricular Emphasis narrative</u> .		1			Unable to determine if instruction aligns with a PO. Unclear of the required components of the report. <b>No changes identified.</b>
1.3HSMc	Student <b>Activities</b> for each <b>subject area</b> correspond to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .		1			Unable to determine if student activities align with a PO. A description of the research with expected components should be included. No assessment is provided. <b>No changes identified.</b>
1.3HSMd	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .		1			No summative assessment included. With formative assessment, unclear of what is being assessed. <b>No changes identified.</b>
1.3HSMe	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>		1			Unable to determine if criteria demonstrates mastery. Mathematics rubrics do not support performance objectives. Example: algebraic expressions. <b>No changes identified.</b>
1.3HSM Total		1	4	0	0	
Section 1.3 HSS	High School Science	F	A	M	E	Comments
1.3HSSa	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being assessed for each <b>subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .		C	1		Strands 2 and 3 are not included in the application. <b>The revised application package meets criteria.</b>



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1.3HSSb	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction</b> for <b>each subject area</b> described <b>aligns</b> with the methods of instruction provided in the Curricular Emphasis narrative.			1		
1.3HSSc	Student <b>Activities</b> for <b>each subject area</b> <b>correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete <b>each activity is provided</b> .			1		
1.3HSSd	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .		1			Summative assessments not provided. <b>The revised application package does not include summative assessments.</b>
1.3HSSe	The <b>scoring rubric</b> for <b>each assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>		1			There is no indication of mastery as aligned with the rubrics. <b>The scoring rubrics are not aligned with the stated performance objectives, do not include a description of the components to be scored, or the criteria required to demonstrate mastery.</b>
1.3.HSS Total		0	2	3	0	
Section 1.4	Comprehensive Program of Instruction –Monitoring	F	A	M	E	Comments
1.4a	The professional development plan <b>includes</b> how it will assist in meeting student academic needs. The plan must <b>include how</b> and <b>when</b> the program of instruction will be <b>presented</b> to teachers.			1		
1.4b	A description of an administrative <b>plan</b> for <b>monitoring</b> the <b>integration</b> of State Academic Standards into instruction is provided. The description must include <b>how</b> and <b>when</b> the teachers will be monitored.			1		
1.4c	A description of a <b>plan</b> to be used by teachers for <b>monitoring and documenting</b> student proficiency in performance objectives is provided. The description must include <b>how</b> and <b>when</b> monitoring will occur throughout the school year as well as how the results will impact curricular decisions.			1		
1.4 TOTAL		0	0	3	0	
Section 1.5	Comprehensive Program of Instruction – Special Education	F	A	M	E	Comments
1.5a	The application <b>indicates</b> the school <b>will provide special education services</b> to <b>qualifying students</b> .			1		
1.5b	The application specifically <b>describes</b> the <b>placement options</b> the school is prepared to offer students with disabilities on the campus and provides the <b>rationale</b> for those options.		C	1		Unclear where self contained students will be placed. <b>The revised application package provides placement options and a rationale for those options.</b>
1.5c	The <b>training</b> of staff that will be required to <b>implement</b> such placement options and the <b>personnel</b> and <b>resources</b> that will be utilized to <b>implement</b> the option(s) described.			1		