

Arizona State Board for Charter Schools
Arizona State Board of Education
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CHARTER GRADE LEVEL AMENDMENT REQUEST

(Charter Holder Name) Charter For Excellence (CTDS) 07-85-18-000

(Charter Holder Mailing Address) 19287 N Porter Rd

(City, State) Maricopa (Zip) 85238

(Charter Representative's Name) Aaron Hale

(Phone Number) 520-423-9999 (Fax Number) 520-423-9997



Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

Check appropriate box

Adding grade levels served for charter

Included are the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Narrative describing how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Mastery of coursework for additional grades
- Expected student performance on state mandated tests at all grade levels impacted by the addition
- Timeline for implementation
- Changes in staffing to support the requirements for Highly Qualified.

For K-8

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math - A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

For 9-12

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math - A math course description and a completed curriculum sample template including all required attachments as outlined on the template (template is available on the ASBCS website).
- Language Arts - A language arts course description and a completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template (template is available on the ASBCS website).
- Graduation requirements (number of credits in each content area and electives)
- Course level proficiency required for credit and acceptance of transfer credit

Decreasing grade levels served for charter

Included is the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Rationale for decrease in grade levels served and effective date of change

The Arizona State Board for Charter Schools and _____ (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM: K-8 

TO: K-9

In witness whereof, Charter Holder has signed this contract amendment as of this / day of April, 2009, and the State Board for Charter Schools has signed this contract amendment as of this _____ day of _____, 200_, to take effect at such time as it is signed by both parties.

 _____
Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

Charter For Excellence LLC Board
March 31, 2009
19287 N Porter Rd
Maricopa, AZ 85238

Minutes

Members Present

Aaron W Hale
William H Gregory

Members Absent

None

Meeting began at 12:00 p.m.

Agenda Item A: Pledge of Allegiance	
Agenda Item B: Moment of Silence	
Agenda Item C: Roll Call, Aaron Hale called the roll and confirmed a quorum.	
	Motion
Agenda Item D: Discussion and Adoption of Charter Amendment to add 9th grade	William Gregory made a motion to approve the amendment as proposed. Aaron Hale seconded the motion. Motion passed unanimously.
Agenda Item D: Discussion and Adoption of Charter Amendment to increase total enrollment cap	Aaron Hale made a motion to approve the amendment as proposed. William Gregory seconded the motion. Motion passed unanimously.
Agenda Item D: Discussion and Adoption of Charter Amendment to add a site	William Gregory made a motion to approve the amendment as proposed. Aaron Hale seconded the motion. Motion passed unanimously.
Agenda Item E: Adjournment	Motion passed unanimously.

Narrative in Support of Adding Grade 9 to Charter For Excellence dba Legacy Traditional School

Philosophy

The Legacy Traditional School (LTS) program is centered on the principle that students, staff, parents and administrators will work together to provide a quality education for students that will provide them a foundation in the basics and prepare them for a lifetime of learning. Our traditional curriculum, accelerated pace, structured environment; and high standards of academic achievement, behavior, and dress require a commitment from parents, students, and teachers. Parents have a choice in the selection of the academic environment for their children, and with the choice of LTS they are choosing to support the high expectations that have been set. At LTS students will benefit from a strong Legacy of Learning.

With the success of our program in grades K–8, parents have repeatedly asked us to expand our program to serve the 9th grade. This expansion would allow us to provide a continuous education to students from Kindergarten through 9th grade, ensuring parents and students that the high expectations and level of service they have come to expect from LTS will continue through the secondary grades. Parents will have the security of knowing that their children will be able to learn in the same safe, secure environment they have come to appreciate, and not be subject to the vagaries of the district schools in the area.

Methods of Instruction

LTS uses a direct instructional model, also known as teacher-centered instruction, for all grades. Our teacher-centered instruction is highly focused and fast paced provides constant interactions between the teachers and students. “Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.” (National Institute for Direct Instruction)

In keeping with the Direct Instructional model, LTS uses a program of instruction that features incremental skill introduction which provides sequential learning through progressively more complex concepts and skills. Throughout the teaching process, teachers must be sensitive to the needs of each individual student and carefully monitor their progress. The major

benefit is that students are receiving instruction directly from a knowledgeable teacher, rather than from a peer, or through self-learning. Additionally, all students, including special education students, receive the same instruction in this sequenced manner. All students are fully integrated into the program, with minimal pullout programs as directed by an IEP. No students are singled out or treated differently, and all receive the same uniformly superb teaching. This inclusionary model is followed in all cases where possible, but where essential for the individual student's progress, accommodations are made in accordance with state and federal regulations.

The goal of LTS is the uniform excellence of all our students. We believe that the direct instructional model is the best method to achieve this. Through this method all students, whether high or low performers historically, achieve substantial gains on assessments, and come to view themselves as the truly capable students that they are. We believe that all children can succeed if given the chance, proper tools, and if confidence is shown in their abilities and talents.

The LTS traditional program features a structured curriculum that develops a solid foundation of key skills and focuses on the achievement of higher level thinking abilities. By adopting a uniform curriculum across the school, we have maintained consistency within each grade level, and ensured sequential learning as student's progress to subsequent grades. This sequential growth begins the process of establishing a rich academic legacy within our students.

The structured curriculum at LTS utilizes the phonics based Spalding program as the basis for its Language Arts curriculum in grades K - 6. For grades 7th-9th the Spalding program is reviewed with the students in conjunction with the 9th grade Language Arts curriculum. This curriculum will be comprised of daily grammar instruction, spelling and vocabulary, continued reading fluency and comprehension instruction, and the 6 traits of writing. This curriculum builds upon the skills mastered in the lower grades and continues to expand the knowledge of the students. This program satisfies the requirements of the first two of our three core learning areas, namely, reading and writing.

LTS utilizes the Saxon math curriculum as the third prong of our back to basics curriculum. This scripted curriculum provides for a continual flow of learning through the incremental introduction of new concepts and ideas, which are mastered through daily practice. In this manner students can daily review what they learned in the past, and each time add a new piece of knowledge to their growing storehouse of information. Saxon Math is currently used in grades K – 8th, and the same curriculum will be used in the 9th grade. Using the Saxon Math program will allow us to provide students

with the math instruction that best fits the students' ability levels, offering both upper course classes for advanced children, and lower level courses where remediation is needed. The continuous flow of the program between grade levels provides students with an incremental learning process and consistency in their academic experience.

The Saxon Mathematics curriculum is a scripted program that aligns directly with state standards to ensure the proper education of our students. Our direct instruction methods allow each teacher to tailor the program to the needs of the individual student and continually monitor their ongoing progress and learning. Our accelerated program is results driven. Teachers will work with individual students and their parents to ensure that they remain accountable for their progress and are learning the curriculum in the manner recommended. Mastery of each unit is required of every student, with mastery being 80% or higher.

Instructors will follow Madeline Hunter's Steps of Instruction in lesson planning and the implementation of the curriculum in their individual classrooms. LTS believes that the successful implementation of the 7 Steps will provide students with a greater opportunity to effectively learn and master the skills and concepts presented.

The standard lesson plan at LTS will include:

1. Objectives
 - Teachers will specifically identify objectives to be covered and how each student will demonstrate achievement of these objectives
2. Standards
 - Teachers will align objectives to state standards
 - Teachers will clearly communicate to students the required performance to achieve these objectives
3. Anticipatory Set
 - What teacher will do to introduce the lesson and focus student attention
4. Teaching: Input
 - Teacher provides direct instruction on the stated objectives
5. Modeling
 - Once material has been presented the teacher will show students examples of the objectives taught
6. Checking for Understanding
 - Assess students understanding of state objectives and concepts presented
7. Guided Practice
 - Students demonstrate understanding of stated objectives and concepts under teacher supervision

8. Closure
 - Teacher brings the lesson to a conclusion through the use of cues to help students form a cohesive mental comprehension of the ideas presented
9. Independent Practice
 - Students are given the opportunity to further apply and practice using the new concepts taught.

Rationale for Instruction Methods for Target Population

LTS will primarily service students in northern Pinal County, in the City of Maricopa. This area consists primarily of middle class families, with small areas of lower socio-economic status. With our back to basics curriculum, and accelerated learning schedule, LTS attracts parents and students who are committed to learning and have a desire to focus on the fundamentals of education regardless of socio-economic status. The parents/students, that we attract, are those that have typically been dissatisfied with the education they are receiving in the standard district schools. Consequently they are looking for the more structured teaching environment which we provide.

Our teacher-centered instruction is a highly focused and scripted method that is fast paced and provides constant interactions between the teachers and students. A recent report by the Wisconsin Policy Research Institute reaffirms the strength of teacher-centered, or direct instruction and its overall benefits to students. Students taught using teacher-centered methods learn better and retain more than those taught under student-centered or whole language methods. The Wisconsin study showed that students of all socio-economic status benefited by the usage of teacher-centered instruction in the classroom.

Method of Assessment

LTS believes that a strong commitment to using assessment tools to further academic growth results in better prepared and more successful students. LTS uses a variety of proven assessment techniques, including standardized pre and post assessments, unit assessments, weekly assessments, independent practice, and state mandated standardized tests.

School wide standardized tests are used at the beginning of each school year to gauge students current knowledge of key concepts, develop target instructional methods, and determine curricular emphasis to meet each student's individual needs. These same standardized tests are administered at the end of each school year to be used as a measure of student growth during the academic year, to assess their mastery of the concepts presented,

and to prepare any remediation plans necessary to bring the student into alignment with intellectual peer groups and state standards.

Unit assessments are used as an ongoing tool to measure student comprehension of new concepts and ideas and track mastery of stated objectives. The frequent nature of these unit assessments helps teachers to quickly remediate any problems that a student may have and ensure the students continued success.

Special Emphasis

LTS is a back to basics school with a focus on reading, writing, and math. In addition to the three core subjects, at the lower grades we also teach Social Studies and Science. As a back to basics school, the curricular focus in grades K – 3 is on reading, writing, and math. This focus is modified to include additional curricular time in Science and Social Studies for grades 4–6. With 7th and 8th grades the curriculum is further modified to give equal time to the core subjects of Reading, Writing, Science, Math, and Social Studies. The special emphasis on academics, structure, positive discipline, and high expectations of our K–8 program will extend into 9th grade.

As we do in the 7th and 8th grade, will offer PE, music, visual arts and foreign language electives in the 9th grade, ensuring consistency throughout the program.

Mission of the Charter

Legacy Traditional School will provide a structured learning environment based on the traditional values of citizenship, responsibility, patriotism, and respect. Staff, working with parents, will help students build a legacy of learning through an intense focus on mastering critical skills that will prepare students to succeed throughout their lives.

The addition of 9th grade to the LTS program will continue to support and enhance the mission of LTS as stated above. For example, in teaching US History we will emphasize the founding fathers, the importance of our constitution, and the United State's important role in world events.

Mastery Levels

The LTS grading scale is reflected below for all grades Kindergarten to 8th. 9th grades students will be required to adhere to the same mastery levels as students at the lower grades. Students will demonstrate mastery of a skill when they score an 80% or better on an assessment or when the instructor determines that they have mastered the skill, whether through direct observation and/or other means.

A	90 – 100 %	4	Exceeds the Standards (mastery level)
B	80 – 89 %	3	Meets the Standards (mastery level)
C	70 – 79 %	2	Approaches the Standards
Fail	0 – 69 %	1	Far Below the Standards

Expected Student Performance on State Mandated Tests

We expect that our curriculum will prepare students to exceed the standards required on state mandated tests. Our curriculum exceeds state standards in all areas and our teachers are continually preparing students for the rigors of the state mandated tests.

Timeline for implementation

Below is a break out of our scheduled timeline for implementation of the addition of 9th grade to LTS.

Task	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Completion Date
Market Tests / Verify community interest										2/28
Creation of Curriculum										2/28
Develop staff/student handbooks										3/15
Secure Financing for Startup Costs										2/15
Apply for amendment to Charter										4/4
Create marketing materials										4/20
Market LTS to potential students and parents										Ongoing
Recruit and hire teachers										6/30
Recruit and hire Administrative Assistant										7/15
Enroll students										Ongoing
Submit estimated enrollment counts to state										6/30
Facility improvements										7/31
Setup facility										8/10
Order/take receipt of textbooks										8/10
Order/take receipt of computers/furniture										8/10
Staff development										8/14
First day for teachers										8/24
First day of school										8/26

Staffing Changes

Along with the current school support staff, it is anticipated that LTS will need to hire an additional 2 classroom teachers and an administrative assistant to accommodate the needs of adding the 9th grade to our junior high program. Where required by law, all LTS teachers will be required to meet the Highly Qualified Teacher requirements as set forth by the No Child Left Behind Act. LTS employs a rigorous interview and selection process to ensure that the best teachers are selected to instruct our students. This process includes the submission of written material (Resume, Cover Letter, Application), sample teaching, when possible, (either through a videotaped lesson, or conducted in front of LTS interviewers), and personal interviews. The assessment of potential teachers in these various areas and situations, allows us to better determine their capacity to work and teach effectively at LTS.