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9-1. Provide a description of the charter holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply? Legacy Traditional Schools globally accredited program of instruction provides a solid foundation of fundamental and higher thinking skills through a structured curriculum aligned to the Arizona College and Career Ready Standards that is consistent within each grade level and sequential throughout the grades. The kindergarten through eighth grade curriculum is taught using direct teaching techniques and whole class instruction. Our goal is to create and maintain a school culture where students are healthy, safe, engaged, supported and challenged. Our core values include work ethics, integrity, leadership, discipline, teamwork, and character. The "Back to Basics" academic model, emphasis on high expectations, structure, patriotism, rigor, character, consistency and responsibility has gained positive community recognition in Casa Grande. This proven approach has improved pupil academic achievement as evident by the high pass and growth percentile measured by AIMS. This approach has also enabled pupils the ability to function highly as responsible citizens in society as evident by stakeholder satisfaction surveys and secondary school feedback. A market analysis suggests the population of the West Gilbert school will be similar to the population of the Casa Grande school.

9-2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards. Legacy Traditional School- Casa Grande "teaches the curriculum" at the speed and pace in which it is intended. The methods of instructional delivery are designed to meet the needs of the high end of the class rather than slowing the delivery pace curriculum for a few. Students struggling are provided with additional help, interventions and tools to succeed. LTS uses a direct instructional model, also known as "Teacher-Centered Instruction" for all grades. The Teacher-Centered Instruction is a highly focused method of direct instruction and scripted strategy which provides a fast pace and constant interaction between the teachers and students. As noted by the National Institute for Direct Instruction, "Direct Instruction 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". In keeping with the Direct Instructional model, LTS uses a method of instruction that features incremental skill introduction which provides sequential learning through progressive complex concepts and skills. Throughout the teaching process, teachers are sensitive to the needs of each individual student and carefully monitor their progress. The major benefit is that students receive instruction directly from a highly effective teacher, rather than from a peer, or through self-learning. In an effort to ensure the reliability of instruction, and the overall program of instruction, LTS employs a full-time Principal, Assistant Principal and Instructional Coach at each campus. The LTS traditional program features a structured curriculum, aligned to Arizona College and Career Ready Standards, which develops a solid foundation of key skills and focuses on the achievement of high level thinking abilities. By adopting a uniform curriculum across all associate schools, LTS has maintained consistency within each grade level, and ensured sequential learning as student's advance to subsequent grades. This sequential growth begins the process of establishing a rich academic legacy within all students. As a back-to-basics program of instruction, an elevated emphasis is placed on Reading, Writing and Mathematics. In addition to the special emphasis on core subjects, LTS teaches Social Studies, Science, Physical Education, Music, Visual and Performing Arts, Library/Research, Computers, and Foreign Language. The back-to-basics Language Arts curriculum at LTS utilizes the evidence based Spalding International LA program. This phonics based curriculum is comprised of daily grammar instruction, spelling, vocabulary, continued reading fluency, comprehension instruction, and the six (6) traits of writing. This curriculum builds upon the skills mastered in the previous grades/lessons and continues to expand the knowledge of each student. This program exceeds the requirements of the Arizona LA standards. The back-to-basics Mathematics curriculum at LTS utilizes the evidence based Saxon program. This comprehensive, sequential and spiraling curriculum exceeds the requirements of the Arizona Common Core Standards - Mathematics and provides for a continual flow of learning through the incremental introduction of new concepts and ideas, which are mastered through daily practice. Mastery of each unit is required of every student, with mastery being 80% or higher. Through this approach, students can review daily what they learned previously, and add a new piece of knowledge to their vast growing storehouse of information. The certified and highly qualified instructors follow the evidence based, Madeline Hunter's 7 Steps of Instruction in lesson planning and the implementation of the curriculum in their individual classrooms. The successful implementation of these steps provides students with a greater opportunity to effectively learn and master the skills and concepts presented.

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9-3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population. The target population is seeking a proven program of instruction offered by a globally accredited charter school system to provide a learning environment that improves student academic achievement. Legacy Traditional Schools has demonstrated the ability to implement its back-to-basics program of instruction to students in Kindergarten through eighth grade better than all other LEAs in the state. With over 8000 students enrolled in eight, "A" rated associates schools located throughout the state, LTS has the experience, infrastructure and capacity to meet the needs of this target population. The needs will be met by executing a complete replication of the implemented program of instruction seen at each of Legacy's schools. The key components of a proven formula that will be utilized to identify the initial essentials of the target population include communication, stakeholder engagement, professional development, assessment, data analysis, remediation, implementation and accountability.

9-4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next. Both Language Arts and Mathematics curricula are structured programs that align directly with Arizona standards to ensure the proper education of all students. Teachers 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. The LTS grading scale is reflected below for all grades. Students 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. LTS firmly believes that academic promotion is the way to best prepare students to succeed throughout their school years, and then throughout life. The LTS remediation program is designed to intervene early on, when concerns are first detected, to ensure all students are adequately prepared for promotion to subsequent grades. LTS submitted a K-3 Literacy Plan to the Arizona State Board of Education to target reading in early years and to ensure all 3rd grade students Meet or Exceed the annual state assessment each year, thus promoting them to 4th grade. LTS has also developed a four-pronged measure to ensure that students are adequately prepared for promotion to the next grade level. Each area contains two-tiered criteria for promotion, with the bottom tier indicating students that are having problems with mastery of the current grade's curriculum. If students are promoted based on the lower criteria in any subject area, additional corrective action will be taken to ensure that students obtain full mastery in the subsequent year.

Requirement Number One

The student has achieved master level in Reading, Writing, and Math for at least the final two quarters of the term.

(Or) The student Approaches the mastery level in Reading, Writing, and Math. (An individualized plan will be developed)

Requirement Number Two

The student has achieved master level in Social Studies and Science for at least the final two quarters of the term.

(Or) The student Approaches the mastery levels in Social Studies and Science. (An individualized plan will be developed)

Requirement Number Three

The student Meets or Exceeds the state standardized assessments for Reading and Math or the student has demonstrated mastery on the final grade-level standardized test at the end of each school

(Or) The student has shown growth on the state standardized assessments for Reading and Math or the student has shown growth on the final grade-level standardized test at the end of each school.

Requirement Number Four

The student achieves 95% or better attendance.

(Or) Less than 95% due to documented illness.

Students who have met the top criteria in each of these four required areas will automatically be promoted to the next grade level. Students, who have not met the mastery levels on requirements 1 or 2, will be reviewed via consultation with the instructor of their standardized test scores and attendance to determine promotion. In cases where mastery has been demonstrated for requirements 1 and 2, but standardized test scores have not met the standards, requirements 1, 2, and 4 will be used in discussions with the teacher to determine promotion. Final promotion decisions will be made by the Administration based on the 4 requirements and the recommendation of the student's instructor.

*Exception to LTS Retention Policy is ARS § 15-701 Move on When Reading.