

Arizona State Board for Charter Schools  
Arizona State Board of Education  
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ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

JUN 03 2010

(Charter Holder Name) Legacy Traditional Charter School (CTDS) 078518000

(Charter Holder Mailing Address) 17760 N Regent Dr

(City, State) Maricopa, AZ (Zip) 85138

(Charter Representative's Name) William Gregory

(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.**

**Adding grade levels served for charter**

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

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.

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

**FROM SERVING GRADES: K-9**

**TO SERVING GRADES: K-10**

In witness whereof, Charter Holder has signed this contract amendment as of this 15th day of March, 2010, and the State Board for Charter Schools has signed this contract amendment as of this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, 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

Legacy Traditional Charter School Board Meeting  
 March 2, 2010  
 17760 N Regent Drive  
 Maricopa, AZ 85138

Minutes

**Members Present**

Cory Theobald  
 William H Gregory  
 Steve Ray  
 Nathan Schlink  
 Derek Samuel

**Members Absent**

None

Meeting began at 5:30 p.m.

<b>Agenda Item A:</b> Pledge of Allegiance	
<b>Agenda Item B:</b> Moment of Silence	
<b>Agenda Item C:</b> Roll Call, William Gregory called the roll and confirmed a quorum.	
	Motion
<b>Agenda Item D:</b> Discuss and vote on charter amendment to add a new school site in Pinal County/Queen Creek area	Steve Ray made a motion to approve the amendment as proposed. Derek Samuel seconded the motion. <b>Motion passed unanimously.</b>
<b>Agenda Item E:</b> Discuss and vote on charter amendment to increase the enrollment cap	Nathan Schlink made a motion to approve the amendment as proposed. Cory Theobald seconded the motion. <b>Motion passed unanimously.</b>
<b>Agenda Item F:</b> Discuss and vote on charter amendment to add 10 <sup>th</sup> grade to the grade levels served	Derek Samuel made a motion to approve the amendment as proposed. Steve Ray seconded the motion. <b>Motion passed unanimously.</b>
<b>Agenda Item G:</b> Adjournment	<b>Motion passed unanimously.</b>

# Narrative in Support of Adding Grade 10 to Legacy Traditional Charter School

## Background and Support for Expansion

The goal of Legacy Traditional School is to provide parents and students a choice not only for elementary but also for junior high and high school. This expansion will allow students to attend the same school from kindergarten through 10<sup>th</sup> grade and eventually through graduation in a consistent program that follows the same philosophy and curricular expectations in a safe structured environment. LTS started by serving the 7-8<sup>th</sup> grades last year opening the doors to approx. 75 students. LTS then added 9<sup>th</sup> grade this year and doubled enrollment in the junior high to approx. 150 students. Parents and students frequently request that we continue to expand the grade levels served so their children can remain in the safe, structured and academically motivating environment that is provided at LTS.

## 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–9, parents have repeatedly asked us to expand our program to serve the 10<sup>th</sup> grade. This expansion would allow us to provide a continuous education to students from Kindergarten through 10<sup>th</sup> 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 7<sup>th</sup>-10<sup>th</sup> the Spalding program is reviewed with the students in

conjunction with the 10<sup>th</sup> 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 – 9<sup>th</sup>, and the same curriculum will be used in the 10<sup>th</sup> 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 and eventually in the cities of Casa Grande and Queen Creek. These areas consist 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 7<sup>th</sup> and 8<sup>th</sup> 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–9 program will extend into 10<sup>th</sup> grade.

As we do in the 7<sup>th</sup>-9<sup>th</sup> grade, will offer PE, music, visual arts and foreign language electives in the 10<sup>th</sup> 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 10<sup>th</sup> 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 9<sup>th</sup>. 10<sup>th</sup> 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 10<sup>th</sup> 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										7/28
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										7/30
Order/take receipt of computers/furniture										7/30
Staff development										8/6
First day for teachers										8/9
First day of school										8/11

### 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 10<sup>th</sup> grade to our 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.

# Legacy Traditional School

## Graduation Requirements

CURRICULUM	STANDARD DIPLOMA	SCHOLASTIC DIPLOMA
<b>ENGLISH</b> (See sequence for English courses)	4	4
<b>MATH</b> (See sequence for Math courses)	4	4
* <b>SCIENCE</b> (See sequence for Science courses)	3	3
** <b>SOCIAL STUDIES</b> (See sequence for Social Studies courses).	3	3
<b>FINE ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	1	1
<b>ELECTIVE COURSES</b>	7	7
<b>TOTAL REQUIRED COURSES</b>	22	22
<b>GRADE POINT AVERAGE</b>	C or Better (2.0+) in required courses	3.0+ GPA
*** <b>AIMS</b> (Arizona Instrument to Measure Standards)	Reading Math Writing (meets or exceeds)	Reading Math Writing (meets or exceeds)

**Course level proficiency requirement for credit:** C or better in all required courses.

**Acceptance of transfer credit:** C or better in all required courses. Legacy Traditional School will accept transferring credits earned by a student in courses or instructional programs from an accredited or non-accredited charter school, district, or home-school program. Legacy Traditional School Registrar's office will determine if the course title and course description listed on a report card or official transcript aligns with Legacy's course title and course description and meets the criteria for the Legacy Curriculum. The LTS registrar's office may require course descriptions from transferring schools to determine if the transferring credit will be assigned as an elective or core credit. Legacy Traditional School will provide transferring students with a list indicating which credits have been accepted as an elective and which credits have been accepted as core credit by LTS. Within ten days after receiving the list, a student may request an examination in each particular course in which core credit has been denied. Legacy Traditional School shall accept the credit as a core credit for each particular course in which the transferring student takes a Legacy Examination that aligns with the subject matter and AZ State Standards (approved 6.24.08) and receives a passing score of C or higher. The Legacy Registrar's office will adhere to the responsibilities and regulations concerning transferring credits ARS § 15-189.03.

- \* Students are required to successfully complete 3 Lab Sciences.
- \*\* Students must complete American/Arizona History before taking American/Arizona Government or Economics.
- \*\*\* Specific requirements are set by the State Board of Education.

## Explanation of Grades

Percentage	Letter Grade	Grade Assessment	Grade Point Value
90 - 100	A	Excellent	4.0
80 - 89	B	Above Average	3.0
70 - 79	C	Average	2.0
60 - 69	D	Below Average	1.0
0 - 59	F	Failure	0

## SEQUENCE OF COURSES

### English Courses

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 7th	English 8th	English 9th	Principles of English I Literature I	Principles of English II American Literature	Principles of English III Literature II Speech & Debate

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 7th	English 8th	Honors English 9th	Honors English 10th	AP Junior English	AP Senior English

### Mathematics Courses

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Pre – Algebra 7 <sup>th</sup> – Course 2	Algebra I	Geometry	Algebra II	Advanced Math	Calculus I/II

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Pre – Algebra 8 <sup>th</sup> – Course 3	Algebra I	Geometry	Algebra II	Advanced Math	Calculus I/II

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Algebra	Geometry	Algebra II	Advanced Math	Calculus I/II	Differential Equations

## Science Courses

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Science 7th	Science 8th	Science 9th	Biology	Chemistry	Physics

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Science 7th	Science 8th	Honors Biology	CP Chemistry	AP Physics	

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Science 7th	Science 8th	Biology	Chemistry	Anatomy/Physiology	Physics

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Science 7th	Science 8th	Biology	Chemistry	Earth Science	Physics

## Social Studies Courses

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Social Studies 7th	Social Studies 8th	World History/Geography	American/Arizona History	American Government Principles of Economics	United States History

## Electives Offered:

Physical Education, Band, Orchestra, Choir, Art, World Languages, Computers.