Charter Contract
Between
Arizona State Board for Charter Schools
And
New Destiny Leadership Charter School

1. **Parties:** The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes ("A.R.S."). Title 15, Chapter 1, Article 8, to execute a Charter Contract for the purpose authorizing the establishment of charter schools that will provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils.

A. This Charter Contract is entered into between New Destiny Leadership Charter School ("Charter Operator") and the Arizona State Board for Charter Schools for the purpose of establishing a charter school to operate at the site(s) listed in paragraph 5.A of this Charter Contract.

B. The person authorized to sign and act on behalf of the Arizona State Board for Charter Schools is the President or Executive Director of the Arizona State Board for Charter Schools as the President's Designee.

C. The person authorized to sign on behalf of the Charter Operator is Dr. Barbara Tinsley ("Charter Representative").

D. The Charter Representative affirms as a condition of this Charter Contract, that he/she is the above-described representative of the Charter Operator and has authority to sign this Charter Contract on behalf of the Charter Operator.

E. Attachment **A,** incorporated herein by reference, is a copy of a resolution or board minutes of the board of directors of a corporate entity or a public body, or a written agreement by the members or managers of a limited liability company or partnership authorizing the Charter Representative to sign documents, including this Charter Contract, on behalf of the Charter Operator. ***Please initial*** _____.

F. The Charter Representative affirms on behalf of the Charter Operator, as a condition of this Charter Contract, that the Charter Operator is duly authorized according to the laws of the State of Arizona. Attachment B, incorporated herein by reference is proof of the Charter Operator's legal formation, if the Charter Operator is not a private person or public body. ***Please initial*** _____.

G. The Charter Representative further affirms that the Charter Operator is, and will remain, in good standing with the applicable regulatory body (e.g., for an Arizona Corporation, the Arizona Corporation Commission).

H. Attachment **C,** incorporated herein by reference is a true and correct copy of the Application of the Charter Operator relied upon by the Arizona State Board for Charter Schools in granting this Charter Contract. ***Please initial*** _____.

Please initial _____.

2. **Purpose:** The Charter Operator shall provide educational services according to the educational standards established by law, and the Charter Contract.

3. **Operation of the School:**

A. Neither party to this Charter Contract is the employee or agent of the other party.

B. Any change in the ownership of the Charter Operator, change in the name of the Charter Operator, change in the Charter Representative, or change in membership of the board of directors of a corporate entity or the member (s) or manager(s) of a limited liability company, requires an amendment to the Charter Contract be approved following the process stated in Paragraph 9.

C. No right or interest in this Charter Contract shall be assigned by anyone on behalf of the Charter Operator without prior written approval of the Arizona State Board for Charter Schools. Delegation of any contractual duty of the Charter Operator shall not be made without prior written approval of the Arizona State Board for Charter Schools.

D. The Charter Operator shall have a charter school governing body pursuant to A.R.S. §15-183 (E) (8). The charter school governing body shall comply with Arizona's Open Meeting Law (A.R.S. §38-431 to 431.09)

E. The Charter Operator shall be nonsectarian in its charter school programs, admission policies and employment practices and all other operations (A.R.S. 15-183(E) (2).

F. The Charter Operator shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district (A.R.S §15-183(E) (7).

G. The Charter Operator shall begin providing educational instruction within twelve months of the parties' execution of this Charter Contract or within twenty four months of January 14, 2008, the date on which the Arizona State Board for Charter Schools approved the charter, whichever date occurs later.

4. **Applicable Law:** The material and services provided by this Charter Operator under this Charter Contract shall comply with all applicable federal, state, and local laws and shall conform, in all respects, with the educational standards contained in its application and Charter Contract. This Charter Contract shall be interpreted pursuant to the laws of the State of Arizona.

5. **Sites:**

A. The Charter Operator shall provide educational services, including the delivery of instruction, at the following location(s):

New Destiny Leadership Charter School
1923 E. Broadway Road
Phoenix, AZ 85040

Please initial _____.

The Charter Operator shall maintain either ownership, a lease, or other suitable agreement covering the use of all facilities, and shall ensure that the facilities comply with all appropriate state and local health and safety standards and other applicable laws, regulations and rules. ***Please initial*** _____.

6. **Term of Charter Contract (A.R.S. § 15-183 (I)):** An approved plan to establish a charter school is effective for fifteen (15) years from the first day of operation of the charter school. For purposes of this Charter Contract the first day of operation of the charter school shall be deemed to be the date the Charter Contract has been signed by both parties.

7. **Non-Availability of Funds:** Every payment obligation of the State of Arizona, under this Charter Contract, is conditioned upon the availability of funds appropriated or allocated for the payment of such obligations. If funds are not allocated and available for the continuance of this Charter Contract, the Arizona State Board for Charter Schools may terminate this Charter Contract at the end of the period for which funds are available. No liability shall accrue to the Arizona State Board for Charter Schools, nor the State of Arizona, nor any of its subdivisions, departments or divisions in the event this provision is exercised, and neither the Arizona State Board for Charter Schools nor the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

8. **Charter Contract Interpretation:**

A. Merger: The Charter Operator and the Arizona State Board for Charter Schools intend this Charter Contract, including all of the attachments, to represent a final and complete expression of their agreement; except that the parties recognize that amendments to the Charter Contract may be approved from time to time hereafter. No course of prior dealings between the parties shall supplement or explain any terms used in this document.

B. Waiver: Either party's failure to insist on strict performance of any term or condition of the Charter Contract shall not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

C. Severability: The provisions of this Charter Contract are severable. Any term or conditioned deemed illegal or invalid shall not affect any other term or condition of the Charter Contract.

D. Assignment: Neither party may assign or transfer this charter contract unless authorized by law. No delegation of any duty of the Charter Operator shall be made without prior written permission of the Arizona State Board for Charter Schools.

9. **Amendments Requiring Approval:**

A. Any amendment to the Charter Contract will be effective only if approved in writing by the charter school and the Arizona State Board for Charter Schools. The Charter Operator shall not take action or implement the changes requested in the amendment until approval of the Arizona State Board for Charter Schools (A.R.S. § 15-183 (G).

Please initial _____.

B. All amendments shall be submitted pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.

C. Any Amendment to the Charter Contract not specifically listed in Paragraph Nine (9) or Ten (10) of the Charter Contract shall require the Arizona State Board for Charter School's approval as prescribed herein.

Changes requiring prior approval through the Amendment process include:

- Change in legal status of the Charter Operator, change in the corporate name of the Charter
- Operator, change in the ownership of the Charter Operator
- Changes to charter school description/mission
- Changes in grade levels served
- Changes in the charter school calendar involving the number of instructional days
- Changes in curriculum or instruction
- Changes in the method(s) used to measure pupil progress or changes in % of mastery
- USFRCS exception
- Procurement exception

10. Amendments Requiring Notification of Changes:

A. Changes to the Charter Contract listed below do not require an amendment be made pursuant to Paragraph 9 and shall be accomplished through written notification. Amendments which can be accomplished through written notification become effective only when the notification is approved by the Charter Operator or the charter school governing body, as applicable, and signed by both the President or the Executive Director of the Arizona State Board for Charter Schools as the President's Designee and the Charter Representative.

B. The Charter Operator shall not take action or implement the changes requested in the Notification until representatives of both parties sign the notification. The President of the Arizona State Board for Charter Schools or the Executive Director as the President's Designee may require in his or her sole discretion that a notification be submitted to the Arizona State Board for Charter Schools for approval pursuant to paragraph 9.

Changes requiring prior approval through the Notification process include:

- Changes in name, mailing and physical address, phone and fax number of the Charter School and/or contact person (e.g., changes of site and/or adding sites);
- Changes in the name(s) of person(s) authorized to act as a Charter Representative;
- Changes in members of the board of directors of the corporate entity, or members or managers of a Limited Liability Company;
- Change in enrollment capacity—necessary for school finance
- Changes in grade levels served at the school site

11. Insurance: The Charter Operator shall obtain and maintain insurance in accordance with the laws of the State of Arizona.

A. Waiver of Rights: The Charter Operator and its insurers providing the required coverage's shall waive all rights of recovery against the State of Arizona and the Arizona State Board for Charter Schools and the Department of Education, their agents, officials, assignees and employees.

Please initial _____.

B. Verification: If requested, the Charter Operator shall provide the Arizona State Board for Charter Schools with copies of any or all of its insurance policies and/or endorsements.

12. **Management and Administration**: Except as provided in A.R.S. § Title 15, Chapter 1, Article 8 and this Charter Contract, the Charter School is exempt from all Arizona statutes and rules relating to schools, governing boards and school districts (A.R.S. §15-183(E)(5).

13. **The Charter Operator and the School:** Shall abide by all requirements of this Charter Contract, as well as state, federal, and local laws applicable to the operation of a charter school.

A. The Charter Operator shall comply with federal, state and local rules, regulations and statutes relating to health, safety, civil rights and insurance (A.R.S. § 15-181 (E)(1). ***Please initial*** _____.

14. **Indemnification and Acknowledgements:** The Charter Operator shall defend, indemnify, and hold harmless the Arizona State Board for Charter Schools, the State of Arizona, its officers, directors, agents and employees from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description, including but not limited to attorneys' fees and/or litigation expenses which may be brought or made against or incurred by the Arizona State Board for Charter Schools or the State of Arizona on account of any action of the Charter Operator, its employees, agents or assigns. The provisions or limits of insurance required under this contract shall not limit the liability of the Charter Operator.

A. The parties acknowledge that neither the Arizona State Board for Charter Schools, nor the State of Arizona, nor its agencies, boards, commissions or divisions are liable for the debts or financial obligations of a charter school or persons or entities who operate charter schools.

B. The parties acknowledge that, pursuant to law, the Arizona State Board for Charter Schools, its members, officers and employees are immune from personal liability for all acts done and actions taken in good faith within the scope of its authority.

15. **Performance Indicators and Evaluation**: The Charter Operator shall

A. Provide a comprehensive program of instruction that aligns with the state standards prescribed by the Arizona State Board of Education for at least a kindergarten program or any grade between grades one and twelve, except that a school may offer this curriculum with an emphasis on a specific learning philosophy or style or certain subject areas such as mathematics, science, fine arts, performance arts or foreign language.

B. Complete and distribute as to each charter school site an annual report card, as prescribed in Title 15, Chapter 7, Article 3 in a format developed by the Arizona Department of Education.

C. Design a method to measure pupil progress, toward pupil outcomes adopted by the Arizona State Board of Education pursuant to A.R.S. §15-741.01 including participation in the Arizona Instrument to Measure Standards test and the nationally standardized norm-referenced achievement test as designated by the Arizona State Board of Education and any other assessment required by the Arizona State Board for Charter Schools.

D. Develop outcome measures as directed by the Arizona State Board for Charter Schools. ***Please initial*** _____.

16. **Financial Requirements**: The charter school shall comply with the same financial and electronic data submission requirements as a school district, including the Uniform System of Financial Records (USFRCS) as prescribed in A.R.S. Title 15, chapter 2, article 4, procurement rules as prescribed in A.R.S. § 15-213 and audit requirements unless specifically excepted by the Arizona State Board for Charter Schools (A.R.S. §15-183(E) (6). If the charter school has received an exception to the USFRCS and/or Procurement rules, the charter school shall, at a minimum, follow Generally Accepted Accounting Principles (GAAP). In addition, the charter school shall contract for at least an annual financial statement audit that meets the following conditions:

- It is conducted by an independent certified public accountant; and
- It is conducted in accordance with generally accepted governmental auditing standards; and
- It complies with polices adopted by the Arizona State Board for Charter Schools. ***Please initial*** _____.

17. **Technical Assistance Teams, Audits and Records:** The Charter Operator shall allow representatives from the Arizona State Board for Charter Schools, Arizona Department of Education and/or Arizona Auditor General to visit each school site at any reasonable time. The Charter Operator shall allow the representatives to conduct financial, program or compliance audits (A.R.S. § 15-183 (E) (6)).

A. At any time upon request by a designee of the Arizona State Board for Charter Schools, the Arizona Department of Education and/or the Arizona Auditor General, the Charter Operator shall hold open for inspection all records, all documents and files relating to any activity or program provided by the Charter Operator relating to the charter school or by the charter school.

18. **Length of School Year:** The Charter Operator shall provide instruction for no less than the number of days required by statute or as stated in the Application, whichever is greater and meet the minimum hours of instruction (A.R.S. §15-901(A)(2)(b)(i) and (A)(2)(c). The Charter Operator must provide instruction as stated in this paragraph within the State of Arizona's fiscal year that begins July 1st and ends June 30th. ***Please initial*** _____.

19. **Non-Renewal and Termination of the Charter Contract:**
The Arizona State Board for Charter Schools may revoke and/or not renew the Charter Contract, for the Charter Operator's failure to begin providing educational instruction within the timeframe outlined in paragraph 3(G); or for any violation of the Charter Contract, state, federal or local laws, ordinances or rules or regulations; or for conditions which threaten the health, safety, or welfare of the students or staff of the School or of the general public.

20. **Employees and Contractors:** This Charter Contract is not an employment contract. No officer, employee, agent, or subcontractor of the Charter Operator or the School is an officer, employee, or agent of the Arizona State Board for Charter Schools or the State of Arizona.

21. **Non-Discrimination**: The Charter Operator shall comply with State Executive Order No. 99-4, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities, and all other applicable federal and state laws, rules and regulations, including the American with Disabilities Act and the Individuals with Disabilities Education Act. The Charter Operator shall take affirmative action to ensure that applicants for employment, employees and persons to whom it provides services are not discriminated against due to race, creed, color, religion, sex, national origin or disability.

Please initial _____.

22. **Fingerprints:** The Charter Operator shall comply with the requirements of ARS §15-183(C) (4).

The Charter Operator shall fingerprint check its charter school governing body members pursuant to A.R.S. § 15-512. These fingerprint checks must be maintained throughout the duration of this Charter Contract. ***Please initial*** BT.

23. **Notices**: Any notice required, or permitted, under the Charter Contract shall be in writing and shall be effective immediately upon personal delivery, upon receipt of electronic mail, or three (3) days after mailing to the following:

Charter Operator:

Dr. Barbara Tinsley
New Destiny Leadership Charter School
1923 E. Broadway Road
Phoenix, AZ 85040

Arizona State Board for Charter Schools:

DeAnna Rowe, Executive Director
Arizona State Board for Charter Schools
1700 West Washington Street, Suite 164
Phoenix, AZ 85007

The Arizona State Board for Charter Schools may make changes in the name and address of its contact person by posting the change(s) on its website.

24. **Training:** Subsequent to the signing of this Charter Contract and prior to the Charter Operator's provision of educational instruction under this Charter Contract, the Charter Representative shall attend the full-day Special Education Training for Newly Chartered Schools sponsored by the Arizona Department of Education, Exceptional Student Services. ***Please initial*** BT.

Executed this 31 day of March 2009.

By Barbara Tinsley
Dr. Barbara Tinsley, Charter Representative for New Destiny Leadership Charter School

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Executed this 1st day of April 2009.

By DeAnna Rowe
DeAnna Rowe, Executive Director of the Arizona State Board for Charter Schools.

Please initial BT.

Attachment

A

(Articles of Incorporation)

COMMISSIONERS
JEFF HATCH-MILLER - Chairman
WILLIAM A. MUNDELL
MIKE GLEASON
KRISTIN K. MAYES
BARRY WONG

ARIZONA CORPORATION COMMISSION

BRIAN C. MCNEIL
Executive Director

DAVID RABER
Director, Corporations Division

September 7, 2006

Douglas J Kunath
1839 S Alma School Rd Ste 230
Mesa, Arizona 85210

Re: NEW DESTINY LEADERSHIP CHARTER SCHOOL

This letter concerns the document checked below which was filed on 08/25/06.

[XX] Articles of Amendment
[] Articles of Restatement
[] Articles of Merger
[] Application for New Authority
[] Articles of Domestication

This document must be published within sixty (60) days from the date of this letter in a newspaper of general circulation in the county of the known place of business in Arizona, as filed with the Commission for three (3) consecutive publications. An affidavit evidencing the publication must be filed with the Commission within ninety (90) days from the date of this letter. For your convenience we have attached a list of known qualified newspapers for publishing.

The Commission strongly recommends that you periodically check Commission records regarding the corporation. The Commission web site **www.cc.state.az.us/corp** contains information specific to each corporation of record and is a good general source of information.

Celia Sarmiento
Examiner
Corporations Division

If you have any questions, please call the Corporations Division Phoenix (602) 542-3135, Tucson 520-628-6560 or toll free (Arizona residents only) at 1-800-345-5819
For more information contact our web site, at the address indicated below.

Approther.wpd
Revised 03/2004

THE RECORD REPORTER
~ SINCE 1914 ~
1505 N CENTRAL AVE #200, PHOENIX, AZ 85004-1725
Telephone (602) 417-9900 / Fax (602) 417-9910

RECEIVED
OCT 2 2006
ARIZONA CORP. COMMISSION
CORPORATIONS DIVISION

B J TINSLEY
2708 N KAREN DR
CHANDLER, AZ - 85224

AFFIDAVIT OF PUBLICATION

Reference #:

Notice Type: AM - ARTS OF AMENDMENT TO ART OF INC

Ad Description: 1206566-0 NEW DESTINY LEADERSHIP CHARTER SCHOOL

I, ANNETTE ACOSTA, am authorized by the publisher as agent to make this affidavit. Under oath, I state that the following is true and correct.

THE RECORD REPORTER is a newspaper of general circulation published Monday, Wednesday and Friday except legal holidays, in the County of Maricopa, State of Arizona. The copy hereto attached is a true copy of the advertisement as will be/has been published on the following dates:

09/27/2006, 09/29/2006, 10/02/2006

Subscribed and sworn to before me on the 02ND day of OCTOBER, 2006

MARCIA NOHAVA
Notary Public - Arizona
Maricopa County
Expires 04/30/10

RR# 1024690

AMENDMENT TO THE ARTICLES OF INCORPORATION OF NEW DESTINY LEADERSHIP CHARTER SCHOOL

(An Arizona Non-Profit Corporation)

This is to certify that, by a unanimous vote at a special meeting of the Board of Directors of New Destiny Leadership Charter School, an Arizona Nonprofit Corporation, organized and existing under and by virtue of the laws of the State of Arizona, with original Articles of Incorporation having been filed June 7, 2005, and an Amendment to the Articles of Incorporation filed on August 3, 2005, held at 2708 North Karen Drive, Chandler, Arizona, on July 12, 2006, with legal notice of the time, place, and purposes of such meeting having been sent to all the Directors, as required by the Bylaws of the Corporation, the Board of Directors passed a resolution authorizing the Amendment of Articles of Incorporation of New Destiny Leadership Charter School to read as set forth below:

AMEND ARTICLE 2- PURPOSE:
To read as follows:
The Corporation is organized for the purpose of conducting any or all lawful business for which nonprofit corporations may be incorporated under the laws of Arizona, as they may be amended from time to time. The specific purpose for which the Corporation is formed is to organize and operate a public charter school or charter schools within the State of Arizona and under Arizona law, and all acts incidental thereto.

AMEND ARTICLE 12- MEMBERS:
To read as follows:
The corporation will not have members.

IN WITNESS WHEREOF, the Board of Directors of New Destiny Leadership Charter School have executed this Amendment, as provided for in the Corporation's Bylaws and the laws of the State of Arizona, on this 12 day of July, 2006.

Barbara Tinsley
Director/President

STATE OF ARIZONA)
COUNTY OF MARICOPA)ss
Subscribed and Sworn to before me, a Notary Public, on this 12 day of July, 2006.

/s/Roxanna Rodela
Notary Public
My commission expires:
July 19, 2008

9/27, 9/29, 10/2/06

RR-1024690#

AZ CORPORATION COMMISSION
FILED

AUG 0 3 2006

FILE NO. 12065660

REJ

AMENDMENT TO THE

ARTICLES OF INCORPORATION

OF

NEW DESTINY LEADERSHIP CHARTER SCHOOL

(An Arizona Non-Profit Corporation)

This is to certify that, by a unanimous vote at a special meeting of the Board of Directors of New Destiny Leadership Charter School, an Arizona Nonprofit Corporation, organized and existing under and by virtue of the laws of the State of Arizona, with original Articles of Incorporation having been filed June 7, 2005, and an Amendment to the Articles of Incorporation filed on August 3, 2005, held at 2708 North Karen Drive, Chandler, Arizona, on July 12, 2006, with legal notice of the time, place, and purposes of such meeting having been sent to all the Directors, as required by the Bylaws of the Corporation, the Board of Directors passed a resolution authorizing the Amendment of Articles of Incorporation of New Destiny Leadership Charter School to read as set forth below:

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To read as follows:

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AZ CORPORATION COMMISSION
FILED

AUG 2 5 2006

FILE NO. 12065660

AMEND ARTICLE 12 – MEMBERS:

To read as follows:

The corporation will not have members.

PAID BCS011

IN WITNESS WHEREOF, the Board of Directors of New Destiny Leadership Charter School have executed this Amendment, as provided for in the Corporation's Bylaws and the laws of the State of Arizona, on this 12 day of July, 2006.

Barbara Tinsley
BARBARA TINSLEY, Director/President

STATE OF ARIZONA)
) ss:
COUNTY OF MARICOPA)

Subscribed and Sworn to before me, a Notary Public, on this 12 day of July 12, 2006.

Notary Public

My commission expires July 19, 2008

OFFICIAL SEAL
ROXANNA RODELA
NOTARY PUBLIC-ARIZONA
MARICOPA COUNTY
My Comm. Expires July 19, 2008

COMMISSIONERS
MIKE GLEASON - Chairman
WILLIAM A. MUNDELL
JEFF HATCH-MILLER
KRISTIN K. MAYES
GARY PIERCE

ARIZONA CORPORATION COMMISSION

BRIAN C. MCNEIL
Executive Director

LINDA FISHER
Director, Corporations Division

July 12, 2007

BARBARA TINSLEY
2708 N KAREN DR
CHANLDER, AZ 85224

RE: NEW DESTINY LEADERSHIP CHARTER SCHOOL
File Number: 13776095

We are pleased to notify you that your Articles of Incorporation HAVE BEEN APPROVED for the entity referenced above.

You must publish the Articles of Incorporation in their entirety. The publication must be in a newspaper of general circulation in the county of the known place of business in Arizona as filed with the Commission, for three (3) consecutive publications. A list of acceptable newspapers in each county is attached and is available on the Commission web site. Please make sure the newspaper publishes the corporation documents using the exact name filed with the Commission. Publication must be completed WITHIN SIXTY (60) DAYS and an affidavit from the newspaper, evidencing such publication, must be delivered to the Commission for filing WITHIN NINETY (90) DAYS from July 12, 2007, which is the date the document was processed and approved for filing by the Commission.

Most corporations transacting business in Arizona are required to file an Annual Report with the Commission, on the anniversary of the date of incorporation. Should the report fail to arrive approximately two months prior to the due date, contact the Commission. Corporations must notify the Commission immediately (in writing) if they change their corporate address, statutory agent or agent address. Address change orders must be executed (signed) by a corporate officer. Postal forwarding orders are not sufficient.

Periodically check Commission records regarding your corporation at www.azcc.gov/corp. If you have questions or need further information, please contact us at (602) 542-3026 in Phoenix, (520) 628-6560 in Tucson, or Toll Free (Arizona residents only) at 1-800-345-5819.

Sincerely,
Tiffany Cerna
Examiner, Corporations Division

CF:04
REV. 11/2006

AZ Corp. Commission
02070014

AZ CORPORATION COMMISSION
FILED

JUL 0 3 2007

FILE NO. 1377609.5

DO NOT PUBLISH THIS SECTION

ARTICLES OF INCORPORATION OF A TAX-EXEMPT

Pursuant to A.R.S. §10-3202
(Arizona Non-Profit Corporation)

ARTICLE 1
If you are the holder or assignee of a tradename, attach a copy of the tradename certificate.

1. Name: The Name of the Corporation is:

New Destiny Leadership Charter School

ARTICLES 2
The Internal Revenue Code places certain restrictions upon the purpose of a tax exempt non profit corporation. Please refer to Federal Publication #557. Before completing this article.

2. Purpose: The purpose for which the corporation is organized is:

Formation and operation of a charter school

ARTICLE 3
The name cannot imply that the corporation is organized for any character of affairs other than the initial business indicated in this article.

3. Character of Affairs: The character of affairs of the corporation will be:

Filing for government approvals, employment and delivery of educational services in Arizona

ARTICLE 4
This Article is included for the purpose of obtaining tax-exempt status with the IRS and to comply with A.R.S. §10-2326. If the corporation intends to apply for tax-exempt status, you will need to cite the specific Section of the IRS code, as amended, under which the corporation plans to organize. For further information please refer to publication #557.

4. No part of the net earning 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 2. 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. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on: (a) by a corporation exempt from Federal Income Tax under Section 501C3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or: (b) by a corporation, contributions to which are deductible under Section 501C3 of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Laws).

ARTICLE 5
Insert applicable Section number of the IRS Code.

5. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all its assets exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious or scientific purpose as shall at the time qualify as an exempt organization or organizations under Section 501C3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Laws) as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principle office of the corporation is then located, exclusively for such purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purpose.

ARTICLE 6
This provision is not mandatory. See A.R.S. §10-3302(14).

6. The power of indemnification under the Arizona Revised Statutes shall not be denied or limited by the bylaws.

CF:0041 - Tax-Exempt For Non-Profits
Rev: 04/2007

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DO NOT PUBLISH THIS SECTION

ARTICLE 7
A minimum of 1 director is required.

7. Board of Directors: The initial board of directors shall consist of 2 director(s). The name(s) and address(es) of the person(s) who is(are) to serve as the director(s) until the first annual meeting of the members, if a member corporation, or Board of Directors, if the corporation has no members, or until his(her)(their) successor(s) is(are) elected and qualifies is(are):

Name: Charles H. Tinsley Jr. Name: Barbara J. Tinsley
Address: 2708 N. Karen Dr. Address: 2708 N. Karen Dr.
City, State, Zip: Chandler AZ 85224 City, State, Zip: Chandler, AZ 85224

Name: _____ Name: _____
Address: _____ Address: _____
City, State, Zip: _____ City, State, Zip: _____

The number of persons to serve on the board of directors thereafter shall be fixed by the Bylaws.

ARTICLE 8
May be in care of the statutory agent. If the address is the same as the street address of the statutory agent, write "same as statutory agent." **DO NOT LEAVE BLANK.**

8. Known Place of Business: (In Arizona) The street address of the know place of business of the Corporation is:

2708 North Karen Drive
Chandler, Arizona 85224

ARTICLE 9
The statutory agent must provide a physical address. If the statutory agent has a P.O. Box, then they must also provide a physical description of their street address/location.

9. Statutory Agent: (In Arizona) The name and address of the statutory agent of the Corporation is:

Name: Barbara J. Tinsley
Address: 2708 N. Karen Drive
City, State, Zip: Chandler, Arizona 85224

ARTICLE 10
A minimum of 1 incorporator is required. All incorporators must sign both the Articles of Incorporation and the Certificate of Disclosure

10. Incorporators: The name(s) and address(es) of the incorporator(s) is (are):

Name: Barbara J. Tinsley Name: _____
Address: 2708 N. Karen Dr. Address: _____
City, State, Zip: Chandler, AZ 85224 City, State, Zip: _____

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

11. ☒ Check this box, if this provision will apply to your corporation.

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

CF:0041 - Tax-Exempt For Non-Profits
Rev: 04/2007

DO NOT PUBLISH THIS SECTION

ARTICLE 12
The Articles must indicate if the corporation will, or will not have members.

12. MEMBERS (Check One)

The corporation ☐ will have members
☒ will not have members.

Executed this 3 day of July, 2007 by all of the incorporators.

Signed: Barbara J. Tinsley

Barbara J. Tinsley
[Print Name Here]

[Print Name Here]

Phone and fax numbers are optional

PHONE 480-963-2353 FAX

The agent must consent to the appointment by executing the consent.

Acceptance of Appointment By Statutory Agent

The undersigned hereby acknowledges and accepts the appointment as statutory agent of the above-named corporation effective this 3 day of July, 2007.

Signed Barbara J. Tinsley

Barbara J. Tinsley
[Print Name Here]

[If signing on behalf of a company serving as statutory agent, print company name here]

The Articles must be accompanied by a Certificate of Disclosure, executed within 30 days of delivery to the Commission, by all incorporators.

July 07 Barbara J. Tinsley 3rd

OFFICIAL SEAL
GORETTI C. KWONG
NOTARY PUBLIC - State of Arizona
MARICOPA COUNTY
My Comm. Expires June 14, 2011

CF:0041 - Tax-Exempt For Non-Profits
Rev: 04/2007

RECEIVED

JUL 25 2007

ARIZONA CORP. COMMISSION
CORPORATIONS DIVISION

THE RECORD REPORTER

~ SINCE 1914 ~

1505 N CENTRAL AVE #200, PHOENIX, AZ 85004-1725
Telephone (602) 417-9900 / Fax (602) 417-9910

BARBARA J TINSLEY
2708 N KAREN DR
CHANDLER, AZ - 85224

AFFIDAVIT OF PUBLICATION

Reference #:

Notice Type: AIN - ARTICLES OF INC NONPROFIT

Ad Description: 1377609-5 NEW DESTINY LEADERSHIP CHARTER SCHOOL

I, ANNETTE ACOSTA, am authorized by the publisher as agent to make this affidavit. Under oath, I state that the following is true and correct.

THE RECORD REPORTER is a newspaper of general circulation published Monday, Wednesday and Friday except legal holidays, in the County of Maricopa, State of Arizona. The copy hereto attached is a true copy of the advertisement as will be/has been published on the following dates:

07/20/2007, 07/23/2007, 07/25/2007

Annette Acosta

Subscribed and sworn to before me on the 25TH day of JULY, 2007

Marcia Nohava

MARCIA NOHAVA
Notary Public - Arizona
Maricopa County
Expires 04/30/10

RR# 1167695

ARTICLES OF INCORPORATION OF A TAX-EXEMPT
Pursuant to A.R.S. §10-3202
(Arizona Non-Profit Corporation)

1. Name: The Name of the Corporation is:
New Destiny Leadership Charter School.

2. Purpose: The purpose for which the corporation is organized is:
Formation and operation of a charter school.

3. Character of Affairs: The character of affairs of the corporation will be:
Filing for government approvals, employment and delivery of educational services in Arizona

4. No part of the net earning 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 2. 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. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on: (a) by a corporation exempt from Federal Income Tax under Section 501c3 of the Internal Revenue Code of 1986 (or by the corresponding provision of any future United States Internal Revenue Law) or: (b) by a corporation, contributions to which are deductible under Section 501c3 of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Laws).

5. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all its assets exclusively for the purposes of the corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious or scientific purpose as shall at the time qualify as an exempt organization or organizations under Section 501c3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Laws) as the Board of Directors shall determine. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principle office of the corporation is then located, exclusively for such purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purpose.

6. The power of indemnification under the Arizona Revised Statutes shall not be denied or limited by the bylaws.

7. Board of Directors. The initial board of directors shall consist of 2 director(s). The name(s) and address(es) of the person(s) who is(are) to serve as the director(s) until the first annual meeting of the members, if a member corporation, or Board of Directors, if the corporation has no members, or until his(her)(their) successor(s) is(are) elected and qualifies is(are):
Charles H. Tinsley Jr.
2708 N. Karen Dr.
Chandler, AZ 85224
Barbara J Tinsley
2708 N. Karen Dr.
Chandler, AZ 85224
The number of persons to serve on the board of directors thereafter shall be fixed by the Bylaws.

8. Known Place of Business. (In Arizona) The street address of the known place of business of the Corporation is:
2708 N. Karen Dr.
Chandler, AZ 85224

9. Statutory Agent. (In Arizona) The name and address of the statutory agent of the Corporation is:
Barbara J Tinsley
2708 N. Karen Dr.
Chandler, AZ 85224

10. Incorporators. The name(s) and address(es) of the incorporator(s) is(are):
Barbara J Tinsley
2708 N. Karen Dr.
Chandler, AZ 85224
All powers, duties and responsibilities of the incorporators shall cease at the time of delivery of these Articles of Incorporation to the Arizona Corporation Commission.

11. DISCRIMINATION: The corporation will not practice or permit discrimination on the basis of sex, age, race, national origin, religion, or physical handicap of disability.

12. Members.
The corporation will not have members.

EXECUTED this 3 day of July, 2007 by all of the Incorporators.
/s/ Barbara J. Tinsley

Acceptance of Appointment By Statutory Agent
The undersigned hereby acknowledges and accepts the appointment as statutory agent of the above-named corporation effective this 3 day of July, 2007.
/s/ Barbara J. Tinsley

7/20, 7/23, 7/25/07

RR-1167695#

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BCS017 189

AMENDED & RESTATED

BYLAWS OF

NEW DESTINY LEADERSHIP CHARTER SCHOOL

(An Arizona Non-Profit Corporation)

ARTICLE I – NAME

The name of the corporation shall be NEW DESTINY LEADERSHIP CHARTER SCHOOL ("the Corporation"). The Corporation shall have the right to register, copyright, or trademark the name in the State of Arizona.

ARTICLE II – OFFICES

The principal office of the Corporation shall be located in Chandler, Arizona. The Corporation may also maintain offices at such other places within or without the United States as the Board of Directors may, from time to time, determine.

ARTICLE III – NOT FOR PROFIT CORPORATION

The Corporation is established as a not-for-profit corporation for any lawful purpose permitted under Arizona laws. The Corporation initially intends to operate a public charter school ("the Charter School") in accordance with the laws of the State of Arizona. The Corporation shall not directly or indirectly perform any act or transact any business that will jeopardize its status as a not-for-profit corporation in the State of Arizona or jeopardize any tax-exempt status of the Corporation provided under the not-for-profit corporation laws of the State of Arizona or the Internal Revenue Code of 1986, as amended ("the Code"), including the tax-exempt status of the Corporation under Section 501(c)(3) of the Code and its regulations as any of those laws and regulations may exist or may hereafter be amended. No part of the assets or net earnings of the Corporation, current or accumulated, shall inure to the benefit of any private individual except for any and all contracts that may be entered into with any individuals as provided and afforded by these Restated Bylaws and appropriate resolutions of the Corporation's Board of Directors ("the Board").

ARTICLE IV – EXEMPT PURPOSES

The Corporation is organized only for charitable, religious, educational and scientific purposes as defined in Section 501(c)(3) of the Code, including distributions to organizations that qualify as exempt under Section 501(c)(3) of the Code.

ARTICLE V – BOARD OF DIRECTORS

Section 5.1 – Name, Numbers, Election and Term of Office:

(a) The governing group of the Corporation shall be known and described as the Board of Directors of the Corporation ("the Board of Directors").

(b) The number of said directors of the Corporation shall be between three (3) and seven (7) ("Directors"), provided that said number may be changed by an amendment to these Amended and Restated Bylaws ("Restated Bylaws"), duly adopted by the Board of Directors, subject always to any restrictions of law as to the minimum number of Directors and subject to the requirements that the number of Directors shall be no less than two (2).

(c) Except as may otherwise be provided in the Articles of Incorporation or appropriate laws, any members of the Board of Directors shall be elected by a majority vote of the votes cast at a regular or special meeting to be held by the Board of Directors, present in person, telephonically, or electronically that are entitled to vote in the election. Entitlement to vote in any such election shall be limited to Directors that serve as least one month prior to any election held to elect members to the Board of Directors. Vacancies in the Board of Directors shall be filled as prescribed in these Restated Bylaws.

(d) Each Director who is not personally liable in connection with the Corporation (by contract or otherwise), shall hold office for a period of two (2) years, and until his/her successor is elected and qualified, or until his/her prior death, resignation, or removal. Any Director personally liable in connection with the Corporation (by contract or otherwise), shall hold office until the Director's personal liability is extinguished, or satisfied by surety.

Section 5.2 – Qualifications:

(a) Each Board of Directors member must be over the age of eighteen (18);

(b) Each Board of Directors member must pass a background check as required by Arizona law and the Arizona State Board for Charter Schools ("the Sponsoring Board"), which will include as a minimum, a fingerprint check showing that there exists no criminal record which could adversely affect the Corporation or its operation as a public charter school.

(c) Each Board of Directors member must establish that each he or she possesses significant experience and qualifications to further the Board of Director's commitment to the educational or other exempt purposes of the Corporation as set forth herein.

Section 5.3 – Duties and Powers:

The Board of Directors shall be responsible for corporate compliance, policies, and oversight of operations.

Section 5.4 – Expressed Limitations on Power to Act:

The Board of Directors shall preserve the Corporation's nonprofit status by the observance of prudent fiscal and monetary controls herein set forth. The Corporation, by and through the Board of Directors, shall not:

(a) Lend any part of its income or corpus without the receipt of adequate security and a reasonable rate of interest;

(b) Pay any compensation in excess of a reasonable allowance for salaries or other compensation for personal services that are actually rendered;

(c) Make any part of its services available on a preferential basis;

(d) Make any substantial purchase of its securities or any other property, for more than adequate consideration in money or for other consideration for a value that can be established in terms of money's worth;

(e) Sell any substantial part of its securities or any other property, for less than adequate consideration in money or for other consideration for a value that can be established in terms of money's worth.

Section 5.5 – Manner of Acting:

(a) Except as otherwise provided by these Restated Bylaws, at all meetings of the Board of Directors, each member of the Board of Directors, present in person, telephonically, or via the Internet shall have one vote.

(b) Except as otherwise provided by statute, the Articles of Incorporation, or these Restated Bylaws, the action of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors. Any act authorized, in writing, by all of the Directors entitled to vote thereon and filed with the minutes of the Corporation shall be the act of the Board of Directors, with the same force and effect as if the same had been passed by unanimous vote at a duly called meeting of the Board of Directors.

Section 5.6 – Director Deadlock:

In the event of a deadlock on any substantial matter affecting the Corporation's operations, the Board of Directors shall appoint a mutually agreed upon third party neutral to aid the Board of Directors in facilitating the decision making process. In the event deadlock persists, the Board of Directors shall promptly refer the issue to the Arizona Dispute Resolution Association or another suitable dispute resolution service and request the appointment of a mediator who shall facilitate discussions and encourage pursuing solutions. If mediation fails and deadlock persists, the Board of Directors shall agree upon a third party neutral arbitrator who shall have the authority to issue binding decisions on issues at deadlock.

Section 5.7 – Vacancies:

(a) Any vacancy on the Board of Directors occurring by reason of an increase in the number of Directors shall be filled by a majority vote of the Directors cast at a regular or special meeting of the Board of Directors with the appropriate number of Directors entitled to vote, present in person, telephonically, or via the Internet.

(b) In the event any Director dies, resigns, or is unable to act, is disqualified or removed from office, or otherwise vacates his or her office, the unexpired portion of such Director's term of office shall be filled by a majority vote of the remaining Directors at a regular or special meeting of the Board of Directors. In an election to fill the unexpired portion of any term, where the number of Directors qualified to vote is less than three (3) in number (which may be less than any specified quorum) the unexpired portion of any term shall be filled by a vote of a majority of the remaining Directors at any regular or special meeting of the Board of Directors called for that purpose.

Section 5.8 – Resignation:

Any Director may resign at any time by giving written notice to the Secretary of the Board of Directors. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt of such notice by the Board of Directors or such officer, and the acceptance of such resignation shall not be necessary to make it effective.

Section 5.9 – Removal:

(a) Any Director who is not personally liable in connection with the Corporation (by contract or otherwise) may be removed from the Board of Directors with or without cause at any time by a resolution and vote of a two-thirds (2/3) of the Directors entitled to vote who are present in person, telephonically, or by proxy, cast at a regular meeting or special meeting convened for that specific purpose.

(b) Any Director personally liable in connection with the Corporation (by contract or otherwise), may not be removed from their position as director until the Director's personal liability in connection with the school is extinguished, or satisfied by surety.

Section 5.10 – Salary:

No salary shall be paid to Directors of the Corporation for their services in such capacity as a Director of the Corporation. By resolution of the Board of Directors, however, a fixed reasonable sum of expenses of attendance, if any, may be allowed for attendance at such regular or special meetings of the Board of Directors; provided, however, nothing herein contained shall be construed or interpreted to prevent any person serving as a Director of the Corporation from also serving as an officer or employee of the Corporation and receiving a salary or other compensation for that position.

Section 5.11 – Contracts:

(a) No contract or other transaction between the Corporation and any other corporation shall be impaired, affected, and/or invalidated, nor shall any Director be liable in any way by reason of the fact that any one or more of the Directors of the Corporation may be interested in any such other corporation or may serve as a director or officer of any such other corporation(s), provided that such other interests or involvements with such other corporation(s) and/or other relevant material facts are disclosed in writing to the Directors, including, without limitation, the nature of such Director's involvement with such other corporation(s), including, without limitation, such Director's ability to influence the action of such other corporation(s), and any tangible or intangible benefit or profit that may accrue to such Director as a result of any contract or transaction between the Corporation and any other corporation(s). In addition, the contract or transaction must be fair and reasonable to the Corporation when it is authorized, approved, and ratified in accordance with the following paragraph.

(b) Any Director, personally and individually, may be a party to or may be interested in any contract or transaction of this Corporation, and no Director shall be liable in any way by reason of such interest, provided that the Director discloses the interest or makes the interest known to the Board of Directors, and the Board of Directors authorizes, approves, or ratifies such contract or transaction by the vote (not counting the vote of any such Director) of a majority of a quorum, and notwithstanding the presence of any such Director at the meeting at which such action is taken. Although the interested Director cannot vote, the Director may be counted in determining the presence of a quorum at the meeting.

Section 5.12 – Conflicts of Interest:

(a) The Board of Directors shall adopt a conflicts of interest policy ("Conflicts of Interest Policy") to be followed by the members of the Board of Directors in executing their duties.

(b) The Conflict of Interest Policy must provide for the disclosure of any duality of interest or possible conflict of interest on the part of any Board Member and such duality of interest or possible conflict must be made a part of the record of the Corporation either through an annual procedure or when the interest becomes a matter requiring Board action.

(c) No Board Member having a duality of interest or possible conflict of interest for a particular issue shall vote or use his/her personal influence relating to such issue. The minutes of any meeting where a conflict is present should reflect:

1. That a disclosure of the conflict was made;

2. That the Board Member with the conflict abstained from voting; and

3. Any other relevant factors necessary.

(d) In the event no formal Board of Directors Conflicts of Interest Policy is adopted, it shall be

deemed that all statutory provisions found in the Arizona Revised Statutes for nonprofit corporations shall constitute the Conflicts of Interest Policy of the Corporation.

(e) The Conflicts of Interest Policy shall be made available to all Directors.

Section 5.13 – Committees:

The Board of Directors, by resolution adopted by a majority of a quorum of the Board of Directors present at a duly-authorized meeting, may from time to time designate from among its members an executive committee, and may also designate from among its members and non-members such other committees as the Board of Directors may deem desirable, each consisting of one (1) or more Board members, with such powers and authority (to the extent permitted by law) as may be provided in such a resolution. Each such committee shall serve at the pleasure of the Board.

ARTICLE VI - MEETINGS OF THE BOARD

Section 6.1 – Annual Meetings:

The annual meeting of the Board of Directors shall be held during the first week of June, unless another time is designated by the Board of Directors and notice is properly given. The purpose of the annual meeting shall be to elect members of the Board of Directors, ratify acts of the Board of Directors and of the Governing Board, vote on a budget, and transact such other business as may properly come before the meeting.

Section 6.2 – Monthly Meetings:

The Board of Directors may convene and hold monthly meetings for any purpose that may lawfully come before the Board.

Section 6.3 – Special Meetings:

Special meetings of the Board of Directors may be called at any time by the Chairman/President of the Board of Directors, the Secretary, the Secretary at the written request of two (2) members of the Board of Directors, or as otherwise required under the provisions of appropriate laws.

Section 6.4 – Place of Meetings:

All meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other places as shall be designated in the notice or waiver of notice of such a meeting or meetings.

Section 6.5 – Notice of Meetings:

(a) Except as otherwise provided by statute, written notice of each meeting of the Board of Directors, whether annual or special, stating such time and place where it is to be held, shall be

served either personally, by mail, e-mail, or fax not less than twenty-four (24) hours before the meeting. If mailed, e-mailed, or faxed, such notice shall be directed to each Director at his address as it appears on the records of the Corporation, unless the Director shall have previously filed with the Secretary a written request that notices intended for that Director be also mailed to some other address, in which case it shall be mailed to the address designated in such request.

(b) Notice is deemed to have been received upon the date that the notice is personally received, mailed, e-mailed, or the date that the fax is issued.

(c) Notice of any regular or special meeting shall not be required to be given to any Director who shall attend such a meeting without protesting, prior to its commencement, the lack of notice, or who submits a signed waiver of notice, whether before or after the meeting. Notice of any adjourned meeting shall not be required to be given.

(d) Meetings may be conducted by consent without the requirements of notice if all Directors execute a duly authorized minute entry reflecting consent to the actions.

(e) Meetings may be conducted telephonically or via the Internet, so long as all relevant parties are informed of the need or existence of the non-personal attendance.

Section 6.6 – Chairman/President of Meetings:

At all meetings of the Board of Directors, the Chairman or President shall preside. If the Chairman or President shall be absent, then an alternate Director shall preside as a temporary Chairman for such a meeting or adjournments.

Section 6.7 – Quorum:

(a) Except as otherwise provided herein, or by statute, at all meetings of the Board of Directors, the presence at the commencement of such meetings of the Directors, in person or telephonically, which attains a majority of the total number of the Directors entitled to vote, shall be necessary and sufficient to constitute a quorum for the transaction of any business. The withdrawal of any Director after the commencement of any meeting shall have no effect on the existence of a quorum, after a quorum has been established at such a meeting.

(b) Despite the absence of a quorum at any annual meeting or special meeting of the Board of Directors, the Directors, by a majority of the votes cast by the Directors entitled to vote thereon, may adjourn the meeting. At any adjourned meeting at which a quorum is present, any business may be transacted at the meeting as originally called.

Section 6.8 – Voting:

(a) Except as otherwise provided by statute, the Articles of Incorporation, or these Restated Bylaws, any corporate action taken by a vote of the Directors, other than the election or removal of Directors and voting on amendments to the Articles of Incorporation or these Restated Bylaws, shall be authorized by a majority of the votes cast at each meeting.

(b) Each Director is entitled to one vote which may be cast in person, by proxy, telephonically, or via e-mail.

Section 6.9 – Conduct of Meeting:

A duly adopted agenda for each meeting shall be prepared by the Secretary or other designated Director or officer. The meeting shall be conducted in accordance with the agenda. The Chairman of the meeting shall have the right to limit discussion on any particular item and shall have the right to provide time limits for any party wishing to speak on any appropriate point.

ARTICLE VII – GOVERNING BOARD

Section 7.1 – Name, Numbers, Election and Term of Office:

(a) The governing group of the Charter School(s) being operated by the Corporation shall be known and described as the Governing Board.

(b) The number of said members of the Governing Board shall be between three (3) and nine (9), provided that said number may be changed by an amendment to these Restated Bylaws, duly adopted by the Board of Directors, subject to the following requirements:

1. That the number always be an odd number of Governing Board members;
2. That there shall be no less than three (3) total Governing Board members, and
3. Subject always to any restriction of laws.

(c) The Board of Directors shall appoint, in its sole discretion, the members of the initial Governing Board who shall serve at the pleasure of the Board of Directors. The members of the Governing Board shall be appointed by a majority vote of the votes cast at a regular or special meeting to be held by the Board of Directors, present in person or by proxy, that are entitled to vote in the election. Vacancies in the Governing Board shall be filled as prescribed in these Restated Bylaws.

(d) Each member of the Governing Board shall hold office for a period of one (1) year, or until his/her successor is elected and qualified, or until his/her prior death, resignation, or removal.

Section 7.2 – Qualifications:

(a) Each member of the Governing Board must be over the age of eighteen (18);

(b) Each Governing Board member must pass a background check as required by Arizona Law and the Sponsoring Board, which will include as a minimum, a fingerprint check showing that there exists no criminal record which could adversely affect the Corporation or its operation as a public charter school.

(c) Each member of the Governing Board must establish that he or she possesses significant experience and qualifications to further the educational purposes of the Corporation.

Section 7.3 – Duties and Powers:

The Governing Board shall govern the Charter School's operations. The Governing Board shall be responsible for establishing policies and procedures for the administration, operation and governance of the Charter School including, without limitation, the ratification of the acts of the Charter School administrators (the "Administration") and the performance of any and all other acts required to be performed by the Governing Board by state or federal statute and/or the Charter School's Sponsoring Board as set forth in the charter contract.

Section 7.4 – Manner of Acting:

(a) Except as otherwise provided by these Restated Bylaws, at all meetings of the Governing Board, each member of the Governing Board, present in person, telephonically, or via the Internet, shall have one vote.

(b) Except as otherwise provided by statute, the Articles of Incorporation, or these Restated Bylaws, the action of a majority of the members of the Governing Board present at any meeting at which a quorum is present shall be the act of the Governing Board. Any act authorized, in writing, by all of the members of the Governing Board entitled to vote thereon and filed with the minutes of the Corporation shall be the act of the Governing Board with the same force and effect as if the same had been passed by unanimous vote at a duly called meeting of the Governing Board.

Section 7.5 – Vacancies:

(a) Any vacancy in the Governing Board occurring by reason of a duly authorized determination and vote of the Board of Directors to increase the number of members of the Governing Board, shall be filled by a majority vote of the votes cast at a regular or special meeting by the Board of Directors, present in person, electronically, or telephonically, that are entitled to vote in the election.

(b) In the event any Governing Board member dies, resigns, or is unable to act, is disqualified or removed from office, or otherwise vacates his or her office, the unexpired portion of such Governing Board member's term of office shall be filled by a majority vote of the Board of Directors at a regular or special meeting of the Board of Directors.

(c) In an election where the number of Directors qualified to vote is less than three (3) in number, the unexpired portion of any term shall be filled by a vote of a majority of the remaining Directors, though less than any specified quorum, at any regular or special meeting of the Board of Directors called for that purpose.

Section 7.6 – Resignation:

Any member of the Governing Board may resign at any time by giving written notice to the Secretary of the Board of Directors. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt of such notice by the Board of Directors, and the acceptance of such resignation shall not be necessary to make it effective.

Section 7.7 – Removal:

Any member of the Governing Board may be removed from the Governing Board with or without cause at any time by a resolution and vote of two-thirds (2/3) of the Board of Directors entitled to vote who are present in person, or by proxy, cast at a regular meeting or special meeting convened for that purpose. If a Governing Board member who is removed from office has undertaken any personal liability for a debt or other undertaking of the Corporation, (e.g., a guaranty of any lease of property by the Corporation or any loan to the Corporation), the Corporation shall use reasonable efforts to secure a release of such personal liability for the benefit of the removed Governing Board member.

Section 7.8 – Salary:

No stated salary shall be paid to members of the Governing Board, as such, for their services, but by resolution of the Board of Directors, a fixed reasonable sum and expenses of attendance, if any, may be allowed for attendance at such regular or special meeting of the Governing Board; provided, however, nothing herein contained shall be construed or interpreted to prevent any person serving as a member of the Governing Board from also serving as an officer or employee of the Corporation and receiving a salary or other compensation for that position.

Section 7.9 – Contracts:

(a) No contract or other transaction between the Corporation and any other corporation shall be impaired, affected, and/or invalidated, nor shall any Governing Board member be liable in any way by reason of the fact that any one or more of the Governing Board members of the Corporation may be interested in any such other corporation or may serve as a director or officer of any such other corporation(s), provided that such other interests or involvements with such other corporation(s) and/or other relevant material facts are disclosed in writing to the Board and to the Governing Board, including, without limitation, the nature of such Governing Board member's involvement with such other corporation(s), including, without limitation, such Governing Board member's ability to influence the action of such other corporation(s), and any tangible or intangible benefit or profit that may accrue to such Governing Board member as a result of any contract or transaction between the Corporation and any other corporation(s). In addition, the contract or transaction must be fair and reasonable to the Corporation when it is authorized, approved, and ratified in accordance with the following paragraph.

(b) Any Governing Board member, personally and individually, may be a party to or may be interested in any contract or transaction of the Corporation, and no Governing Board member shall be liable in any way by reason of such interest, provided that the Governing Board member

discloses the interest or makes the interest known to the Board of Directors and the Governing Board, and the Board of Directors authorizes, approves, or ratifies such contract or transaction by the vote.

Section 7.10 – Conflicts of Interest:

(a) The Governing Board shall be bound by the Conflicts of Interest Policy adopted by the Board.

(b) In the event no formal Conflicts of Interest Policy is adopted, it shall be deemed that all statutory provisions found in the Arizona Revised Statutes for nonprofit corporations shall constitute the Conflicts of Interest Policy of the Corporation.

(c) The Conflicts of Interest Policy shall be made available to all Governing Board members.

Section 7.11 – Committees:

The Governing Board, with authorization from the Board of Directors as prescribed herein, by resolution adopted by a majority of a quorum of the Governing Board present at a duly-authorized meeting, may from time to time designate from among its members an executive committee, and may also designate from among its members and non-members such other committees as the Governing Board may deem desirable, each consisting of two (2) or more Governing Board members, with such powers and authority (to the extent permitted by law) as may be provided in such a resolution. Each such committee shall serve at the pleasure of the Governing Board.

ARTICLE VIII – MEETINGS OF THE GOVERNING BOARD

Section 8.1 – Annual Meetings:

The annual meeting of the Governing Board shall be held at a time designated by the Board, wherein the Governing Board's responsibilities include, without limitation, ratifying acts of the Administration, voting on a budget to be submitted to the Board of Directors, and transacting such other business as may properly come before the meeting.

Section 8.2 – Monthly Meetings:

The Governing Board may convene and hold monthly meetings for any purpose that may lawfully come before the Governing Board.

Section 8.3 – Special Meetings:

Special meetings of the Governing Board may be called at any time by the Board of Directors, by the Chairman or Secretary of the Governing Board, by the Secretary of the Governing Board at the written request of two (2) members of the Governing Board, or as otherwise required under the provisions of appropriate laws.

Section 8.4 – Place of Meetings:

(a) All meetings of the Governing Board shall be held at the principal office of the Charter School, or at such other places as shall be designated in the notice or waiver of notice of such a meeting or meetings.

(b) The Governing Board must file a disclosure statement with the Secretary of State identifying where the public notices of its meetings will be posted. The location identified must be a place to which the public has reasonable access. The location should have normal business hours, should not be geographically isolated, should not have limited access, and should not be too difficult to find.

Section 8.5 – Notice of Meetings:

(a) Notice of all meetings, including annual, monthly, and special meetings, shall specifically set forth an agenda for said meeting. This notice and agenda must comply with the Arizona Open Meeting laws.

(b) Except as otherwise provided by statute, written notice of each meeting of the Governing Board, whether annual or special, stating such time when and place where it is to be held, shall be served either personally, by mail, by E-mail, or fax not less than Twenty-four (24) hours before the meeting, upon all members of the Board and Governing Board. Notice of a special meeting shall also state the purpose or purposes for which the meeting is called, and shall indicate that it is being issued by, or at the direction of, the Governing Board member(s) calling the meeting. If mailed, e-mailed, or faxed, such notice shall be directed to each Director and Governing Board member at his or her address as it appears on the records of the Corporation, unless the Director or Governing Board member shall have previously filed with the Secretary a written request that notices intended for that Director or Governing Board member be also mailed to some other address, in which case it shall be mailed to the address designated in such request.

(c) Notice is deemed to have been received upon the date that the notice is personally delivered, mailed, e-mailed, or the date that the fax is issued.

(d) Notice of any regular or special meeting shall not be required to be given to any Director or Governing Board member who shall attend such a meeting without protesting, prior or at its commencement, the lack of notice to him or who submits a signed waiver of notice, whether before or after the meeting. Notice of any adjourned meeting shall not be required to be given.

(e) Meetings may be conducted by consent without the requirements of notice if all members of the Board of Directors and Governing Board execute a duly authorized minute entry reflecting consent to the actions.

(f) Meetings may be conducted telephonically or via the Internet, so long as all relevant parties are informed of the need or existence of the nonpersonal attendance.

Section 8.6 – Chairman of Meetings:

A facilitator from among those Governing Board members present at meetings shall preside as Chairman for such meetings or adjournments.

Section 8.7 – Quorum:

(a) Except as otherwise provided herein, or by statute, at all meetings of the Governing Board, the presence at the commencement of such meetings of the Governing Board members, in person or by proxy, which attains a majority of the total number of the Governing Board members entitled to vote, shall be necessary and sufficient to constitute a quorum for the transaction of any business. The withdrawal of any Governing Board member after the commencement of any meeting shall have no effect on the existence of a quorum, after a quorum has been established at such a meeting.

(b) Despite the absence of a quorum at any annual meeting or special meeting of the Governing Board, the Governing Board members, by a majority of the votes cast by the members entitled to vote thereon, may adjourn the meeting. At any adjourned meeting at which a quorum is present, any business may be transacted at the meeting as originally called.

Section 8.8 – Voting:

(a) Except as otherwise provided by statute, the Articles of Incorporation, or these Restated Bylaws, any action taken by a vote of the Governing Board members, shall be authorized by a majority of the votes cast at each meeting.

(b) Each Governing Board member is entitled to one vote which may be cast in person, by proxy, telephonically, or by e-mail.

Section 8.9 – Conduct of Meeting:

A duly adopted agenda for each meeting shall be prepared by the Secretary of the Governing Board, or other designated Governing Board member or acting Chairman. The agenda must contain such information as is reasonably necessary to inform the public of the matters to be discussed or decided. The meeting shall be conducted in accordance with the agenda. The Chairman, or acting Chairman, of the Governing Board shall have the right to limit discussion on any particular item and shall have the right to provide time limits for any party wishing to speak on any appropriate point.

ARTICLE IX - OFFICERS

Section 9.1 – Name, Numbers, Election and Term of Office:

(a) The officers of the Corporation shall consist of the President, Secretary, Treasurer, and any such other officers as the Board of Directors may from time to time deem acceptable. Any two or more offices may be held by the same person.

(b) All the officers of the Corporation shall be elected by the Board of Directors at the regular annual meeting of the Board of Directors or at any other meeting established for this purpose.

(c) Each officer shall hold office until the annual meeting of the Board of Directors next succeeding his election, and until his successor shall have been elected and qualified, or until his death, resignation, or removal.

Section 9.2 – Resignation:

Any officer may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. Unless it is otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by the Board of Directors or by such officer, and the acceptance of such resignation shall not be necessary to make it effective.

Section 9.3 – Removal:

Any officer may be removed from office with or without cause at any time by a resolution and vote of a two-thirds (2/3) of the Board of Directors entitled to vote who are present in person, or by proxy, cast at a regular meeting or special meeting convened for that purpose.

Section 9.4 – Vacancies:

A vacancy in any office by reason of death, resignation, the inability to act, or any other cause whatsoever, may at any time be filled for the unexpired portion of the term by the Board of Directors with a majority vote of the Board of Directors at a regular or special meeting of the Board of Directors.

Section 9.5 – Powers and Duties of the President:

(a) The President shall be the chief executive officer of the Corporation, serving at the pleasure of the Board of Directors, and shall have general charge of the Corporation's business, and supervision of its affairs. The President shall keep the Board fully informed and freely consult with them in regard to the business of the Corporation and make due reports to them.

(b) In addition to the powers and duties elsewhere provided in these Restated Bylaws, the President shall sign all contracts, orders, deeds, liens, guarantees, licenses and other instruments of a special nature.

(c) Subject to approval of the Board of Directors, the President shall have such other powers and duties as are incident to said office and not inconsistent with these Restated Bylaws, or as may at any time be assigned by the Board of Directors.

Section 9.6 – Powers and Duties of the Vice President:

(a) The Vice President(s), if any, shall familiarize themselves with the affairs of the Corporation,

and in the event of the disability or absence of the President from any place in which the business in hand is to be done, the Vice President(s), in the order designated by the Board of Directors, shall have all the powers and perform all the duties of the President.

(b) The Vice President(s) shall have such other powers and duties as may at any time be assigned to them by the Board of Directors.

Section 9.7 – Powers and Duties of the Treasurer:

(a) The Treasurer, subject to the control of the Board of Directors and together with the President, shall have general supervisory authority over the Corporation's finances.

(b) Duties of the Treasurer include the care of, and responsibility for, all moneys, securities, evidences of value and corporate instruments of the Corporation, and supervision of the officers and any other persons authorized to deposit, handle, and disburse any funds, ensuring retention of information as to whether all deposited have been duly made and all expenditures duly authorized and evidenced by proper receipts and vouchers. The Treasurer shall cause full and accurate books to be kept, showing the transactions of the Corporation, its accounts, assets, liabilities, and financial condition, which shall at all times be open to the inspection of the Board, and such statements and reports as are required of him or her by law.

(c) The Treasurer shall render to the Board of Directors an accounting of the Corporation's financial affairs upon request and, in any event, no less than quarterly.

(d) Subject to the Board of Directors, the Treasurer shall have such other powers and duties as are incident to the office and not inconsistent with these Restated Bylaws, or as may at any time be assigned to the Treasurer by the Board of Directors.

Section 9.8 – Powers and Duties of the Secretary:

(a) The Secretary shall cause to be entered in the minute books the minutes of all meetings of all committees and of the Board of Directors; shall have charge of all books and papers pertaining to said office; and shall be responsible for the giving of all notices and for the making of all statements and reports required of the Corporation or of the Secretary by law. The Secretary shall attest by signature to all instruments duly authorized and requiring the same.

(b) The Secretary shall perform such other duties as are incident to the office, and shall have such other powers and duties, in addition to those elsewhere provided in these Restated Bylaws, as may be at any time assigned by the Board of Directors.

Section 9.9 – Sureties and Bonds:

In case the Board of Directors shall so require, any Governing Board member, officer, employee, or agent of the Corporation shall execute to the Corporation a bond in such sum, and with such surety or sureties as the Board of Directors may direct, conditioned upon the very faithful performance of his duties to the Corporation, including responsibility for negligence and for the

accounting for all property, funds, or securities of the Corporation which may come into his hands. Such requirements herein set forth shall be in accord with all appropriate laws.

ARTICLE X – ADVISORY COUNCIL

The Board of Directors may create an Advisory Council, the members of which shall be selected by the Board of Directors and shall consist of people from the education, business, and marketing community, who will consult and advise the Charter School on important matters dealing with the effect of the Charter School on businesses and the community as a whole and possibly assist in any additional fund-raising efforts for the Charter School. All opinions and recommendations of the Advisory Council shall be advisory to the Board and/or the Governing Board, who are not obligated to act upon any recommendation. Any and all members of the Advisory Council, however, shall serve in an advisory capacity only and shall have no voting rights with respect to Board of Directors meetings.

ARTICLE XI – CORPORATE SEAL

The Corporate seal, if any, shall be in such form as shall be approved from time to time by the Board of Directors.

ARTICLE XII – FISCAL YEAR

The fiscal year of the Corporation shall be fixed by the Board of Directors from time to time, subject to applicable law. The initial fiscal year shall end on June 30.

ARTICLE XIII – AMENDMENTS TO RESTATED BYLAWS

Section 13.1 – Power of the Board:

The Board of Directors shall have the power to amend these Restated Bylaws, except as provided herein, at any regular or special meeting called for that purpose. No amendment of the Board of Directors may adversely affect the Corporation's purpose, amend Article III dealing with the Corporation's tax-exempt status under Section 501(c)(3) of the Code, amend this Article XIII, confer upon the Board of Directors benefits that would defeat or adversely affect the Corporation's tax-exempt status under Section 501(c)(3) of the Code, or amend Section 5.4 in an way to defeat or adversely affect the Corporation's tax-exempt status.

Section 13.2 – Limitations on the Board of Directors:

The Board of Directors shall have no power to change any provision of these Restated Bylaws regarding the election, term of office, or removal of Directors or the filling of vacancies without the unanimous consent of all the Board of Directors.

Section 13.3 – Voting:

(a) Except as otherwise provided by in this Article, Arizona law, the Articles of Incorporation,

and these Restated Bylaws, all additional bylaws of the Corporation shall be subject to alteration or repeal, and new bylaws may be approved, subject to Subsection (b) of this Section 13.3, by a two-thirds (2/3) vote of the qualified votes cast at such a meeting to be held by the Board of Directors, present in person or by proxy, that are so entitled to vote, provided that the notice or waiver of such notice of the meeting shall have summarized or set forth in full therein, the proposed change.

(b) Entitlement to vote in any such meeting to adopt, alter, repeal, or amend these Restated Bylaws shall be limited to Directors that have served at least six months prior to any such meeting.

ARTICLE IVX – INDEMNITY

(a) Any person made a party to any action, suit, or proceeding, by reason of the fact that he or she is or was a Director, Governing Board member, or officer of the Corporation, or of any corporation in which they served at the request of the Corporation, shall be indemnified by the Corporation against reasonable expenses, including such attorney's fees actually and necessarily incurred by them in connection with the defense of such action, suit, or proceeding, or in connection with any appeal therein, except in relation to matters as to which it shall be adjudged in such action, suit, or proceeding, or in connection with any appeal therein that such Director, Governing Board member, or officer is liable for gross negligence or willful misconduct in the performance of their duties.

(b) The foregoing right of indemnification shall not be deemed exclusive of any other rights to which any Director, Governing Board member, or officer may be entitled apart from the provisions of this Article IVX.

(c) The amount of indemnity to which any Director, Governing Board member, or officer may be entitled shall be fixed by a vote of the disinterested Directors, except that in any case where there is no such disinterested majority of the Board of Directors available, the amount shall be fixed by arbitration pursuant to the then existing rules of the American Arbitration Association.

(d) The foregoing right of indemnification shall not apply in any circumstance where the indemnification would adversely affect the tax-exempt status of the Corporation, as determined by the Board of Directors, after consultation with legal counsel, in its sole discretion.

ARTICLE XV – TAX EXEMPT CORPORATE STATUS

The Corporation shall not carry on propaganda, or otherwise attempt to influence legislation, nor shall any of its funds be used to support or oppose any political issue or candidate or do any other acts which could endanger its qualification as a not-for-profit corporation in the State of Arizona or its tax-exempt status as a 501(c)(3) corporation under the Code.

ARTICLE XVI – PROHIBITION AGAINST PRIVATE INUREMENT

Section 16.1 – Net Earnings:

No Director, Governing Board member, officer, employee of the Corporation, member of a committee of the Corporation, nor any other private individual shall receive at any time any of the net earnings or pecuniary profit of the Corporation, except that the Corporation can pay reasonable compensation for services rendered; provided, however, that compensation shall not be paid if such payment would constitute an act of self-dealing or would result in the termination of the Corporation's tax exempt status under Section 501(c)(3) of the Code.

Section 16.2 – Dissolution:

No Director, Governing Board member, officer, employee of the Corporation, member of a committee of the Corporation, nor any other private individual shall be entitled to share in the distribution of any of the corporate assets in the event of the Corporation's dissolution. All Directors shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the Corporation's affairs, whether voluntary or involuntary, all of the Corporation's assets remaining after all debts have been satisfied shall be distributed exclusively to other tax-exempt corporations, as permitted by applicable law.

ARTICLE XVII – MEMBERSHIP

The Corporation shall not have members nor shall the Corporation be authorized to issue memberships.

ARTICLE XVIIII – NONDISCRIMINATORY POLICY

The Charter School shall admit students of any gender, race, color, religion, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the Charter School. The Charter School shall not discriminate on the basis of gender, race, color, religion, or national origin in the Charter School's administration of its educational policies, admissions policies, or administered programs.

ARTICLE IXX – FINANCES AND BANKING

All of the Corporation's funds and money shall be deposited, handled, and disbursed, and all bills, notes, checks, and like obligations and endorsements, for deposit or collection, shall be signed by the Treasurer or such other officers as the Board of Directors shall from time to time designate. Any officer or person performing said functions shall account therefore to the Treasurer as and when the Treasurer may require. All money, funds, bills, notes, checks, and other negotiable instruments coming to the Corporation shall be collected and promptly deposited in the name of the Corporation in such depositories as the Board of Directors, or an authorized officer, shall select.

ARTICLE XVIII – SPECIAL CORPORATE ACTS

Section 18.1 – Order for Payment of Money:

All checks, drafts, notes, bonds, bills of exchange and orders for payment of money of the Corporation from the Charter School's operations shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

Section 18.2 – Executing Contracts and Conveyances:

The Board of Directors may, in any instance, designate the officer and/or agent who shall have the authority to execute any contract, conveyance, mortgage or other instrument on the Corporation's behalf, or may ratify or confirm any such execution. When the execution of any instrument has been authorized without specifying the executing officers or agents, the President, a Vice President, the Secretary or the Treasurer may execute the same in the name and on behalf of the Corporation and may affix the corporate seal, if necessary, thereto.

I, _____, as Secretary of NEW DESTINY LEADERSHIP CHARTER SCHOOL, an Arizona nonprofit corporation, hereby certify that the foregoing constitute the Amended & Restated Bylaws of the Corporation as adopted and in full force and effect on this _____ day of _____, 2005.

By _____

_____, Secretary

ARTICLE XVIII – SPECIAL CORPORATE ACTS

Section 18.1 – Order for Payment of Money:

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I, Charles H. Tinsley Jr, as Secretary of NEW DESTINY LEADERSHIP CHARTER SCHOOL, an Arizona nonprofit corporation, hereby certify that the foregoing constitute the Amended & Restated Bylaws of the Corporation as adopted and in full force and effect on this 12 day of July, 2006 CHT

By Charles H Tinsley Jr
_____, Secretary

Attachments B/C

(Application with all attachments)

NEW DESTINY LEADERSHIP CHARTER SCHOOL INC.

DEC 05 2007
By AE

New Destiny Leadership Charter School

Table of Contents

Comprehensive Program of Instruction – Curricular Emphasis 15-19
Comprehensive Program of Instruction – Goals 21-22
Comprehensive Program of Instruction – Curriculum Sample 66-157
Comprehensive Program of Instruction – Monitoring 23-25
Comprehensive Program of Instruction – Special Education 26-29
Detailed Business Plan – Business Description 30-31
Detailed Business Plan – Marketing Plan 32-36
Detailed Business Plan – Organizational Structure 37
Detailed Business Plan – Governance Structure 42-45
Detailed Business Plan – Personnel 46-49
Detailed Business Plan – Start Up Plan 50-51
Detailed Business Plan – Operating Plan 56-65

I certify all information contained in this application 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 applications will not be considered.

The charter school applicant acknowledges that he/she has read all Arizona statutes regarding charter schools and that, if approved, he/she is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The charter school applicant acknowledges that if approved to operate a charter school, he/she must execute a charter contract with the Arizona State Board for Charter Schools within twelve months of the date of approval of the charter by the Arizona State Board for Charter Schools. A charter that is not timely signed expires.

The charter holder must begin providing educational services within twelve months of execution of the contract or within twenty-four months of approval of the charter, whichever date occurs later. Failure to do so may result in termination of the contract and revocation of the charter.

The charter school applicant acknowledges that if approved to operate a charter school, the applicant must provide the minimum number of days of instruction as defined in A.R.S.15-341.01 within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Barbara J. Tinsley	Barbara J. Tinsley	December 1, 2007
Authorized Representative (please print)	Signature of Authorized Representative	Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.

Title Page 2008-2009

Name of Applicant Applying for the Charter New Destiny Leadership Charter School Inc.
(This may be a public body, private person or private organization A.R.S. 15-183.B.3)

Name of Proposed Charter School New Destiny Leadership Charter School
☒ New School ☐ Converted School

Authorized Representative for Applicant Barbara J. Tinsley
(This may be the individual applicant or an individual authorized by the corporate board)

Authorized Representative Mailing Address 2708 N. Karen Drive

City Chandler State Arizona Zip 85224

County Maricopa E-mail: NewDestinyBJT@Hotmail.Com

BJT Day Time Phone: (480)963-2353 602 - 268-2234 Fax: ( )

Form of Organization	When listing the names of corporate principals and members of the organization, provide the charter name and sponsor if the individual has ever applied for a charter before:		
☒ Non-Profit Corporation	Member Name(s)	Charter Name(s)	Sponsor
☐ For-Profit Corporation	Barbara J. Tinsley		
☐ Partnership	Charles H. Tinsley Jr.		
☐ Sole Proprietorship			
☐ Tribal Entity			
☐ LLC _____			
☐ Other			

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the make-up of this body below.

Governing Body (Body responsible for the policy decisions of the school.) (A.R.S. 15-183.E.8)				
Member Type	**Number**	**Name**	**Name**	**Name**
Charter Organization	2	Barbara J. Tinsley	Charles H. Tinsley Jr	
School Staff				
Parents				
Community	3	TBA	TBA	TBA
Other				

Target Population

Mission Statement: (use only this space)

New Destiny Leadership Charter School will provide a quality education. Academic and social skills with further enhanced through the development of leadership skills. The students of New Destiny Leadership Charter School will use their leadership skills to positively impact society, by various forms of community service (service learning)

	Grades Served Please circle all grades being taught	Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating
Year 08-09	K 1 2 3 4 5 ~~6 7 8~~ 9 10 11 12	175	1
Year ~~09-10~~	K 1 2 3 4 5 6 7 8 9 10 11 12	225	1
Year ~~10-11~~	K 1 2 3 4 5 6 7 8 9 10 11 12	275	1

* The addition of grades would require an amendment request after the approval and signing of the contract.

School Calendar

☒ Standard ☐ Extended School Year

☐ Alternative **(please describe in 5 words or less)**

_____

Instructional Days 180

Target Start Date ~~August 18, 2008~~ August 3, 2009

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

Please provide specific boundary information (e.g. targeted 10 mile radius) on the planned location for your school:
South Phoenix: From 40th Street to 51st Avenue
From Broadway to Dobbins

Number of classrooms, offices, etc. necessary, along with total square footage to implement your program as described:
Seven classrooms, two offices, multi-purpose center, 9,500 square feet

If facility arrangements have been made, provide the information below:

Site Name: _____

Site Address: _____

City: _____ Zip Code: _____ County: _____

Section 1: Comprehension Program of Instruction:

1.1: Comprehension Program of Instruction – Curricular Emphasis

The New Destiny Leadership Charter School philosophy aligns with the mission of the school.

Mission Statement
New Destiny Leadership Charter School will provide a quality education. Academic and social skills will be further enhanced through the development of leadership skills. The students of New Destiny Leadership Charter School will utilize their leadership skills, to positively impact society, by way of various forms of community service (service learning).

Philosophy:

New Destiny Leadership Charter School believes that all children should be motivated, taught trained, and developed toward their potential academically, and socially. We further believe that all students must be adequately prepared to be leaders in the twenty-first century and beyond. In other words, as we provide each student with a solid Back to Basics foundation we will further equip them with leadership abilities they will utilize in all aspects of their lives. We are confident that the students of New Destiny Leadership Charter School will not only be leaders academically, but they will also model leadership and service for our community.

Special Emphasis:

New Destiny Leadership Charter School will maintain a Back to Basics focus while adding a leadership and service learning component. Students, attending New Destiny Leadership Charter School, will benefit from this program by learning new and exciting leadership skills while simultaneously building their sense of self-worth and confidence.

For example, the leadership qualities of oral and written communication, problem analysis, judgment, organization, decisiveness, character will be taught to each student of New Destiny Leadership Charter School. Our kindergarten through third grade students, under the direction of their classroom teacher, will plan and participate in community service projects twice each academic year to put leadership into practice. Likewise, students in grades four through six will not only participate in service projects but they will take on a greater role in the planning and implementation of the community service projects that will occur. The seventh through eighth grade students will participate in will not only participate in the service projects along with the planning and implementation, but will also assist in leadership activities with the younger students (peer leadership). Similarly, the school as a whole will participate in two National Service days such as "Make a Difference Day" and "Join Hands Day". The matrix to be implemented is as follows: (italics indicate continued reinforcement of leadership skill)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Oral/Written Communication	*Oral/Writ Comm.*	*Oral/Writ Comm.*	*Oral/Writ Comm.*	*Oral/Writ Comm.*	*Oral/Writ Comm.*	*Oral/Writ Comm.*	*Oral/Writ Comm.*	*Oral/Writ Comm.*
Character	*Character*	*Character*	*Character*	*Character*	*Character*	*Character*	*Character*	*Character*
		Decisiveness	*Decisive.*	*Decisive.*	*Decisive.*	*Decisive.*	*Decisive.*	*Decisive.*
			Organization	*Organ.*	*Organ.*	*Organ.*	*Organ.*	*Organ.*
			Problem Analysis	*Problem Analysis*	*Problem Analysis*	*Problem Analysis*	*Problem Analysis*	*Problem Analysis*
				Judgment	*Judgment*	*Judgment*	*Judgment*	*Judgment*
							Peer Leadership	*Peer Leader.*

Furthermore, students in grades three through eighth will complete Leadership development plans. The development plans consist of the student and teacher working together to select a leadership skill he or she wishes to improve upon, during the quarter. Students may choose to apply their development plan to the academic or personal setting. After making the skill selection, the student and teacher will work to set a specific goal along with activities which he or she can complete to help them reach their goal. For example, a student may choose to focus on the leadership skill of organization in a personal setting.

Upon exiting, New Destiny Leadership Charter School, students will have completed a Leadership Portfolio culminating their leadership development. The Leadership Portfolio will document the student's leadership experiences gained through service projects and instruction. The Leadership Portfolio will consist of the following components: 1. report cards, 2. work samples, 3. Leadership Development plans, 4. photographs of service projects, 5. Reflections, 6. future goals and plans; and 7. a self-evaluation of their leadership skills.

Though our focus will be on developing leaders through service learning, we will by no means ignore our commitment to a Back to Basics program. Our future leaders must have a strong knowledge base to work from. Our school developed scope and sequence for the subjects of Reading, Writing, and Math, which will be implemented by highly qualified committed educators, will ensure continuity in instruction and that all students will be prepared to meet NCLB and AZLEARNS requirements.

Method of Instruction:

1. Direct instruction – teacher utilizes anticipatory set, modeling, guided practice, independent practice, and closure during instruction
2. Small-group instruction – teacher brings small group of students together to work closely with students
3. Hands-on activities – used to engage students in learning; may be seen at learning centers and during community service projects
4. Cooperative/collaborative learning – students work with partner or small group to assist in learning process
5. Observation – Aides instruction as students investigate and gather information through their senses.

Rationale: Students attending New Destiny Leadership Charter School will benefit from a variety of instructional methods. Not all children learn in the same manner, therefore our teachers will differentiate instruction modes. As an institution, all modes of instruction will be age/grade-appropriate. Our research through the Kyrene School District shows that our target population will benefit from a variety of instructional methods. Currently, students attending public school, in the selected area, are learning in overcrowded classrooms with little one-on-one time. New Destiny Leadership Charter School will meet this need by maintaining smaller class sizes. Further more, students will benefit by having multiple avenues to receive instruction. It is our belief that offering a variety of modes of instruction will address various student learning styles and needs. As students work cooperatively and collaboratively, they will facilitate each other's learning and engage in leadership elements of organization, and elements of character; fairness, caring and responsibility. Providing diverse means of instructions will allow the classroom teacher to choose from a wealth of strategies to foster student achievement. In addition, the outlined methods of instruction are conducive to learning leadership skills as well. Meaning, as students are instructed in aspects of leadership both their practice and instruction will be best served. For instance, collaborative/cooperative learning will be utilized as students perform community service projects.

Methods of Assessment:

To support the variety of instructional methods of New Destiny Leadership Charter School, we will use different methods of assessment.

1. Pre and post assessments in the areas of writing and leadership
2. Benchmark assessment for beg, middle, end of year such as CATS Basic Battery
3. Student portfolios
4. Informal assessments (i.e. individual/group projects experiments, oral presentations, journals, teacher created assessments
5. Rubrics
6. Informal Reading Inventory (IRI)
7. Textbook assessments
8. DIBELS

Rationale:

As a Back to Basics school, our teachers will administer pre and post assessments to measure student knowledge before and after instruction. Throughout the school year, pre and post assessments will be used for measuring Writing and Leadership instruction. Writing pre and post assessments will be scored based on the "6 Traits of Writing" rubric and according to the specific genre. In addition, grade level benchmarks such as CATS Basic Battery by McGraw Hill, will be given at the beginning, middle and end of each school year to measure student growth.

Teachers and students will collaborate by collecting samples of the student's work which will reflect the student's progress. The use of Portfolios is a simple method that allows both students and

parents to see achievement and effort. Moreover, the use of portfolios gives students an opportunity to implement learned organizational skills. Upon exiting, New Destiny Leadership Charter School, students will complete a leadership Portfolio culminating their leadership development.

Informal teacher created assessments and textbook exams will be used for measuring student academic gains from various leadership units and academic concepts taught.

The use of rubrics, as a form of assessment, will allow the student to know the teachers expectations for mastery upfront. In addition, the use of rubrics will allow students to see how the have performed on a certain product or project and it will show them where improvement is needed. Finally, Informal Reading Inventories and DIBELS will serve as an additional tool to give students, parents, and teachers an indication of their students reading level. Classroom teachers will regularly assess students reading levels with progress monitoring throughout the academic year and use this information to provide early intervention for students struggling with reading.

Class size:

Students of New Destiny Leadership Charter School will benefit from small classes for optimal learning. Kindergarten through eighth grade will exceed twenty-five students. At this time, neighborhood schools are experiencing overcrowding as a result of a tremendous increase in housing developments in the area. As a result, the public schools within our targeted area are being inundated with new students and are unable to adequately meet the needs of students.

Mastery level:

New Destiny Leadership Charter School will establish as its standards, a mastery level of 80-100% on assessments. Students achieving marks in the 70-79 range, will be provided with additional support to reach the desired mastery level. If a student receives a score lower than 69, it indicates re-teaching is needed. The teacher will then provide interventions. In order to be promoted students will maintain at least an 80% or higher in all core subjects for each quarter.

Remediation:

Students who do not reach the outlined mastery level will be provided with opportunities for remediation by the classroom teacher within the instructional day. Opportunities for remediation will be provided within the classroom as well as before and after school. Additionally, as a Back to Basics school, assessments such as DIBELS, pre/post assessments, Informal Reading Inventories (IRI's), research-based assessments, i.e., CAT 5 Basic Battery by McGraw Hill, will be used to determine if students require intervention. Data from AIMS/Terra Nova will also be used by teachers along with progress monitoring.

Growth:

Our expectation is that as news travels of our strong Back to Basics foundation and leadership program we will experience growth. Thus, after completing year one with one hundred and seventy-five students (Grades K-8) we will grow to two hundred and twenty five (K-8) in year three grow to two hundred and seventy-five by year three. In year 2 and 3 the number of classrooms will increase each year. Our philosophy is that we will begin with a strong base and increase enrollment as the school year progresses.

Section 1.2: Comprehensive Program of Instruction – Goals

Goal	Measurable Objectives/Benchmarks
1. Meet AZLEARNS Requirements	1a. 95% of all students (2nd through 8th) Tested 1b. 60% of students will meet/exceed AIMS (DPA) 1d. **Year 1**: 60% of students will meet/exceed in Math, Reading and Writing; **Year 2**: 65 % of continuing students will meet/exceed in Math, Reading, and Writing; **Year3**: 70% of continuing students will meet/exceed in Math, Reading, and Writing
2. Monitoring Student Achievement	2a. Teachers will submit quarterly Informal Reading Inventories (IRI's) and math inventories for all students 2b. Teachers will submit quarterly monitoring forms identifying student mastery of performance objectives 2c. Teachers will administer pre and post assessments in Writing and Leadership according to the respective genre and leadership skill 2d. Grade level pre and post assessments will be given at the beginning, middle, and end of each school year
3. Relevant Ongoing Professional Development	3a. The school will conduct a needs assessment to determine professional development 3b. Teacher will complete per school year training: year 1: 20 hours, year 2: 10 hours, year 3: 6 hours

ATTACHMENT D

Section 1.2: Comprehensive Program of Instruction – Goals (cont.)

Goal	Measurable Objectives/Benchmarks
4. Leadership development of Students and teachers	4a. Teachers and students will complete two (2) community service projects during as a class 4b. Parents, staff, and students will participate in a "Make A Difference" and "Join Hands Day" service learning project
5. Parent Involvement	5a. Establish Site Council (year 1) 5b. 100% participation in Parent Orientation prior to each school year 5c. 60 % participation in monthly Parent Meeting 5d. Parents will complete a minimum of 2 volunteer hours per quarter
6. Relevant Ongoing Professional Development	6a. Teacher will communicate with parents via quarterly newsletters, email, or personal contacts
7. Student Recognition	7a. At each grade level and at teacher discretion, students will be recognized monthly for demonstrating outstanding leadership skills 7b A monthly rotation recognizing student achievement in Reading, Writing, and Math 7c. Quarterly awards for perfect attendance and honor roll
8. School Satisfaction	8a. 90% of parents will be satisfied with New Destiny Leadership Charter School based on written surveys

ATTACHMENT D

Kindergarten: Reading and Writing Sample
Performance Objectives: R00-S3C1-02-W00-S3C2-01
Duration: 5 days
Method(s) of instruction: Direct/Observation/Collaborative/Cooperative Learning
Assumptions: None

***This detailed sample reflects the instruction to be found at New Destiny Leadership Charter School, Inc.**

Teacher Preparation: Before beginning this unit, use butcher paper to create a display for students. The display should consist of various pictures of African elephants in their natural habitats eating and playing, with specific pictures of their body parts (trunk, feet, ears, and eyes). Pictures can be gathered from the internet or magazines. Parts and pictures should be labeled using Velcro so students can manipulate. The display will remain visible throughout the duration of the unit.

Supplies: butcher paper, glue, pictures.

Day 1: Introduction Materials: teacher created display, chart paper or chalk/dry erase board, drawing paper, crayons.

Step 1. Teacher will direct students to quietly observe the display.

Step 2. Students will be directed to return to their seats and draw one thing they observed.

Step 3. The Teacher will ask the students "What did you see?" The whole class will discuss their observations through sharing their pictures. The teacher will list the students' responses on chart paper periodically reviewing the list and saying the words while writing them.

Step 4. Teacher will review display using questions (Ex. "I'm thinking of a part of an elephant that…") and pointing out specific body parts of the African elephant.

Day 2 and 3: Materials: Non-fiction books on African elephants.
Back to Basics: Reading and Writing

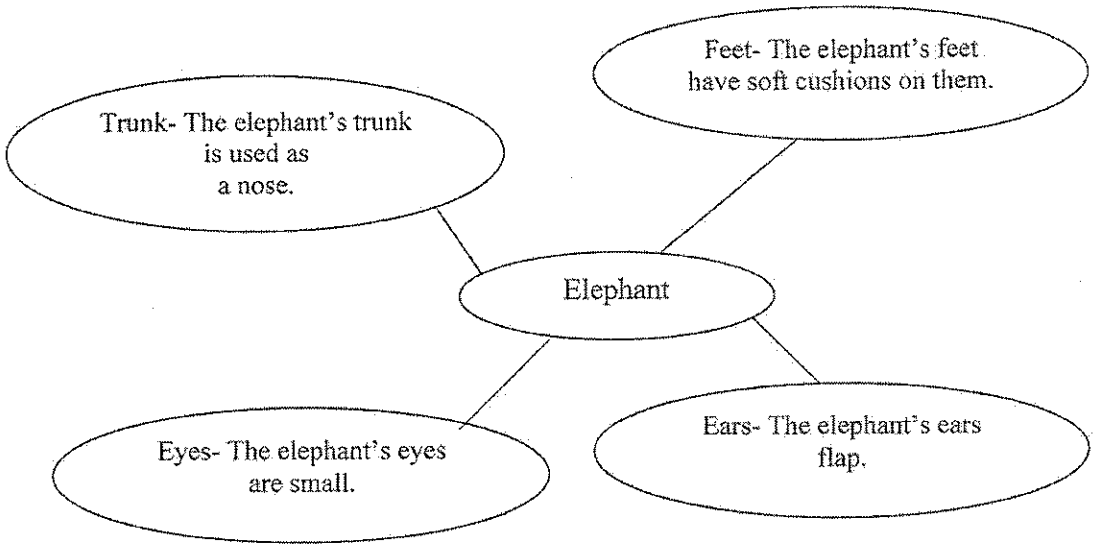
Step 1. In a reading center students will have an opportunity to "read" non-fiction books on African elephants. Through out the day, each student will have an opportunity to visit the reading center. The purpose is to access prior knowledge.

Day 4: Materials: Non-fiction books on African elephants.

Step 1. Read Aloud

- Invite students to study the cover picture and find the elephant. Ask volunteers to describe how an elephant moves.
- Teacher will read a non-fiction picture book to the whole class.
- Refer back to the display for students to point out the elephant and its specific parts.

Step 2. The teacher will lead the students in restating facts from listing to expository text. Students will participate in inside/outside circle to share facts with a partner. The teacher will invite students to participate in a shared writing about elephants. Record student responses on the following web:



- The teacher will have students contribute sentences to the class writing and record their suggestions on chart paper.

Day 5 and 6: Material: Student elephant journal.

Leadership Skill Emphasis: Written Communication

- **Teacher will emphasize that to be leaders you must be able to write well.**

Step 1. During center time, the teacher will lead the writing center on elephants. Working with the small group the teacher will direct students to draw the ears, trunk, feet, and eyes of the elephant in their journal. The student will dictate to the teacher a fact about each part.

Assessment: (Informal) The student will complete the elephant journal which contains 1) illustrations of the parts of the elephant, and 2) a restated fact about each part that is dictated to the teacher for a label.

Enrichment:

- Computer programs/interactive websites, trip to zoo.

Differentiated Instruction options: (for ELL students, various learning styles, Special Education students etc.)

- Show video of elephants
- Play tape/cd of elephant sounds

Assessment Rubric: R00-S3C1-02/W00-S3C2-01

Category	Exceeds	Meets	Approach	Falls Far Below
Ideas and Content (writing)	The student is able to describe their illustration of the elephant parts with great detail. 5 pts	The student is able to describe their illustration of the elephant parts with some detail. 4 pts	The student is able to describe their illustration of the elephant parts with some teacher assistance. 3 pts	The student is able to describe their illustration of the elephant parts with a great deal of teacher support. 0-2 pts
Restating Facts (reading)	The student accurately restates facts with great detail. 5 pts	The student restates facts with some detail. 4 pts	The student restates facts with some teacher assistance. 3 pts	The student restates facts with a great deal of teacher support. 0-2 pts

10 points possible from combined categories

Mastery: 80-100% of possible points

Kindergarten: Math Sample
Performance Objective: M00-S3C1-01
Duration: 5 days
Method(s) of instruction: Direct/group collaboration-cooperation
Assumptions: Students know basic shapes (squares, circle, triangle, rectangle) and colors.

	Teacher	Student Activity	Materials/Resources
Day 1	During circle time the teacher will discuss what patterns are and show different patterns drawn on sentence strips calling out the shape and/or color pattern	Student will observe and listen to patterns presented by teacher	Sentence strips with various shapes in a pattern
Day 2	Teacher will review what a pattern is and show several patterns to students on sentence strips verbalizing the patterns	Students will observe and listen to patterns presented by teacher	Sentence strips with various shapes in a pattern
Day 3	Teacher will show new patterns to students	Students will be called upon to verbalize the patterns	Sentence strips with various shapes in a pattern
Day 4	• Teacher will provide small groups with a pattern sentence strip • After groups have been given practice time, the teacher will call upon groups to verbalize their pattern • **Leadership emphasis:** Teacher will select student to help group accomplish task	Students will work together in their small group to figure out the pattern; they will practice verbalizing the pattern **Leadership opportunity: selected student will act as group leader**	Sentence strips with various shapes in a pattern
Day 5 Assessment	Teacher will provide each student with 3 sentence strips containing a new pattern	Each student will meet with the teacher and verbalize the pattern	Sentence strips with various shapes in a pattern

Differentiated Instruction option: (for ELL students, various learning styles, Special Education students etc.)

- Replace shapes with three dimensional manipulative

Assessment Rubric: M00-S3C1-01

	Exceeds	Meets	Approach	Fall Far Below
Orally communicate pattern	Student orally communicates patterns quickly and with ease. 5 pts	Student orally communicates all patterns. 4 pts	Student orally communicates patterns with some teacher assistance. 3 pts	Student is unable to orally communicate the patterns. 0-2 pts

5 points possible **Mastery: 80-100% of possible points (4-5 pts)**

First Grade: Reading Sample
Performance Objective: R01-S1C1-01
Duration: 6 days
Method(s) of Instruction: Direct/small group
Assumptions: None

	Teacher	Students	Materials/Resources
Day 1	**Back to Basics: Reading** 1. Teacher will review alphabet with students 2. **Leadership Emphasis: Oral Communication-** Teacher will share that leaders speak clearly 3. Teacher will ask students to tell beginning letters of each word 4. Teacher will share with students what it means to alphabetizing words	1. Student will say alphabet with teacher 2. Student will recite the beginning letter of each word	Alphabet strip on student desks or in classroom; list of grade appropriate words
Day 2	1. Teacher will take the names of 5 students and model alphabetizing their names 2. Teacher will select 5 more names and guide students through alphabetizing names	1. Students will observe modeling 2. Whole class will assist teacher in alphabetizing the names	Chart paper and or chalk/dry erase board
Day 3	1. Teacher will provide worksheet of 7 words for groups to alphabetize	1. Groups will alphabetize words on worksheet	Handout for student
Day 4	1. Teacher will direct student to independently practice alphabetizing words using handout	1. Student will complete handout	Handout for student
Day 5	1. Teacher will direct students to find 10 words in the classroom to write down and alphabetize	1. Students will find words in the classroom and alphabetize them	Paper for students
Day 6 Assessment	1. Teacher will give pencil and paper test: students will alphabetize a list of 10 words given on an assessment	1. Students will complete the assessments individually	Assessment containing 10 words

Assessment Rubric: R01-S1C1-01

	Exceeds	Meets	Approaches	Falls Far Below
Score	Student is able to alphabetize all 10 words	8-9 of the words are in alphabetical order	6-7 of the words are in alphabetical order	5 or less words of the 10 words are in alphabetical order

10 points possible

Mastery: 80-100% of possible points

First Grade: Writing Sample
Performance Objective: W0I-S1C1-01
Duration: 6 days
Method(s) of Instruction: Direct
Assumptions: Students will use inventive spelling

	Teacher	Student Activity	Materials/Resources
Day 1	**Back to Basics: Writing** 1. Teacher will introduce the writhing process to students informing them that good writers begin with prewriting 2. Teacher will introduce webbing as a tool for prewriting 3. Teacher will draw a blank web on board	1. Students volunteers will come to board and practice drawing a web	1. Dry erase/chalk board; paper for students
Day 2	1. Teacher will review from previous day 2. Teacher will model for students how to fill in web with ideas for writing a story 3. Teacher will guide students through making their own webs	1. Students will create their own webs	1. Blank paper
Day 3	1. Teacher will model drawing a web and filling it in with ideas for writing about our favorite desserts	1. Students will contribute ideas for the web	1. Chart paper
Day 4	1. Teacher will direct students to draw a web and fill in their web for a writing piece on elephants	1. Students will draw and complete web	1. Blank paper
Day 5	1. Teacher will direct students to complete a web on their ideas for a Christmas story	1. Students will complete web (independent practice)	1. Blank paper
Day 6 Assessment	1. Teacher will give topic for students to web their ideas	1. Students will create web of their ideas	1. Blank paper

Assessment Rubric: W01-S1C1-01

Category	Exceeds	Meets	Approach	Falls Far Below
Structure	Web is very neatly drawn with several circles and lines in appropriate places. 5 pts	Web is drawn with topic circle and additional lines and circles. 4 pts	Web can be created with teacher support. 3 pts	Student is unable to draw web. 0-2 pts
Content	Topic seen along with a great deal of ideas. 5 pts	Topic is seen with some ideas. 4 pts	Topic and ideas are not clear. 3 pts	Topic and ideas are not found. 0-2 pts

10 possible points from combined categories

Mastery: 80-100% of possible points

First Grade: Math Sample
Performance Objective: M01-S4C1-02
Duration: 6 days
Method(s) of instruction: Direct/small group
Assumptions: None

	Teacher	Student Activities	Materials/Resources
Day 1	1. Teacher will introduce concept of describing shapes by their attributes 2. Teacher will refer to model while identifying the number of sides, shapes, and size of the figure	1. Students will share different places they see shapes in the classroom	(model) diagram or manipulative of square, rectangle, and triangle
Day 2	1. Teacher will lead students in identifying various shapes by their attributes as a whole class	1. Students will choral attributes of a shape	(model) diagram or manipulative of square, rectangle, and triangle
Day 3	1. Teacher will guide students through identifying attributes of different shapes on worksheet	1. Students will practice identifying shapes by their attributes using worksheet	Worksheet with 2 dimensional shapes
Day 4	1. Teacher will guide students through identifying attributes of shape on worksheet	1. Students will again practice identifying a shape by its attributes using worksheet	Worksheet with 2 dimensional shapes
Day 5	1. Teacher will call small groups of students to practice identifying shapes by their attributes	1. Students will identify shapes in a small teacher led group	Shape manipulative
Day 6 Assessment	1. Teacher will instruct students to use the shapes to trace shapes on construction paper 2. Teacher will meet with each student who will use their cut out shapes for the assessment; teacher will randomly choose one of the shapes and ask the student to describe it	1. Students will trace shapes and cut them out 2. Student will individually meet with the teacher and describe a selected shape by its attributes	Prepared shapes cut out of cardstock; construction paper

Assessment Rubric: M01-S4C1-02

Category	Exceeds	Meets	Approaches	Falls Far Below
Shape	Student is able to describe the shape with great detail. 5 pts	Student is able to describe the shape by name. 4 pts	Student requires assistance to describe the shape by name. 3 pts	Student is unable to describe the shape by name. 0-2 pts
Size	Student is able to identify the size of the shape with great detail. 5 pts	Student is able to identify the size of the shape. 4 pts	Student requires assistance to describe the size of the shape. 3 pts	Student is unable to describe the shape by size. 0-2 pts
No. of Sides	Student is able to describe the shape by the number of sides, using a mental count. 5 pts	Student is able to describe the shape by the appropriate number of sides. 4 pts	Student requires assistance to describe the appropriate number of sides. 3 pts	Student is unable to describe the shape by the appropriate number of sides. 0-2 pts

15 possible points form combined categories

Mastery: 80-100% of possible points (12-15 pts)

Second Grade: Reading Sample
Performance Objective: R02-S2C1-03
Duration: 6 days
Method(s) of Instruction: Direct/collaborative/cooperative
Assumptions: None

Using From Once in a Wood – Ten Tales from Aesop Belling the Cat

	Teacher	Student Activities	Materials/Resources
Day 1	• Teacher will lead students through making predictions about story using picture walk and previewing the cover • Teacher draw on prior knowledge by asking students what they know about cats and mice • Teacher will read story chorally with students	• Students will share their predictions • Students will share their knowledge of cats and mice • Students will choral read story	• Chart paper to write student predictions • Student copies of books
Day 2	• Teacher will direct students to read story with partner • Teacher will explain/discuss sequencing; showing the order makes sense • Teacher will do a think aloud of sequencing the story, pointing out signal words • Teacher and students will create list of signal words	• Students will reread story with partner looking for signal words • Students will participate in creating a list of signal words	• Student copies of books
Day 3	• Teacher will read story aloud to students • Teacher will ask students to use the cards to sequence the story events	• Students will sequence the story events using sequence cards	• Large cards with sequence words (first, then, next, now)
Day 4	• Teacher will direct students to complete sequencing practice sheet from story	• Students will cut out sentences and put them in the correct sequence	• Story worksheet with story events out of order

Day 5	• Teacher will draw story map on board with section for beginning, middle, and end • Ask students to check the story map to see if the order of events makes sense	• Students will copy story map and complete individually	• Dry erase board
Day 6 Assessment	• Teacher will give pencil/paper test to students	• Students will complete assessment by underlining the sentence, of the pair given, that shows an order of events that make sense	• Pencil and paper test

Differentiated Instruction:

- Have students listen to the story on audiocassette prior to class reading
- Provide student with a situation and work with the student to sequence the event

Assessment Rubric: R02-S2C1-03

	Exceeds	**Meets**	**Approaches**	**Falls Far Below**
Score	Student is able to establish order/sequence of story in detail 5 pts	Student is able to establish order/sequence of story with some detail 4 pts	Student is able to establish order/sequence with assistance 3pts	Student is unable to sequence order of events in story 0-2pts

5 points possible

Mastery: 80-100% of possible points

Assessment: pencil/paper test

Name_____

Choose the sentences that show an order of events that make sense.

1. The young mouse came up with a plan. Then all the mice agreed to the young mouse's plan.

2. The noise of the cat's bell told the mice to stay away. Then the mice put the bell around the cat's neck.

3. The hungry cat sees a mouse.

4. Then the cat chases the mouse.

5. A mouse is safe in the hole. The cat catches the mouse. The mouse runs across the room.

6. The cat goes outside. It starts raining. The cat gets wet.

7. In the story, which happened first, the young mouse told his plan or the mice called a meeting?

8. What did the mice do <u>after</u> the young mouse explained his plan?

Assessment Rubric: **R02-S2C1-03**

Mastery = 80% or higher of possible points

Scoring: Worth two points for choosing the correct set of sentences (questions 1-6); question 7 and 8 worth two points each

Second Grade: Writing Sample
Performance Objective: W02-S3C3-02
Duration: 8 days
Method (s) of instruction: Direct/cooperative/collaborative
Assumptions: None

	Teacher	Student Activities	Materials/Resources
Day 1	Teacher will **introduce** Friendly letters to students • Identify when friendly letters are used • Discuss parts and punctuation of friendly letter • Teacher will read aloud the friendly previously written	• Students will physically identify through touch the parts of the friendly letter • Students will discuss who they would like to write a friendly letter to	Butcher paper display of friendly letter
Day 2	• Teacher will **review** parts and punctuation of friendly letter with students • Teacher will **discuss** each part of friendly letter in detail • Teacher will discuss prewriting strategy - choosing who to write to - make a list of things to write about • Teacher will **model** how to fill in letter template	• Students will echo parts of friendly letter • Students will practice prewriting strategy and writing a friendly letter, on template, to partner at their table • Partners will exchange letters and read them	• Flash cards with parts of friendly letter, letter display from day 1 • Copies of friendly letter template
Day 3	• Teacher will conference with students to edit and revise the writing piece as needed	• Students will bring completed writing piece to conference	• Completed letters
Day 4	• Teacher will **review** parts of friendly letter with students by having students identify parts on letter • Review prewriting strategy	• Student will identify parts of letter • Students will **practice** writing friendly letter, on template, to a different partner at their table	• Letter written of butcher paper • Copies of friendly letter template
Day 5	• **Practice**- Teacher will direct students to write friendly letter to a relative	• Students will write friendly letter on lined paper	Lined paper
Day 6	• Teacher will conference with students to edit and revise the writing piece as	• Students will bring completed writing piece to conference	Completed letters

	needed		
Day 7	• **Practice-** Teacher will direct students to write friendly letter to a friend within the shool	• Students will write friendly letter on lined paper	Lined paper
Day 8	• **Assessment-** Teacher will direct students to write a friendly letter to their first grade teacher	• Students will complete Friendly letter assessment	Lined paper

Differentiated Instruction:

- Have students cut out parts of friendly letter and glue to template.
- Color code parts of friendly letter.

Assessment Rubric: **W02-S3C3-02**

	Exceeds	**Meets**	**Approaches**	**Falls Far Below**
Content	All five parts of the letter are in the correct format; uses adjectives and action verbs to create an interesting letter. 5 pts	Writes a friendly letter complete with date; salutation, body, closing and signature; four parts of the letter are written in correct format (placement & commas); ideas in body are clear. 4 pts	Writes a friendly letter but is missing one or more parts of the letter; three parts of the letter are written in correct format; ideas in the body are somewhat clear. 3 pts	Student is unable to write friendly letter using correct parts and placement; ideas in the body are unclear and confusing. 0-2 pts

5 possible points

Mastery: 4-5 pts (80% of possible points)

Second Grade: Math Sample
Performance Objective: M02-S1C1-03 MO2-S4C4-06
Duration: 5 days
Method(s) of Instruction: Direct/collaborative-cooperative
Assumptions: a brief explanation of circumference has been given

	Teacher	Student Activity	Materials/Resources
Day 1	• Read aloud – Jack and the Beanstalk • Lead discussion about the concept of size, measurement and making estimations	• Listen to story being read aloud • Students participate in math discussion	• Big Book- Jack and the Beanstalk
Day 2	• Discuss the difference between making a wild guess and an estimation • Lead students in making a chart with estimations of students height, circumference, and length of foot • Review use of a centimeter rod and tape	• Make estimations of students height, circumference, and length of foot	• Chart paper
Day 3	• Teacher will lead students in using centimeter rods and tapes to measure each others height, circumference and length of foot	• Students will work with a partner to measure each others height, circumference and length of foot • Students will record their results	• Centimeter rods and tapes • Lined paper
Day 4	• Lead students in discussion about their actual measurements and their estimations • Form small groups to estimate, then count, beans in cups • Remind students of the difference between a wild guess and an estimate	• Participate in discussion • Students in small groups estimate the number of beans in a cup and then count the actual amount	• Chart paper • Five cups filled with various amounts of pinto beans
Day 5	• Assign teacher generated tests	• Student complete assessment	• teacher generated tests

Assessment Rubric: M02-S1C1-02

Category	Exceeds	Meets	Approaches	Falls Far Below
Estimate	Student is able to estimate with great detail. 5 pts	Student is able to estimate with some detail. 4 pts	Student requires assistance to estimate. 3 pts	Student is unable to estimate. 0-2 pts
Measurement	Student is able to measure and provide a size for items in great detail 5 pts	Student is able to measure with some understanding. 4 pts	Student requires assistance to measure. 3 pts	Student is unable to measure. 0-2 pts

10 possible points form combined categories

Mastery: 80-100% of possible points (8-10 pts)

Name _____

Estimate the measure of the following objects.
Then, measure the objects using the appropriate unit of measure. Record findings.

Object	Unit of Measure (length, capacity/volume, mass/weight)	Estimate	Actual
Jelly beans in a jar			
The Principal			
Sand in a bucket			
The dictionary			
The Whiteboard			
Your desk			

Third Grade: Reading Sample
Performance Objective: R03-S2C1-01
Duration: 6 days
Method(s) of Instruction: Direct/collaborative-cooperative
Assumptions: Students are able to identify character, setting, events, ending; knowledge of comparing and contrasting

	Teacher	Student Activity	Materials/Resources
Day 1	• Share with student common elements of fictional stories (character, setting, events, and ending) • Teacher will introduce matrix and tell students that as a class and small groups we will fill in each of the elements for the stories we will read • Build prior knowledge and ask for predictions from cover of *The Rough Face Girl* by Rafe Martin • Discuss student predictions • Read story aloud to class • Divide students into 4 small groups- each group will identify, illustrate and write about a specific element • Post group sheet on matrix	• Write predictions • Listen to story • Within group identify/describe/illustrate the assigned element	• Copy of *The Rough Face Girl* by Rafe Martin • Lined and blank paper • Large butcher paper matrix with 4 headings (character, setting, events, ending)
Day 2	• Build prior knowledge and ask for predictions from cover of *Big Foot Cinderrrrlla* by James Warhola and Tony Johnston • Discuss student predictions • Read story aloud to class • Divide students into 4 small groups- each group will identify, illustrate and write about a specific element • Post group sheet on matrix	• Write predictions • Listen to story • Within group identify/describe/illustrate the assigned element	• Copy of *Big Foot Cinderrrrella* by James Warhola and Tony Johnston • Lined and blank paper • Large butcher paper matrix with 4 heading (character, setting, events, ending)
Day 3	• Build prior knowledge and ask for predictions from cover of *Cinder- Elly*	• Write predictions • Listen to story	• Copy of *Cinder- Elly* by Frances Minters

	by Frances Minters • Discuss student predictions • Read story aloud to class • Divide students into 4 small groups- each group will identify; illustrate and write about a specific element • Post group sheet on matrix	• Within group identify/describe/illustrate the assigned element	• Lined and blank paper • Large butcher paper matrix with 4 headings (character, setting, events, ending)
Day 4	• Review matrix whole class • Guide students through comparing and contrasting *character* column of matrix using a Venn Diagram	• Students participate in finding similarities and differences using information from the matrix with Venn diagram	• Completed matrix • Venn diagram on board
Day 5	• Independent practice- compare/contrast *events* of the three stories using the matrix and using a Venn Diagram	• Compare/contrast events of the three stories using the matrix	• Lined paper • Competed matrix • Venn diagram handout
Day 6 Assessment	• Direct student to independently compare/contrast the *setting and endings* of the three stories using the matrix on a blank Venn diagram	• Compare/contrast the *setting and endings* of the three stories using the matrix and a blank Venn diagram	• Lined paper • Completed matrix • Blank Venn diagram

Assessment Rubric: R03-S2C1-01

	Exceeds	**Meets**	**Approaches**	**Falls Far Below**
Compare and contrast literary elements	Appropriately compares and contrasts the assigned literary elements with great detail. 5 pts	Appropriately compares and contrast the assigned literary elements. 4 pts	Partially compares and contrasts the assigned literary elements. 3 pts	Completes little or no comparison and contrast of the assigned literary elements. 0-2 pts

Sample Class Matrix:

	Character(s)	**Setting**	**Events**	**Ending**
The Rough Face Girl	Native American Cinderella	Village	• Dresses herself in a birch-bark dress and worn moccasins • Beauty restored as she washes in lake	• Marries chieftain
Bigfoot Cinderrrrlla	RRRella	Forest	• Prince is looking for a wife • Rrrella knocks the prince off the log	• Log fits Rrrella • Rrrella and prince live happily ever after
Cinder- Elly	Elly, Sue, Nelly	New York City	• Rescued by god-mother • Catches ball thrown by prince	• The sneaker fits Elly • Elly and prince live happily ever after

Graphic organizer for Assessment

Comparison

All characters lived happily ever after.

Contrast

Each story occurred in a different place.

Third Grade: Writing Sample
Performance Objective: W03-S3C4-01
Duration: 12 days (including pre and post test)
Method(s) of Instruction: Direct and cooperative groups
Assumptions: Students have been taught transition words and have had experience using the; 4 square model of writing.

***This detailed sample reflects the instruction to be found at New Destiny Leadership Charter School, Inc.**

Pre Test: Material: lined paper and blank 4 square

Students are given a prompt and asked to write a paragraph
Prompt: "Explain to parents why kids should or should not be allowed to watch more television"

Day 1: Material: lined paper
Back to Basics: Writing

1. Anticipatory set:
   - Tell students that our principal is considering giving third graders more recess time.
   - Ask for student volunteers to come up with three reasons why the principal should give third graders more recess time.
   - The teacher plays the part of the principal and the selected students are allowed time to prepare.
   - Remainder of the class thinks of their own reasons.
   - Selected students present their reasons.
   - Teacher concludes by explaining to students that 1) the volunteer students were attempting to persuade the principal; 2) there are two sides to the issue I.e. teachers or other students could argue against more recess; 3) it is important to give reasons for what you believe or the side you support; 4) when we try to convince our reader, through writing, it is called persuasive writing; and 5) there are other times we may use persuasive writing

2. Group Activity/Guided Practice
   - Assign students to 4 groups
   - Using the movie "Finding Nemo" and "The Incredibles" (or any popular children's movies) tell students they will be for or against their assigned movie
   - Distribute paper
   - Groups will work together to form a list of reasons why kids should or should not go see the movie
   - Teacher will observe students to ensure they are working together to form the list and to provide support

3. Closure
   - Review items from anticipatory set
   - Ask students to keep lists until tomorrow

Day 2: Material: overhead projector, dry erase markers, blank 4-square handout for each student and transparency

1. Anticipatory set:
   - Ask students to pause and think about our activity trying to persuade the principal
   - Review with students that when we try to convince our reader, through writing, it is called persuasive writing

2. On overhead, share with students the teacher created list for reasons why students should see the movie "Shark Tales"

3. On overhead, model how to use 4-square handout for persuasive writing
   - Place each of the three reasons in its own square, adding transitional words
   - Model adding two bullets (details) in each box to explain each reason
   - Use the last box to restate the three reasons and add a "feeling sentence" I.e. I think "Shark Tales" is the best movie I have every seen!

4. Group Activity/Guided Practice
   - Reassemble groups
   - Distribute 4-square handouts to each student
   - Groups work together to complete 4-square as modeled (reasons, details, transition words, summary, feeling sentence)
   - Teacher provides support as needed

5. Closure
   - Review persuasive writing

Day 3: Material: lined paper

1. Model writing persuasive paragraph using 4-square for why students should see "Shark Tales"

2. Group Activity/Guided Practice
   - Groups use completed 4-squares to construct persuasive paragraphs

3. Groups present their paragraphs to the class

Day 4: Material: lined paper, 4-square handout

1. Give persuasive prompt to students "Why people should or should not have pets"

2. Discuss with students possible reasons for why a person should or should not have a pet

3. Pre-writing
   - Students decide on a position
   - Students list at least 3 reasons supporting their position
   - Teacher provides support as needed

4. Students complete 4-square/Independent Practice
   - Distribute 4-square
   - Students begin 4-squares
   - Teacher provides support as needed

Day 5: Material: none

1. Independent practice
   - Students continue working on 4-squares
   - Teacher provides support as needed

Day 6: Material: lined paper

1. Independent practice
   - Students create rough draft using 4-square
   - Teacher provide support as needed
2. Editing
   - Students edit paragraphs for spelling, punctuation, and capitalization
   - Teacher provides support as needed

Day 7: Material: lined paper

1. Independent practice
   - Students complete editing and/or create final copy

- Teacher provides support as needed

2. Students turn in final copies for grading

Day 8: Material: 4-square handout, lined paper

1. Teacher gives students a new prompt "Why students should or should not wear school uniforms"
   - Discuss reasons for both sides of the issue as a class
   - Distribute lined paper

2. Students create lists of their reasons
3. Students begin working on 4-square

Day 9: Material: lined paper

1. Students complete 4-square and/or create rough draft persuasive paragraph

Day 10: Material: lined paper

1. Independent practice
   - Students complete editing and/or create final copy
   - Teacher provides support as needed

2. Students turn in final copies for grading

Post test: Material: lined paper, blank 4-square
Prompt: "Why kids should or should not do chores at home"

Assessment Rubric: W03-S3C4-01

Category	Exceeds	Meets	Approaches	Falls Far Below
Organization	The writing is clearly organized as a paragraph that contains transitional words. The ending contains three reasons restated. 5 pts	The writing is pretty well organized with transitional words. The ending contains a restatement of some of the reasons but not complete. 4	The writing is difficult to follow. The transitions are sometimes not clear. The ending is weak. 3 pts	The writing has little or no transitional words and is randomly arranged. The ending does not contain the previous three reasons. 0-

		pts		2 pts
Ideas and Content	The writing has three clear reasons with supporting details. The reader knows the writer's position on the issue. 5 pts	Reasons are pretty clear and some detail is provided. The reader knows the writer's position on the issue. 4 pts	Reasons are not very clear and may b repeated. Details do not support the reasons stated though the writer's position is known. 3 pts	The writing has no clear reason. The writer's position is not clear to the reader. 0-2 pts
Conventions	The paragraph has no spelling, punctuation, or capitalization errors. 5 pts	The paragraph has minor spelling, punctuation, or capitalization errors. 4 pts	The paragraph has several spelling, punctuation, or capitalization errors. 3 pts	The paragraph cannot be understood due to the spelling, punctuation, or capitalization errors. 0-2 pts

15 points possible from the combined categories

Mastery: 80-100% of possible points (12-15 points)

Third Grade: Math Sample
Performance Objective: M03-S4C1-05
Duration: 5 days
Method(s) of Instruction: Direct/with hands on manipulative as needed
Assumptions: None

Day 1: Material: construction paper, scissors, blank paper

Back to Basics: Math

Step 1. Anticipatory set: The teacher will fold a piece of 8 ½ by 11 construction paper in half (preferably pink), while talking with students. Cutting on the fold, the teacher will cut out the shape of half a heart. After unfolding the paper the teacher will share:

- When a figure can be folded so that two halves match or the are congruent or identical it has symmetry
- The fold line is called a line of symmetry
- Symmetry can be found in nature, art, and architecture
- A shape can match when we fold it horizontally, vertically, or diagonally
- A shape can have more that one line of symmetry or no line of symmetry

Step 2. Review vocabulary and concepts

- The teacher will review the vocabulary symmetry, congruent (write terms on board)
- To have symmetry the figure must be congruent and match
- A shape can match when we fold it horizontally, vertically, or diagonally
- A shape can have more than one line of symmetry or no line or symmetry
- The fold line is called a line of symmetry

Step 3. Model

- The teacher will model for students finding objects in the classroom to see if they have lines of symmetry

Step 4. Guided Practice

- The teacher will draw a square on the chalk or dry erase board
- Students will draw the square and find the lines of symmetry
- The teacher will provide support as needed

Step 5. Independent Practice

- Students will find three objects in the classroom to draw and find the line(s) of symmetry if any
- The teacher will provide support as needed

Day 2: Materials: Large square made of construction paper, rulers, handout, pencils

Step 1: The teacher will demonstrate folding the square on the vertical, horizontal, and diagonal lines of symmetry

- Review horizontal, vertical and diagonal
- Teacher will direct students to use the ruler to draw the lines of symmetry on the handout
- Distribute handout

Symmetry

Name_____

Which letter contains a vertical line of symmetry? Use your ruler to help.

J T

Which letter contains a horizontal line of symmetry? Use your ruler to help.

C G

Which letter contains both vertical and horizontal lines of symmetry?

E H A

Answer key: T, C, H

Step 2. Teacher will review correct answers with students

Day 3: Material: handout

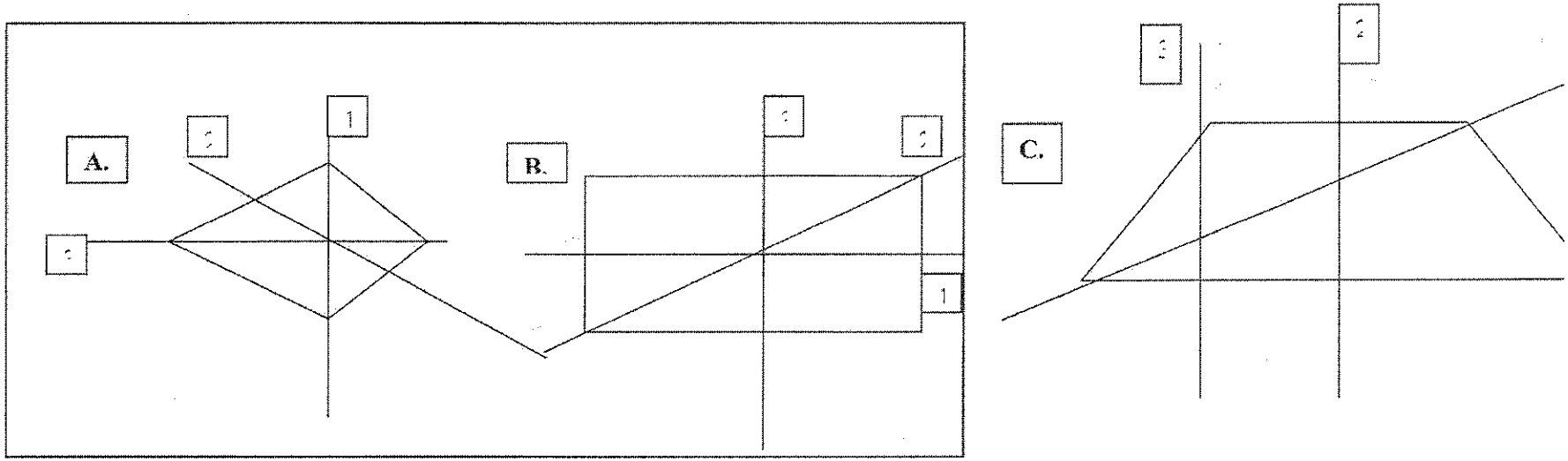
Step 1. The teacher will review vocabulary: symmetry, lines of symmetry, vertical, horizontal, and diagonal

Step 2. Teacher will explain directions of worksheet. Students are to choose the line of symmetry for the given shape. (handout below)

Symmetry

Name_____

Directions: Circle the line(s) of symmetry in the shapes below.



Answer key: A. 3, B. 1 and 3, C. 2

Step 3. Teacher will review correct answers with students

Day 4: Material: Symmetry assessment

Step1: Teacher will administer symmetry assessment

Assessment: Student will complete pencil and paper test. (see below) worth 1 point each

Symmetry Assessment

Name_____

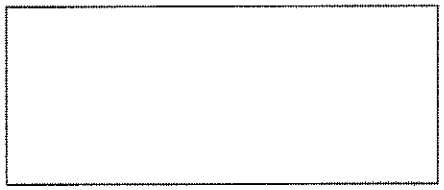
Directions: Circle the figures that have a **vertical** line of symmetry.

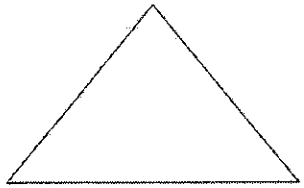
1.

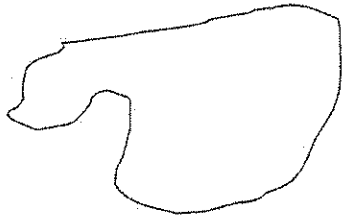
X **B** **O** **W** **Q**

Directions: Circle the figures that have a **horizontal** line of symmetry.

2.

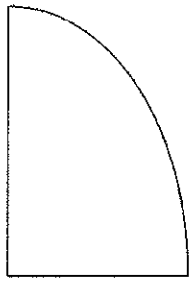




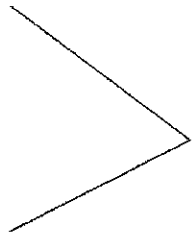


Directions: Complete the figure to create **congruent** sides

3.



4.



Directions: Draw a letter that has **both a vertical and horizontal** line of symmetry

5.

Assessment rubric:

1. X, O, W 2. Rectangle 3. and 4. Check for accuracy 5. Answer may very

10 points possible

Assessment Rubric M05-S4C4-01 *Teacher generated assessment

	Exceeds	**Meets**	**Approaches**	**Falls Far Below**
Score	8-10pts	7pts	6pts	0-5pts

Mastery: 80-100% of possible points (8-10 pts)

Fourth Grade: Reading Sample
Performance Objective: R04-S1C4-06
Duration: 5 days
Method(s) of Instruction: Direct/collaborative-cooperative
Assumptions: None

	Teacher	Student Activity	Materials/Resources
Day 1	• Lead students through making predictions based on title and cover • Direct students to read story in small groups	• Small groups will write predictions and read story	• Lined paper • Student copies of *Tale of A Fourth Grade Nothing* by Judy Blume
Day 2	• Review synonyms, antonyms, and homonyms • Model finding antonyms for remainder of underlined words on page 1 • Direct students to find antonyms for remainder of underlined words on page 1 • Discuss student lists	• In small groups find antonyms for remainder of underlined words	• Student copies of *Tale of A Fourth Grade Nothing* by Judy Blume
Day 3	• Model finding synonyms for underlined words on page 2 • Direct students to find antonyms for remainder of underlined words on page 2 • Discuss student lists	• In small groups find synonyms for the remainder of underlined words	• Student copies of *Tale of A Fourth Grade Nothing* by Judy Blume
Day 4	• Model finding homonyms for underlined words on page 3 • Direct students to find homonyms for remainder of underlined words on page 3 • Discuss students lists	• In small groups find synonyms for remainder of underlined words	• Student copies of *Tale of A Fourth Grade Nothing* by Judy Blume
Day 5 Assessment	• Assignment- direct students to locate 4 words and write a synonym for each; find 4 words and write a antonym for each; find 4 words and write a homonym for each	• Students complete assessment as directed	• Student copies of *Tale of A Fourth Grade Nothing* by Judy Blume • Lined paper

Assessment: R04-S1C4-06 (each correct answer worth 2.5 points) Word selection will vary * Teacher generated assessment

	Exceeds	Meets	Approaches	Falls Far Below
Score	24-30pts	21-23pts	18-20pts	0-17pts

30 possible points **Mastery: 80-100% of possible points (24-30 points)**

Fourth Grade: Writing Sample
Performance Objective: W04-S3C2-03
Duration: 8 days
Method(s) of Instruction: Direct/collaborative-cooperative
Assumptions: None

	Teacher	Student Activities	Materials/Resources
Day 1 Pre Assessment	• Give students the expository prompt……"Your family is going on an overnight camping trip. Write directions for something you will be doing at the campsite"	• Students respond to prompt	• Lined paper
Day 2	• Set purpose for writing expository text (give directions, explains a situation or event, or tells how a process happens) • Have students write directions for making peanut butter and jelly sandwich • **Leadership Opportunity-** discuss what happens if a leader gives poor direction	• Work with partner to list times and places where we might find directions • Students write directions for making sandwich	• Lined paper
Day 3	• Review importance of clearly written directions, transition words • Create 3-4 small groups and assign roles (recorder, chef, reader) • Direct students to make the sandwich exactly as it is written in the reader's directions • Reflect on experience following directions while making sandwiches	• Small groups make sandwiches • Participate in class discussion of their experience	• Supply for 3-4 groups to make a peanut butter and jelly sandwich
Day 4	• Discuss main components of expository directions • Show good and bad examples of expository writing	• Students critique examples of directions	• Transparencies
Day 5	• Model writing and explanation of what I did to get ready for work this morning • Whole group (guided) writhing of expository topic- how to make up your bed	• Participate in guided writing	• Chart paper

Day 6	• Independent practice- how to take good care of a pet	• Complete prompt • Peer edit/review	• Lined paper
Day 7	• Independent practice- how to make a bowl of cereal	• Complete prompt • Peer edit/review	• Lined paper
Day 8	• Independent practice- how your family celebrates the New Year	• Complete prompt • Peer edit/review	• Lined paper
Day 9 Post Assessment	• Give prompt.. "You are a teacher, explain what good writers do.."	• Complete prompt	• Lined

Differentiated Instruction options:

- Students dictate to teachers their directions/explanations

Assessment Rubric: W04-S3C2-03

Category	Exceeds	Meets	Approaches	Falls Far Below
Focus on Topic (content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. 5 pts	Main idea is clear but the supporting information is general. 4 pts	Main idea is somewhat clear but there is a need for more supporting information. 3 pts	The main idea is not clear. There is a seemingly random collection of information. 0-2 pts
Conventions	Writer makes no errors in grammar or spelling that distracts the reader from the content. 5 pts	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. 4 pts	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. 3 pts	Writer makes more than 4 errors in grammar of spelling that distract the reader from the content. 0-2 pts
Sequencing (organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. 5 pts	Details are placed in a logical order. 4 pts	Some details are not in a logical order or expected order, and distracts the reader. 3 pts	Many details are not in logical or expected order. There is little sense that the writing is organized. 0-2 pts
Transitions (organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected. 5 pts	Transitions clearly show how ideas are connected, but there is little variety. 4 pts	Some transitions work well; but connections between other ideas are fuzzy. 3 pts	The transitions between ideas are unclear or nonexistent. 0-2 pts

Possible points: 20 from the combined categories **Mastery: 80-100% of possible points (16-20 points)**

	Exceeds	Meets	Approaches	Falls Far Below
Score	16-20pts	14-15pts	12-13pts	0-11pts

Fourth Grade: Math Sample
Performance Objective: M04-S1C1-15,16
Duration: 5 days
Method(s) of instruction: Direct/collaborative-cooperative
Assumptions: students have mastered ordering fractions

	Teacher	Student Activities	Materials/Resources
Day 1	• Introduce lesson- comparing and ordering decimals • Review ordering fractions- putt practice problems on the board • Ask students how they might use what they know about ordering fractions to help them order decimals • Begin lesson TE page 482 and discuss example 1 (comparing weight of helmets) • Have students explain why they must look in the hundredths place to compare and order the decimals in example 1 • End discussion reminding students that if the tenths are the same, then you must look to see how the hundredths differ • Complete "check" questions with whole class (guided practice) • Assign independent practice comparing and ordering decimals • Teacher reviews answers with students	• Students complete practice problems on board • Students participate in class discussion • Students follow lesson on page 482 • Students explain to partner • Students complete "check" section along with teacher • Students complete "practice" section	1. Teacher and Student edition of Scott Foresman- Addison Wesley Math 2. Dry erase board
Day 2	• Review practice problems on board • Review meaning of < and > • Independent practice- complete practice 11-4 worksheet • Review answers with students	• Complete review problems on board • Complete practice 11-4 worksheet • Students score their sheets and make corrections	1. Copies of practice worksheet 11-4 2. Dry erase board
Day 3	• Continued independent practice- assign	• Students complete	1. Copies of reteaching worksheet 11-4

	reteaching worksheet 11-4 • Review answers with students	reteaching worksheet 11-4 • Students score their sheets and make corrections	
Day 4	• Independent Practice- complete enrichment 11-4 to apply concepts • Review answers with students	• Students complete enrichment 11-4 • Students score their sheets and make corrections	1. Copies of enrichment worksheet 11-4
Day 5 Assessment	• Assign teacher generated tests	• Students complete assessment	1. Teacher generated assessment

Assessment Rubric: M04-S1C1-15,16 *Teacher Generated Assessment

	Exceeds	**Meets**	**Approaches**	**Falls Far Below**
Score	24-30pts	21-23pts	18-20pts	0-17pts

Mastery: score of 80-100% of possible points

Worth 2.5 pts each 30 possible points

Answer key: 1. < 2. > 3. < 4. = 5. > 6. = 7. < 8. < 9. 1.9, 1.96, 2.06, 2.09, 2.6
10. 0.09, 0.39, 0.93, 0.99, 9.03 **11.** 1.01, 1.09, 1.48, 1.82, 1.98 **12.** 0.73, 0.8, 0.84, 1.15, 1.51

Assessment: M04-S1C1-15,16

Name_____

Directions: Write <,>,or =

1. 1.7 1.72 **2.** 50.1 5.08 **3.** 0.24 0.33 **4.** 9.9 9.90

5. 3.33 3.03 **6.** .2 .20 **7.** 0.22 0.65 **8.** 0.93 9.03

Directions: Order the decimals from least to greatest

9. 2.06, 2.6, 1.96, 2.09, 1.9 **10.** 0.93, 9.03, 0.39, 0.09, 0.99

11. 1.48, 1.82, 1.09, 1.01, 1.98 **12.** 0.84, 0.73, 1.15, 1.51, 0.8

Fifth Grade: Reading Sample
Performance Objective: R05-S2C1-06
Duration: 5 days
Method(s) of Instruction: Direct/small group
Assumptions: None

	Teacher	Student Activities	Materials/Resources
Day 1	• Ask students to describe the strangest place they been to • Ask students to share with a partner the strangest, most fantastic place they would like to go and what adventure they could have there • Give students the definition of setting • Discuss the aspects of the setting (time of day or year, historical period/time, place)	• Read pages 1-2 of "James and the Giant Peach" • Teacher will model for students how to identify the aspects of the setting using the above story	• Reading Textbook • Pen and paper
Day 2	• Discuss with students the importance of identifying the setting of the story • Explain that some settings may not include all the aspects	• Read the remainder of the story silently • Underline the aspects of the setting • Once underlining complete, students will compare findings with a partner	• Reading Textbook • Pen and paper
Day 3	• Review different types of settings • Have students read independently the story, "Cricket in the Road"	(Independent practice) • Identify and write down different aspects of settings in this story • Compare answers with a partner	• Reading Textbook • Pen and paper
Day 4	• Have students read "Tuesday of the Other June"	(Independent practice) • Identify and write down different settings in this story • Compare answers with a partner	• Reading Textbook • Pen and paper
Day 5	• Assessment	• Read an excerpt from "A Package for Mrs. Jewels" • Students will underline and label all aspects of setting: time of day in which the story takes place, and where the story takes place	• Reading Textbook • Pen and paper

Assessment Rubric: R05-S2C1-06

	Exceeds	Meets	Approaches	Falls Far Below
Setting	Student description contains many details including the time in which the story takes place, the historical period, where the story takes place and the situations. 5 pts	Student description includes the time in which the story takes place, the historical period, where the story takes place and the situation. 4 pts	Student uses a few aspects details to describe setting from excerpt. 3 pts	Student is unable to describe the setting. 0-2 pts

5 possible points
Mastery: 4-5 pts

Fifth Grade: Writing Sample
Performance Objective: W05-S3C3-02
Duration: 9 days
Method(s) of Instruction; Direct/cooperative-collaborative
Assumptions: Assuming students have been instructed in conventions

	Teacher	Student Activities	Materials/Resources
Day 1	Teacher will **introduce** formal business letters to students • Will discuss when they are to be written • Discuss the parts and punctuation in a formal letter (heading, inside address, salutation, introduction, body, conclusion, closing and signature) • Show students an example of a formal letter on over-head projector	• Students will be given a copy of the letter on the transparency to follow along and label as the teacher identifies the parts of the formal letter	Over-head projector
Day 2	Teacher will distribute a copy of formal letter template, and writing prompt scenario • Will use template on over-head projector to model for students how to fill in the template using the writing prompt (heading, inside address, salutation [w/colon], introduction, body, conclusion, closing [w/comma], and signature) • Teach student what should be in the introduction, body, and conclusion	• Students will follow along with the teachers filling in the template • Students will walk through writing the introduction, body, and conclusion of a formal letter with the teacher	Copy of formal letter template, and writing prompt scenario (letter to the principal suggesting that she keep the lunchtime "Fun and Fit" program in force), and over-head projector
Day 3	Teacher will distribute another copy of formal letter template, and writing prompt scenario • Teacher will guide students through writing a formal letter • Teacher will monitor students' progress and adjust as needed	• Students will use template and writing prompt to organize and write a formal letter requesting a refund for a defective product	Copy of formal letter template, and writing prompt scenario (letter to a local department store requesting a refund for a defective product)
Day 4	Teacher will collect completed letter and redistribute them to peers at random for editing	• Students will edit each other's letters using the 6 traits of good	Rubric for the 6 Traits

	• Teacher will conference with students once peer editing is complete to ensure editing is done correctly	writing	
Day 5	Teacher will return students' letters for revision	Students will organize the parts of a letter properly and write the final draft on lined paper	Lined paper
Day 6	Teacher will instruct to write a formal letter to United States Geological Society requesting information for a report	Students will independently organize the parts of a formal letter to United States Geological Society requesting information for a report	Lined paper, writing prompt (letter to the United States Geological Society requesting information on earthquakes)
Day 7	Teacher will collect completed letters and redistribute them to peers at random for editing • Teacher will conference with students once peer editing is complete to ensure editing is done correctly	• Students will edit each other's letters using the 6 traits of good writing	Rubric for the 6 Traits
Day 8	Teacher will return students' letters for revision	Students will organize the parts of a letter properly and write the final draft on lined paper	Lined paper
Day 9	**Assessment-** Teacher will distribute a writing prompt for Crunchy Chips Company requesting money back for stale chips purchased from their company	• Students will use writing prompt to organize the parts of a letter and write a formal letter (including introduction, body, and conclusion) requesting a refund for sale chips	Writing prompt and Line paper

Differentiated Instruction:

- Have partner write as other dictates

Assessment Rubric: W05-S3C3-02

Category	Exceeds	Meets	Approach	Falls Far Below
Content	All parts of the letter (introduction, body, and conclusion) are in the correct format; uses adjectives and action verbs to create an interesting letter with the proper tone; request for	Writes a formal letter complete with introduction, body, and conclusion; request for refund is evident. 4 pts	Writes a formal letter but is missing one or more of the following part (introduction, body, conclusion) and/or request for refund is unclear. 3	Student is unable to write formal letter formulating introduction, body, and conclusion; request for refund is missing. 0-2 pts

	refund is evident. 5 pts		pts	
Conventions	Evidence of compound or complex sentence structure; correct spelling and capitalization. 5 pts	Uses complete sentence, correct grammar, and capitals majority of the time. 4 pts	Inconsistent use of complete sentences, correct grammar, and capitals. 3 pts	Student is unable to write in complete sentences, use correct grammar, and capitals are missing. 0-2 pts

10 points possible from combined category scores

Mastery: 80-100% of possible points (8-10 pts)

Fifth Grade: Math Sample
Performance Objective: M05-S4C4-01
Duration: 6 days
Method(s) of Instruction: Direct/collaborative-cooperative
Assumptions: None

	Teacher	Students Activity	Materials/Resources
Day 1	• Introduction- ask students to share the different units of measure they are familiar with • Write student responses of the board • Discuss the appropriate units of measure for length, distance, weight, capacity, and the use of metric and imperial units	• Students help create list on board of various units of measure	• Chalk/dry erase board
Day 2	• Direct students to measure various parts of their body to determine the appropriate unit of measure	• With partner measure various parts of their body	• Rulers, measuring tape
Day 3	• Teacher edition pg 261- model completing "Try it" section, questions #1 and #2 • Guide students through questions #3 and #4 • Assign #'s 5-8 independently	• Students complete practice questions on page 261	• Teacher and student edition of Houghton Mifflin text book
Day 4	• Independent practice- skill worksheet #141 • Review worksheet with students	• Students complete skill worksheet	• Copies of skill worksheet
Day 5	• Independent practice- skill worksheet #142 • Review worksheet with students	• Complete skill worksheet	• Copies and skill worksheet
Day 6 Assessment	• Give directions to complete pencil and paper test	• Complete pencil and paper test	• Copies of pencil and paper test

Assessment Rubric M05-S4C4-01 *Teacher generated assessment

	Exceeds	Meets	Approaches	Falls Far Below
Score	24-30pts	21-23pts	18-20pts	0-17pts

Assessment: M05-S4C4-01 (each question worth 2.5 points)

Name_____

Directions: Which metric unit would you use to measure each of the following?

1. Mass of a brick
2. Length of a parking lot
3 Mass of a penny
4. Length of a brick
5. Mass of an adult
6. Length of a desk
7. Capacity of a picnic jug
8. Capacity of an eyedropper
9. Distance to the equator
10. Distance around a bicycle wheel
11. Mass of a calculator
12. Capacity of a cooking pan

Answers: 1. Kg 2. M 3. G or mg 4. Cm 5. Kg 6. M or cm 7. L 8. Ml 9. Km 10. Cm 11. G 12. L

30 points possible **Mastery: 80-100% of possible points**

Sixth Grade: Reading and Writing Sample
Performance Objective: R06-S2C1-07; W06-S3C1-02
Duration: 5-7 days
Method (s) of Instruction: Direct/collaborative-cooperative
Assumptions: Students have had previous exposure to various forms of poetry

Literature used with the following poems: The Walrus and the Carpenter by Lewis Carroll; Mama is a Sunrise by Evelyn Tooley Hunt

	Teacher	Student Activities	Materials/Resources
Day 1	• Ask students to share with a partner what they know about the elements of poetry • Review general elements of poetry (form, sound, imagery, figurative language) • Focus on figurative language telling why it is used by poets • Discuss/define two forms of figurative language (simile and metaphor) • Ask students to recall a famous simile from the move *Forest Gump* • Invite teams of three to think of as many similes as they can to complete the sentence "Happiness is like a(n)…"	• Partners share what they know regarding elements of poetry • Try to determine famous simile from the movie *Forest Gump* • Teams of three list as many similes as they can to complete the sentence "Happiness is like a(n)…"	• Lined paper
Day 2	• Review simile and metaphor as figurative language • Invite teams of three to think of as many metaphors as they can to complete the sentence "Happiness is…" • Build prior knowledge by asking students if they have ever been tricked into doing something • Direct students to read poem silently	• Teams of three list as many metaphors as they can from prompt • Students share a time when they felt they had been tricked • Students will read poem silent	• Lined paper • Xerox copy of The Walrus and the Carpenter by Lewis Carroll
Day 3	• Direct students to reread poem and underline any similes and metaphors they find • Choose simile or metaphor located by student and discuss its meaning; find what is being compared in each simile/metaphor • Model for students how to select one	• Locate similes/metaphors in poem using highlighters • Participate in discussion • Alter one metaphor/simile while staying in context	• Xerox copy of The Walrus and the Carpenter by Lewis Carroll • Highlighter • Lined paper

	metaphor/simile and alter it while staying in context		
Day 4	• Activate prior knowledge • Lead students in reading today's poem • Choose simile or metaphor located by student and discuss its meaning; find what is being compared in each simile/metaphor • Reading and writing connection- rewrite poem with their mother figure in mind	• Students create web with the following categories: (personality traits, physical features, what you have in common) • Students will circle all metaphors/similes • Students will rewrite poem with their mother-figure in mind using metaphor and similes	• Xerox copy of Mama is sunrise
Assessment	Final project description: *Part A.* (Writing) Teacher will explain that students are to create a poem that must contain at least 15-20 lines; the poem must be about their favorite person; a minimum of 5 similes/metaphors must be used in the poem *Part B.* (Reading) Teacher will direct students to locate and read a poem of their choice that contains several metaphors/similes within the piece then highlight them	Students will be expected to work on their final project both at home and during class	Poem of students choice Lined paper

Assessment Rubric: R06-S2C1-07; W06-S3C1-02

	Exceeds	**Meets**	**Approaches**	**Falls Far Below**
Reading	• Student has identified the figurative language characteristic found in their poetry selection • Student discusses the meaning of each simile and metaphor 5 pts	• Student has identified the figurative language characteristic found in their poetry selection 4 pts	• Student has identified some of the figurative language found in their poetry selection 3 pts	• Student does not identify the figurative language characteristic within their selection 0-2 pts

Writing	• Poem shows a great deal of voice and imagery • Poem addresses the assigned topic and meets length requirement • Similes and metaphors are used to convey author's idea 5 pts	• Poem addresses the assigned topic and meets length requirement • Poem contains similes and metaphors that are use appropriately and aid in idea being expressed 4 pts	• Poem topic is inconsistent and inappropriate in length • Similes and metaphors within poem are used somewhat appropriate 3 pts	• Poem topic is unclear and length is to short • Student does not utilize similes and/or metaphors in poem 0-2 pts

10 points possible from combined categories

Mastery: 80-100% of possible points (8-10 pts)

Sixth Grade: Math Sample
Performance Objective: M06-S1C2-09, 10-13
Duration: 5 days
Method(s) of Instruction: Direct/collaborative-cooperative
Assumptions: None

	Teacher	Student Activities	Resources/Materials
Day 1	• Explain to students that there is a difference between multiplying fractions vs. addition and subtraction • Demonstrate that addition and subtraction requires finding common denominators. Whereas multiplication of fractions required simply multiplying the denominators • Explain that multiplication of fractions and whole numbers require that the whole number be made into a fraction by placing it over the number 1 i.e., 7= 7/1 • Model 5 sample problems on the board as a class	Have students complete practice problems 1-25	Text book Pencil Paper
Day 2	• Review previous lesson (multiplying fractions) Answer question about the subject then correct as a class • Explain that mixed numbers can't be multiplied until changed to an improper fraction • Model steps on the board (working 5-7 problems on the board)	Have students complete practice problems 1-25 Homework: more practice, multiplying mixed numbers worksheet	Text book Pencil Paper
Day 3	• Review the two previous lessons by having students to complete practice problems similar to the ones covered in this section • Correct homework together (answer questions) • Explain that division of fractions is similar to multiplication except in division, the second set of numbers must be inverted and then multiplied as normal	Have students complete practice problems 1-25 Homework: Practice worksheet	Text book Pencil Paper
Day 4	• Review the previous lesson, correct students work and allow for questions • Explain that when multiplying, mixed numbers/	Have students complete practice problems 1-25 Homework: Practice worksheet	Text book Pencil Paper
Day 5	Make corrections on the previous material	Complete the end of chapter assessment #1-25 Covering all the concepts dealt with in this chapter	Text book Pencil Paper

- **See attached copy of student pages including chapter assessment** (M06-S1C2-09,10-13)
- **Each question is worth 2 points; 50 points possible**
- **Mastery: 80-100% of possible points**

Assessment Rubric M06-S1C2-09,10-13 *Teacher generated assessment

	Exceeds	**Meets**	**Approaches**	**Falls Far Below**
Score	40-50pts	35-39pts	30-34pts	0-29pts

Multiply. Use the shortcut if possible.

6. $\frac{1}{5} \times \frac{5}{8}$
7. $\frac{2}{3} \times \frac{3}{5}$
8. $\frac{3}{10} \times 5$
9. $\frac{4}{5} \times \frac{1}{8}$
10. $2 \times \frac{3}{7}$
11. $\frac{1}{3} \times \frac{6}{15}$
12. $3 \times \frac{5}{9}$
13. $\frac{7}{12} \times \frac{3}{7}$
14. $\frac{8}{11} \times \frac{11}{16}$
15. $\frac{2}{3} \times \frac{5}{8}$
16. $\frac{3}{4} \times \frac{2}{5}$
17. $\frac{3}{4} \times \frac{7}{9}$
18. $\frac{2}{9} \times \frac{5}{7}$
19. $\frac{3}{4} \times 7$
20. $\frac{6}{7} \times \frac{7}{12}$
21. $\frac{1}{2} \times 4 \times \frac{2}{3}$
22. $\frac{6}{7} \times \frac{5}{8} \times \frac{7}{10}$
23. $\frac{2}{9} \times \frac{36}{45} \times \frac{5}{14}$
24. $\frac{1}{4} \times \frac{5}{8} \times \frac{6}{15}$
25. $3 \times \frac{7}{8} \times \frac{16}{21}$

Write *true* or *false*. If false, use >, <, or = to make the sentence true.

26. $\frac{2}{3} \times \frac{3}{5} < \frac{2}{3}$
27. $\frac{14}{19} \times \frac{1}{2} > \frac{14}{19}$
28. $\frac{3}{8} \times \frac{9}{2} < \frac{3}{8}$
29. $\frac{1}{4} \times 5 > \frac{1}{4}$
30. $n \times \frac{7}{8} < n$
31. $p \times \frac{5}{5} = p$
32. $r \times \frac{4}{5} = r$
33. $s \times \frac{9}{8} < s$

Think and Apply

34. Canned goods fill $\frac{4}{7}$ of a shelf that is 35 feet long. How many feet of the shelf have canned goods?

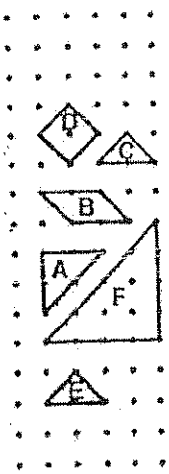
35. Salad dressing fills $\frac{2}{3}$ of a shelf that is 36 feet long. Croutons fill $\frac{1}{9}$ of the same length of shelf. How many feet of shelving do the croutons and salad dressing take in all?

36. Rolls fill $\frac{2}{5}$ of a shelf that is 65 feet long. Of that space, $\frac{1}{4}$ is filled with whole wheat rolls. How many feet of space are filled with whole wheat rolls?

Visual Thinking

37. Draw each polygon on dot paper. Cut out the polygons. Put them together to make a square with sides 4 units long.

38. What fraction of the square is each polygon? Hint: The square can be divided into 16 equal parts.



How is simplifying factors like writing a fraction in lowest terms?

SHOW WHAT YOU KNOW

BCS099

Estimate each product.

6. $\frac{3}{5} \times 6$
7. $\frac{5}{8} \times \frac{9}{10}$
8. $4\frac{3}{5} \times \frac{1}{4}$
9. $4\frac{5}{7} \times 9\frac{7}{8}$
10. $8 \times 6\frac{1}{2}$
11. $\frac{7}{12} \times \frac{1}{4}$
12. $2\frac{9}{10} \times \frac{1}{4}$
13. $9 \times \frac{3}{4}$
14. $5\frac{2}{3} \times 4$
15. $9\frac{3}{8} \times 4\frac{3}{4}$
16. $12 \times \frac{7}{10}$
17. $3\frac{9}{10} \times 7\frac{1}{5}$
18. $\frac{3}{8} \times \frac{7}{12}$
19. $\frac{4}{5} \times 7\frac{1}{9}$
20. $6\frac{7}{8} \times 7$

Estimate to choose the most reasonable answer.

21. $\frac{3}{4}$ of $5 = n$
    a. $n < 5$
    b. $n = 5$
    c. $n > 5$
22. $3\frac{1}{3} \times 9 = y$
    a. $y < 27$
    b. $y = 27$
    c. $y > 27$
23. $2\frac{1}{3} \times 3\frac{1}{5} = t$
    a. $t < 7$
    b. $t = 7$
    c. $t > 7$

Think and Apply

24. A full-grown elephant eats 4 loaves of bread, 5 potatoes, and 8 apples each day. A baby elephant eats about $\frac{1}{3}$ of that amount. About how many loaves of bread, potatoes, and apples does a baby elephant eat?

25. A baby elephant drinks about $13\frac{1}{3}$ gallons of water each day. About how much water would 7 baby elephants drink?

DATA 26. Collect information on at least 4 other animals' eating habits. Do all the adult animals require more food and water than the baby?

Mix Review

1. $\frac{9}{10} + \frac{7}{9}$
2. $\frac{11}{12} - \frac{1}{3}$
3. $23.1 - 11.4$
4. 17.8×9.2
5. $7\frac{1}{8} + 3\frac{2}{3}$
6. $12.9 + 123.6$
7. $7\frac{1}{7} - 4\frac{9}{14}$
8. $54.6 \div 13$
9. $2{,}041 \div 22$
10. 705×57
11. $0.322 \div 0.07$

Solve.

12. Two angles of a triangle each measure 45°. What is the measure of the third angle?

13. The sum of three angles of a parallelogram is 290°. What is the measure of the fourth angle?

14. One angle of a triangle measures 95°. What is the sum of the measures of the other angles?

Look back to 21–23. How else might you have determined which answer was most reasonable?

SHOW WHAT YOU KNOW

Multiply. Write each answer in lowest terms.
Estimate to make sure your answers are reasonable.

6. $\frac{2}{3} \times 3\frac{3}{5}$
7. $5\frac{1}{7} \times \frac{7}{9}$
8. $\frac{6}{7} \times 2\frac{1}{2}$
9. $2\frac{2}{3} \times \frac{1}{4}$
10. $6\frac{1}{2} \times \frac{2}{3}$
11. $4\frac{4}{5} \times \frac{7}{8}$
12. $3\frac{5}{7} \times \frac{7}{26}$
13. $\frac{3}{4} \times 9\frac{1}{3}$
14. $\frac{3}{4} \times 3\frac{1}{5}$
15. $\frac{4}{5} \times 7\frac{1}{4}$
16. $\frac{5}{6} \times 9\frac{3}{5}$
17. $3\frac{2}{5} \times \frac{1}{3}$
18. $2\frac{3}{4} \times \frac{16}{33}$
19. $2\frac{1}{3} \times \frac{3}{8}$
20. $7\frac{2}{5} \times \frac{1}{7}$
21. $\frac{5}{6} \times 3\frac{3}{5}$
22. $\frac{7}{8} \times 8\frac{2}{7}$
23. $\frac{4}{5} \times 2\frac{1}{2}$
24. $\frac{1}{6} \times 1\frac{5}{7} \times \frac{1}{8}$
25. $\frac{2}{9} \times 4\frac{1}{5} \times \frac{3}{7}$

Multiply. Use mental math or paper and pencil.
Explain your choices.

26. $1\frac{2}{5} \times \frac{5}{7}$
27. $4\frac{1}{3} \times \frac{6}{13}$
28. $3\frac{1}{8} \times \left(\frac{1}{2} \times \frac{2}{1}\right)$
29. $\left(\frac{1}{3} + \frac{1}{6}\right) \times 2\frac{3}{4}$

Evaluate using the order of operations.

30. $3\frac{1}{4} \times \frac{1}{2} + \frac{1}{8}$
31. $7\frac{1}{5} + \frac{1}{2} \times 3\frac{3}{5}$
32. $8\frac{5}{8} - 2\frac{1}{2} \times \frac{2}{5}$
33. $1\frac{1}{5} \times \frac{5}{6} - \frac{3}{4}$

Think and Apply

Use the table to solve.

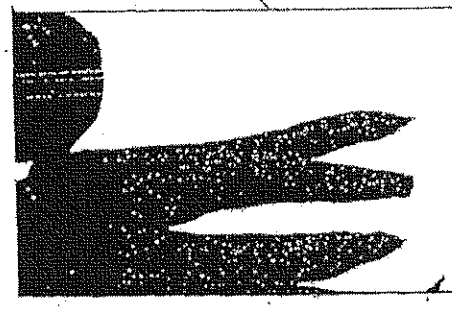
YIELDS FOR GARDEN VEGETABLES	
Vegetable	Pounds per Foot
Beans	$\frac{1}{2}$
Carrots	$\frac{3}{5}$
Lettuce	$\frac{1}{4}$
Tomatoes	$\frac{7}{8}$

34. How many pounds of beans will grow in a row that is $2\frac{1}{4}$ feet long?

35. How many more pounds of tomatoes will grow in a row $5\frac{2}{3}$ feet long than in a row $4\frac{1}{3}$ feet long?

36. Each row of a garden is $3\frac{1}{3}$ feet long. Lettuce is planted in two rows, carrots in one row. How many pounds of vegetables will be grown?

37. Beans are planted in rows that are 75 inches long. How many pounds will be grown in 3 rows?



How is multiplying a fraction by a mixed number different from multiplying a fraction by a fraction? How is it the same?

SHOW WHAT YOU KNOW

CHAPTER REVIEW/TEST

Estimate first, then multiply. Write each answer in lowest terms. Estimates may vary.

1. $\frac{6}{7} \times \frac{2}{3}$ $\frac{1}{2}$; $\frac{4}{7}$
2. $6 \times \frac{3}{4}$ 6; $4\frac{1}{2}$
3. $2\frac{3}{5} \times 1\frac{1}{4}$ 3; $3\frac{1}{4}$
4. $\frac{7}{8} \times 4\frac{4}{5}$ 5; $4\frac{1}{5}$
5. $5\frac{1}{8} \times 2$ 10; $10\frac{1}{4}$
6. $\frac{9}{10} \times \frac{5}{7}$ $\frac{1}{2}$; $\frac{9}{14}$
7. $\frac{2}{3} \times 4$ 2; $2\frac{2}{3}$
8. $2 \times 2\frac{3}{5}$ 6; $5\frac{1}{5}$

Divide. Write each answer in lowest terms. Check by multiplying.

9. $\frac{9}{16} \div \frac{3}{4}$ $\frac{3}{4}$
10. $4 \div \frac{6}{6}$ $4\frac{4}{5}$
11. $\frac{2}{3} \div \frac{2}{7}$ $2\frac{1}{3}$
12. $2\frac{2}{7} \div \frac{4}{5}$ $2\frac{6}{7}$
13. $3\frac{1}{7} \div \frac{11}{14}$ 4
14. $7\frac{1}{3} \div 2$ $3\frac{2}{3}$
15. $9 \div 4\frac{1}{2}$ 2
16. $6\frac{2}{5} \div 2\frac{2}{3}$ $2\frac{2}{5}$
17. $6\frac{1}{4} \div 6\frac{2}{3}$ $\frac{15}{16}$
18. $\frac{8}{9} \div 4$ $\frac{2}{9}$
19. $8\frac{2}{5} \div 3\frac{1}{2}$ $2\frac{2}{5}$
20. $\frac{7}{8} \div 5\frac{1}{4}$ $\frac{1}{6}$

Write each quotient in three different ways.

21. $75 \div 8$
9 R3; 9.375; $9\frac{3}{8}$

22. $\frac{124}{5}$
24 R4; 24.8; $24\frac{4}{5}$

23. $4\overline{)358}$
89 R2; 89.5; $89\frac{1}{2}$

Solve.

24. An average serving of rice is $1\frac{1}{4}$ cups. How many servings are in $7\frac{1}{2}$ cups of rice? 6 servings

25. Adam uses 1 cup of yogurt and 1 banana to make a yogurt shake for 2 people. What might he do to make a shake for 3 people? Answers may vary. He might add $\frac{1}{2}$ cup yogurt and $\frac{1}{2}$ of a banana.

Think An average American eats $1\frac{3}{4}$ pounds of fruit and vegetables each day. How many pounds would a family of 4 eat in a week? 49 pounds

Seventh Grade: Reading and Writing Sample
Performance Objective: R07-S1C6-06; /W07-S2C1-PO1,/WO7-S2C4-PO1,/WO7-S2C5-PO1,/WO7-SC5-PO8
Duration: 5 days
Method (s) of Instruction: Direct/collaborative-cooperative
Assumptions: Students should have an understanding of author's use of language and the ability to make generalizations based on prior reading selections in order to demonstrate proficiency. Students will have already read Chapters 1 through 5 of *Where the Red Fern Grows* by Winston Rawis.

	Teacher	Student Activities	Materials/Resources
Day 1	• Lead oral review of the main events that happened in Chapters 1-10 • Guide students to put events in chronological order • Model putting events into chronological order by starting an "events chart" • Have students come up and write events they remember on chart • Review events with students and number events on chart in correct chronological order • Read Charter 11 aloud with students following in their books • Have students note main events in correct order in their reading log	• Participate in oral review of events in Chapter 1-10 • Volunteer events and list on "events chart" • Participate in review of events in chronological order by checking in text book • Silently read Chapter 11 as teacher reads aloud • Record main events in correct chronological order in reading log	• Student copy of *Where the Red Fern Grows* • Corresponding Teachers Manual for Literature Unit of ***Where the Red Fern Grows*** • Reading Log
Day 2	• Check/correct with student's correct chronological order of events in Chapter 11 • Guide students in pairing to orally read Chapter 12 • Have students discuss the likenesses and differences between Old Dan and Little Ann • Lead oral discussion with all students comparing and contrasting Old Dan and Little Ann • Give students homework assignment of writing several complete paragraphs. Students should write paragraphs comparing and contrasting Old Dan and Little Ann. Remind students to use several type of sentences (simple, compound, and complex) and write a complete paragraphs • Assign students to read Chapter 12, 13, and 14	• Correct chronological order of events in reading log (Chapter 11) and make corrections • Choose appropriate partner and orally read Chapter 12 • Participate in discussion about the likenesses and differences (compare and contrast) Old Dan and Little Ann • Complete homework assignment writing a complete paragraphs comparing and contrasting Old Dan and Little Ann	• Student copy of *Where the Red Fern Grows* • Corresponding Teachers Manual for Literature Unit of ***Where the Red Fern Grows*** • Reading Log

		• Read Chapters 13, 14, and 15 as homework	
Day 3	• Correct with students the paragraphs comparing and contrasting Old Dan and Little Ann. Review sentences that are simple, compound and complex. Collect student papers for teacher corrections of complete paragraph and sentence structure • Lead oral review of sequence of events in Chapters 13, 14 and 15 • Have students list sequence of important events from these chapters in their reading log • Assign students to read Chapters 16 through 20 for homework. Have students chronologically list main events on their reading log	• Correct paragraph comparing and contrasting Old Dan and Little Ann. Turn in paper for teacher correction • Participate in oral review of sequence of events in Chapters 13 through 15 • List sequence of events in correct order from Chapters 13-15 in reading log • Read Chapters 16 through 20 for homework and chronologically list main events	• Student copy of *Where the Red Fern Grows* • Corresponding Teachers Manual for Literature Unit of ***Where the Red Fern Grows*** • Reading Log • Student paragraphs
Day 4	• Lead oral review of sequence of events in Chapters 16-20 • Instruct students to correct chronological order of events in reading log • Review chronological order, sequence of events, compare and contrasting skills with students • Assign review of book *Where the Red Fen Grows* for assessment test on day 5 • Return corrected compare and contrast papers to students • Be available for one-on-one help on an as need basis	• Participate in oral review of sequence of events in Chapters 16-20 • Record major events in sequential order from Chapters 16-20 in reading log • Participate, ask necessary questions in review of reading skills to be tested • Participate in review of sequence of events from the book *Where the Red Fern Grows* • Use reading log to review sequence of events, chronological order to study for assessment on day 5 • Use corrected compare and contrast paper for study/review purpose	• Student copy of *Where the Red Fern Grows* • Corresponding Teachers Manual for Literature Unit of ***Where the Red Fern Grows*** • Reading Log • Corrected paragraphs

Day 5 **Assessment**	• Facilitate assessment of literature study of *Where the Red Fern Grows* • The instructor is responsible for monitoring each student's daily work, participation and work in the reading log • The instructor is also responsible for giving one-on-one assistance for students needing more help • Correct assessment of reading skills using points for each correct answer. Skills to be tested are: sequencing, chronological order, comparing and contrasting	1. Complete reading skills assessment by arranging the events in the order they happened in the story 2. Complete the compare and contrast section in own writing by: *Addressing the topic. *Writing in complete paragraphs. *Using a variety of sentences. *Using sufficient explanation of the comparison and contrast	• Sequence of Events Assessment • Compare and Contrast Assessment

SEQUENCE OF EVENTS ASSESSMENT

Where the Red Fern Grows by Winston Rawls

Name:_____

Arrang these events in the order they happened in the story. Write the letters in order on the answer sheet. Each event is worth 5.5 points.

A. Little Ann and Old Dan fight the mountain lion.

B. Billy gives Grandpa fifty dollars to order two dogs.

C. The red fern grows between the graves of the dogs.

D. Billy cuts down "The Big Tree" to get his first coon.

E. Billy sells minnows, crawfish, vegetables, and berries to earn money for his dogs.

F. Billy walks to Tahlequah to pick up his dogs at the depot.

G. Grandpa enters Little Ann and Old Dan in the championship coon hunt.

H. Billy names his dogs

I. Billy brings golf and silver cups home to his sisters.

J. Rubin and Rainie challenge Billy to hunt the ghost coon.

K. Billy formulates a plan to earn money for his hounds.

L. The family leaves the Ozarks the spring after the dogs die.

M. Billy sees an ad in a magazine saying he can order "coon" hounds.

N. Billy trains his dogs.

O. Billy buries Old Dan on a hilltop near his home.

P. Little Ann loses her will to live.

Q. Billy has a case of puppy love- for two coon hounds.

R. Billy tries to force Little Ann to eat.

1._____	6._____	11._____	16._____
2._____	7._____	12._____	17._____
3._____	8._____	13._____	18._____
4._____	9._____	14._____	
5._____	10._____	15._____	

Reading Skills Assessment-Compare and Contrast
Where the Red Fern Grows by Winston Rawis

Name:_____

Compare and contrast Old Day and Little Ann. Write in complete paragraphs and develop sufficient explanation. Incorporate simple, compound and complex sentences in your paragraphs. Each part is worth 50 points. A score of 80% is needed for Mastery. Your writing will be holistically scored using the intermediate writing rubrics. A score of 80% (4 out of 6 points) in needed for Mastery.

How were Old Dan and Little Ann the same?

_____

_____

_____

_____

_____

_____

_____

How were Old Dan and Little Ann different?

_____

_____

_____

_____

_____

_____

Assessment Rubric: R07-S1C6; W07-S2C4-PO1,/WO7-S2C6-PO8,/WO7-S2C5-PO1

	Exceeds	Meets	Approaches	Falls Far Below
Writing	Writing focuses in the topic, is logically organized, and includes supporting details and examples. It reflects a mature use of language and word choice. Various sentence structures are used, and spelling, capitalization and punctuation are generally correct.	Writing focuses on the topic though it may contain some extraneous information. It follows an organized pattern, though some lapses may occur. There are supporting details, but some are not well developed. Word choice is adequate. Sentence structure varies, but many are simple. Spelling, capitalization and punctuation are usually correct.	Writing is slightly related to the topic, but offers little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice is limited and sentences are mainly simple constructions. Frequent errors occur in spelling, capitalization and punctuation.	Writing only minimally addresses the topic and there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are generally listed, and word choice is immature. Unrelated information may be included. Frequent errors in spelling, capitalization and punctuation occur.

Mastery: 80-100% of possible points

How Papers Should be Scored

Holistic scoring is a method used to evaluate a piece of writing for its overall quality. Four elements are considered: focus, organization, support, and conventions. These should be introduced and practiced on an ongoing basis in the reading language arts program. In addition, students should "write across the curriculum" on a daily basis.

The writing rubric should be incorporated into instruction early on in the school year. In addition to being used by all teachers, it should be shared with students. Individual students should use the rubric to evaluate their own writing as well as the work or peers. A writing portfolio should be maintained to document student progress.

Focus refers to how clearly the paper presents and maintains a clear main idea, theme, or unifying point.

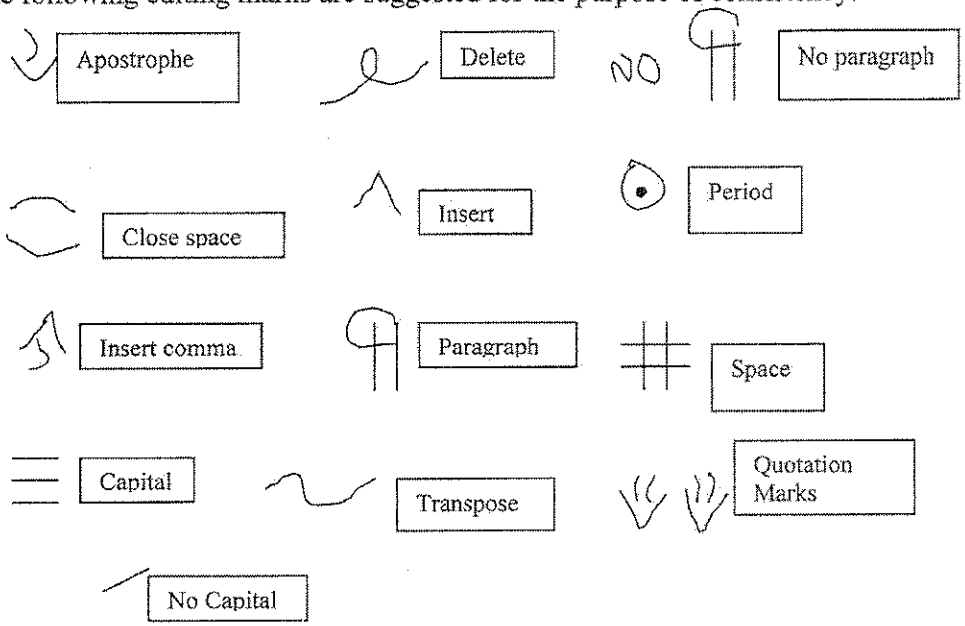
Organization refers to the structure or plan of development (beginning, middle, end) and how well the points are logically related to on another. It also refers to the use of transitional devices to relate the supporting ideas to the main idea, and the evidence of connection between sentences.

Support refers to the quality of the details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, and thoroughness.

Conventions refers to punctuation, capitalization, spelling, and variation in sentence structure used in the paper.

Editing Marks

The following editing marks are suggested for the purpose of consistency:



Seventh Grade: Math Sample
Performance Objective: M07-S3C1-PO3,/ MO7-S4C3-PO1,/ MO7-S3C4-PO1
Duration: 5 days
Method (s) of Instruction: Direct/collaborative-cooperative
Assumptions: To be successful, the student will have experience with: 1. Gathering data and organizing it into a table or graph 2. Constructing a coordinate graph and be able to understand that there are 2 axes.

	Teacher	Student Activities	Materials/Resources
Day 1	1. Discuss a story about bicycle touring and when touring began in the United States. Give information about the Unit's Theme: - 5 college students have decided to open a summer business, Bicycle Tours. They need assistance in determining key information in making the tour a success. The students need to first establish how far a touring group would be able to ride each day. - Motivate students by asking: A. How far do you think you would be able to ride in a day? B. How do you think the speed of your ride would change during the course of the day? C. What conditions would affect the speed and distance you could ride? 2. After discussion, place students into groups of (4) to complete a stamina experiment where they will do jumping jacks. Each student has a role in the experiment. 3. Students are to complete the experiment and record their data into a table for later use. 4. Students are to answer questions about the experiment and record their answers to be collected for assessment.	1. Participate in discussion about the theme of the unit. 2. Participate with three other people in the jumping jack experiment. A. A jumper (to do the jumping jacks) B. A timer (to keep track of time) C. A counter (to count jumping jacks) D. A recorder (to write down the number of jumping jacks) 3. Create a table to organize the data that you will be collecting 4. When the timer says "go", the jumper begins doing jumping jacks. The counter counts the jumping jacks out loud. Every 10 seconds the timer says, "time" and the recorder records the total number of jumping jacks the jumper has done so far. 5. Repeat the experiment four times so that everyone has a turn at each of the responsibilities. 6. Upon completion of the experiment, answer the following questions: A. How did your jumping jack rate change as time passed? B. What might this pattern suggest about how bike-riding speed would change over a day's time on the bicycle tour? 7. Turn in the table and experiment questions.	1. Student copy of grade level mathematics text 2. Teacher's manual of grade level mathematics text 3. Pencil and Paper for each student 4. Stop watch 5. Graph Paper
Day 2	1. Ask: What does a coordinate graph look like? When do you use a coordinate graph? 2. Display a coordinate graph with points and have the class identify the points on the graph by their location. Ask: Give me	1. Participate in the coordinate graph discussion. 2. Take notes and write vocabulary words in journal. 3. Participate in identifying ordered pairs from	1. Student copy of grade level mathematics text 2. Teacher's manual of grade level mathematics text

	the address of Point A. The student would need to respond by giving the correct ordered pair. 3. Introduce vocabulary: coordinates, x axis, y axis, independent and dependent variables. Relate the discussion to science and review the variables. 4. Discuss intervals for the axis and how to decide what intervals to use. Also discuss when it is appropriate to connect the points between the intervals. It is appropriate when activity is happening between the intervals. Ask: Are they only bike riding at exactly ½ hour, 1 hour, etc? Answer: No, they are biking between intervals as well. The information is only being recorded at the specified intervals. 5. After reviewing coordinate graphs, hand back previous day's activity and give students a transparent coordinate graph and a paper graph. 6. Allow groups time to graph their data on the transparency and on the paper graph. The transparency will be used for group discussion at the end of class. 7. Collect the graphs when completed for assessment. Have groups present their graphs using their transparencies on the overhead projector. Allow student questions. 8. Wrap up by asking: "Is the relationship you found between the number of jumping jacks and time easier to see in the table of graph. Answer: Some students may prefer to see the information in the graph, while others may be able to better see the relationship in the table.	the overhead. 4. Complete the coordinate graph on the transparency with the group and the individual coordinate graph on the graph paper. 5. Present graph to the class using the overhead. 6. Turn in completed graph to teacher. 7. Participate in wrap up discussion of coordinate graphs.	3. Pencil and Paper for each student 4. Transparent coordinate graph and a paper graph.
Day 3	1. Students will work in a think-pair-share mode. 2. Read aloud the problem: *The 5 college students that created the biking tour (from Day 1) are now proposing a tour route. The students are going to collect data and record their data during specific parts of their trip so that they can use the information to write detailed reports. They will use the reports to explain their trip to potential customers. * The students begin their proposed tour near the Liberty Bell in Philadelphia, Pennsylvania. Their goal was to reach Atlantic City, NJ in the first day. One of the students recorded the distance using an odometer in the van while the others biked. The traveled from 8:00 am to 4:00 pm. 3. The following data is to be used for students to analyze and	1. Participate in discussion about the college student's tour. 2. Analyze the data presented in the problem and write down any conclusions/questions about it to present to the class. 3. Working with a partner, answer the questions related to the data. 4. Present answers to the class. 5. Graph the data (time, distance) from the table onto a coordinate graph. Be sure to label x and y axis and create an appropriate scale. 6. Complete another coordinate graph for homework and draw conclusions from pairs of graphs.	1. Student copy of grade level mathematics text 2. Teacher's manual of grade level mathematics text 3. Pencil and Paper for each student 4. Transparent coordinate graph and a paper graph

	graph. Time (hours) Distance (miles) 0.0 0 0.5 9 1.0 19 1.5 26 2.0 28 2.5 38 3.0 47 3.5 47 4.0 47 4.5 54 5.0 59 5.5 67 6.0 73 6.5 78 7.0 80 7.5		

	86 8.0 89 4. Individually, have students analyze the data and ask them to determine the distance traveled during each interval. Explain to the students that they are to look for patterns of change in the data. 5. After students have individually analyzed the data, pair the students up and have them answer the following questions: A. How far did the riders travel in the day? How much time did it take them? B. During which time interval did the riders make the most progress? The least progress? C. Did the riders go further during the first half or second half of the rider's day? 6. Have the pairs of students discuss their answers to the questions with the class. Collect the questions/answers from the pairs. 7. After discussion about the data, be sure that students have a clear understanding about the way the data was presented in the chart. It shows a running total of the distance traveled. If the students need to know the distance traveled in each interval, then students need to subtract the distance traveled in each interval then they would need to subtract the distance in the intervals (Example: The students traveled 19 miles from 0.0-1.0 hours, but they only traveled 10 miles from 0.5 -1.0 hours. They traveled 54 miles by 4.5 hours, but only 7 miles from 4.0-4.5 hours.) Students need to have a clear understanding of how to interpret this information. 8. Individually, have students create a coordinate graph of the (time, total distance) data given in the table. 9. Collect coordinate graph for assessment. Use the following rubric, each segment equally weighted: A. Is the x-axis labeled with TIME (hours)? B. Is the y-axis labeled with DISTANCE (miles)? C. Was an appropriate scale used (x-axis: ⅓ hour increments; y-axis: count by 5's or 10's making sure that the scale goes up to 90 miles) D. Does the graph have a title?		

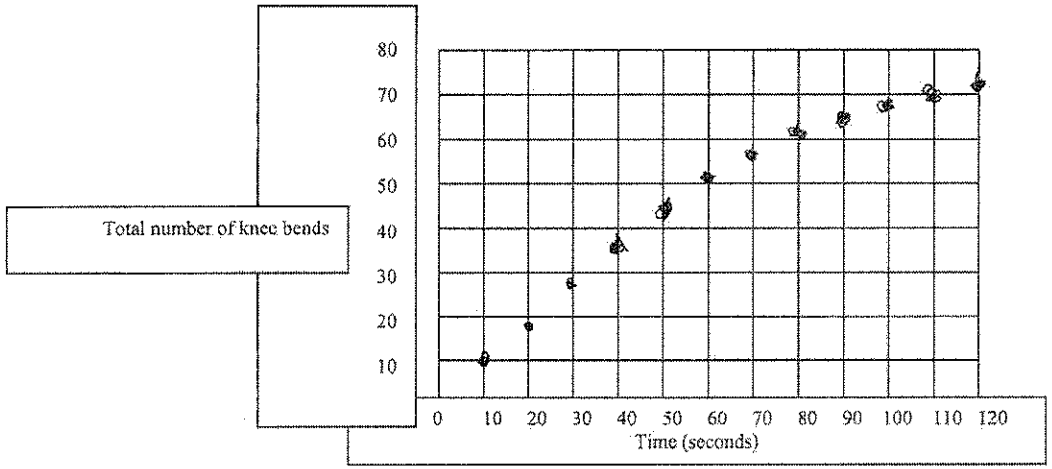
	E. Were the points properly graphed? Were the points connected? 10. Assign coordinate graph for homework. Students are given a table of time/distance information and asked to graph it on a coordinate graph. They are also given a pair of graphs to compare, where the scales on the two graphs are different. The student is asked to draw conclusions about the graphs and they should conclude that the scales are different on the graphs.		
Day 4	1. Collect homework practice sheets on coordinate graphs. 2. Break students into pairs for review activity. Explain that for the final assessment on day five, students will be responsible for creating a coordinate graph from a table of data. They will also be required to create a table from a coordinate graph and draw conclusions from the data and make calculations in a specified interval of time. 3. Students are given data and asked to: A. Make a coordinate graph of the data. B. Draw conclusions about the data: what happened during specific increments of time (when the distance did not change)? C. Should the points on the graph be connected? 4. Students are challenged by being given a coordinate graph and being asked to create a table from the graph. They are also asked to draw conclusions from the graph. 5. Students are instructed on using the graphing calculators. They are shown how to input information into the data mode so that the calculator and create a coordinate graph of the information. They are to use the calculator to check their graphs. 6. Hold final review of coordinate graphs and tables. Return corrected practice sheets for homework review.	1. Hand in homework practice sheet 2. Participate in creating coordinate graphs and tables and drawing conclusions. 3. Participate in graphing calculator activity. 4. Participate in final review of coordinate graphs and tables.	1. Student copy of grade level mathematics text 2. Teacher's manual of grade level mathematics text 3. Pencil and Paper for each student 4. Graph paper 5. Graphing Calculators
Day 5 **Assessment**	1. Facilitate assessment for coordinate graphs and table. 2. The instructor is responsible for giving on-on-one assistance to students needing more help. 3. Correct assessment using points/percentage for each answer.	1. Complete math assessment for coordinate graphs and tables.	1. Math assessment

Mathematics Assessment
Grade Seven

Name:_____
Class/Period:_____
Date:_____

1. Stefan said he had done an experiment similar to the jumping jack exercise. He had collected data on the number of deep knee bends a person could do in 2 minutes. The graph below shows his data.

Deep Knee Bends



A. What are the two variables?

B. Make a table of Stefan's data.

C. Describe how the number of deep knee bends changes for each 10-second interval as time increases.

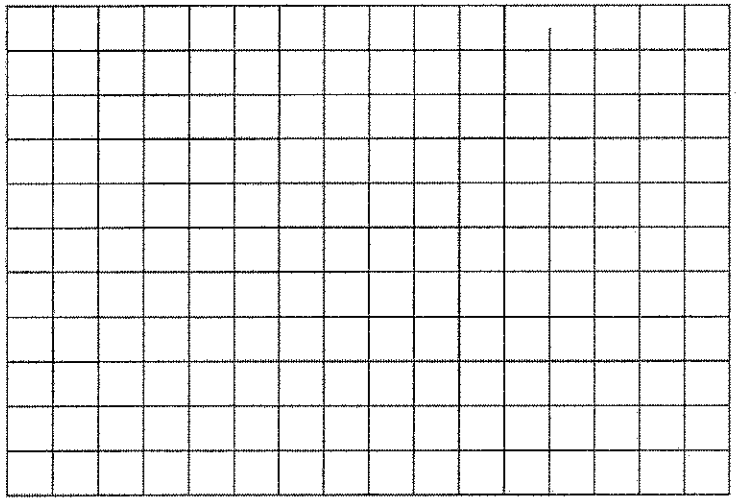
D. From Stefan's data, estimate the number of knee bends he did in 25 seconds and in 65 seconds. Explain how you made those estimates.

2. The table shows some data Carmen collected during her swim team practice.

Number of breaths	0	1	2	3	4	5	6	7
Number of meters swum	0	5	8	12	15	17	20	24

A. What are the two variables?

B. Graph the data from the table on the axis below.



C. Does it make sense to connect the points? Explain your reasoning.

D. When did Carmen make the most progress?

How does this show up in the table?

How does this show up in the graph?

E. When did Carmen make the least progress?

How does this show up in the table?

How does this show up in the graph?

F. How many breaths do you think she would take if she swam 50 meters.?

Scoring Rubric

Exceeds	Meets	Approaches	Falls Far Below
90%-100%	80%-89%	70%-79%	69% and Below

Scoring:

20 possible points
2 points per question
Mastery = 16-20 points (80% and above)

Eighth Grade: Reading and Writing Sample
Performance Objective: R08-S1C6-PO1, PO2,/ RO8-S2C1-PO3,/ WO8-S2C1-PO1,/ WO8-S2C4-PO1,/ WO8-S2C5-PO1,/ WO8-S2C6-PO8
Duration: 5 days
Method (s) of Instruction: Direct/collaborative-cooperative
Assumptions: Review realistic fiction stories previously read. Student should have an understanding of author's use of language, vocabulary and ability to make generalizations based on prior reading selections. Student will not have read any of *My Side of the Mountain* by Jean Craighead George, illustrated by Allen Garnes.

	Teacher	Student Activities	Materials/Resources
Day 1	1. Review the genre of realistic fiction with students. 2. Discuss other literature stories that are realistic fiction. (*Hatchet* by Gary Paulsen and *Water Sky* by Jean Craighead George) 3. Point out that realistic fiction tells about characters and events that are like people and events in real life. 4. Remind students that as realistic fiction, *My Side of the Mountain* has true-to-life characters. Tell students that Sam is a made-up character who fulfills the author's dream of living alone in the woods. 5. Have students peruse the book cover and illustrations in the book. Have students put books away. 6. Pass out comprehension reading skills paper #1 for students to complete in class. 7. Collect comprehension reading skills paper from students 8. Assign Chapters 1-5 to read for homework.	1. Participate in oral discussion of the genre of realistic fiction. 2. Discuss books you've read that are realistic fiction. 3. Peruse cover and illustrations in book and then put book away. 4. Complete comprehension reading skills paper #1 in class. 5. Turn in completed comprehension reading skills paper to teacher. 6. Read Chapters 1-5 for homework.	1. Student copy of *My Side of the Mountain* by Jean Craighead George, illustrated by Allen Garnes 2. Corresponding Teachers Manual of Literature Unit of *My Side of the Mountain* 3. Corresponding reading skills practice sheets
Day 2	1. Assign students into cooperative work groups of 4 students. 2. Have students confirm predictions read so far. Each group will write correct predictions on chart. 3. Lead groups in sharing with class correct predictions and have	1. Work with students in cooperative group 2. Contribute confirmed predictions and list on chart. List next to	1. Student copy of *My Side of the Mountain* by Jean Craighead George, illustrated by Allen Garnes 2. Corresponding Teachers Manual

	them confirm them with proof from the book. 4. Assign the reading of Chapters 6-10 for homework	prediction the "proof" from the book (page, paragraph, illustration etc.) 3. Share confirmed predictions and "proof" with rest of class. 4. Read Chapters 6-10 for homework.	of Literature Unit of *My Side of the Mountain*
Day 3	1. Lead discussion of major events in Chapters 6-10. 2. On the overhead write the name Sam and draw a circle around it. 3. Encourage students to name outstanding characteristics they can attribute to Sam. 4. Write characteristics around the name Sam. 5. Ask students why they chose the characteristic. Ask if other's agree or disagree. 6. When finished, make copy of all characteristics and pass out to students for a study aide. 7. Assign reading of Chapters 11-16 for homework.	1. Participate in discussion of major events in Chapters 6-10. 2. Contribute characteristics you can attribute to Sam and list reason for characteristic. 3. Keep copy of characteristics of Sam for a study sheet. 4. Read Chapters 11-16 for homework	1. Student copy of *My Side of the Mountain* by Jean Craighead George, illustrated by Allen Garnes 2. Corresponding Teachers Manual of Literature Unit of *My Side of the Mountain* 3. Overhead projector
Day 4	1. Lead students in a discussion of events in Chapters 11-16. 2. Discuss further characteristics of Sam, and add to sheet. 3. Pass out comprehension sheet #2. 4. Assign students to complete sheet #2. 5. Pass out comprehension sheet #1 and have students work with a partner to verify comparisons. 6. Collect sheets #1 and #2 for teacher correction and grading of assessment. 7. Assign students to finish reading book and review all chapters in book and characteristics of Sam.	1. Participate in discussion of events in the rest of the chapters. 2. Participate in discussion and record other characteristics of Sam. 3. Work with partner to compare the "before" and "after" prediction sheet. 4. Turn in completed partner corrected comparison sheet #1 and #2. 5. Review all chapters and characteristics of Sam for homework.	1. Student copy of *My Side of the Mountain* by Jean Craighead George, illustrated by Allen Garnes 2. Corresponding Teachers Manual of Literature Unit of *My Side of the Mountain* 3. Comprehension Sheet #1 and #2
Day 5 **Assessment**	1. Facilitate character analysis assessment for literature study of *My Side of the Mountain*. 2. The instructor is responsible for monitoring each student's daily work, class participation and having study aides for predictions and character analysis. 3. The instructor is responsible for giving one-on-one assistance for students needing more help with skills. Correct character assessment based on points given for correct answers. Skills to be	1. Complete in own words the character analysis assessment for Sam in *My Side of the Mountain*. 2. When writing the character analysis use clear, focused ideas and details to support the topic and develop a sufficient explanation or exploration of the topic.	End of literature study assessment.

	tested are a description of a character based upon the thoughts words, and actions of the character, the narrator's description, and other characters. 4. Writing of the character analysis will be holistically scored using the intermediate writing rubric.		

WRITE, READ, WRITE, COMPARE

(Complete the page **before reading** *My Side of the Mountain* by Jean Craighead George)

Name:_____

As you open *My Side of the Mountain*, you see a hand –drawn map with specific points identified. Use this map plus other pictures, illustrations etc. to give you ideas as to the content of the book. Write answers below.

1. Who is the "MY" in *My Side of the Mountain*?_____

2. There are trees drawn all over the map, but in the upper part of the meadow, the word "tree" stands alone.

Why?_____

3. What is Gribley Beech?_____

4. What is located on the house site? _____

5. There are a number of animals drawn on the map. Of what significance are the:
Fish?_____
Turtles? _____
Birds, especially the one that looks like a hawk? _____

6. There is a town drawn in the background on the right, is this town important in the story? Why?

7. Who built the raft?

8. What is the cattail supply used for?

9. Why are the walnut tree and the apple tree important enough to have their own labels?

10. What kind of wildlife frequent the meadow?

11. How is the gorge important in the story?

12. Is the map real or imagined in the story? _____

NOW READ THE BOOK

WRITE, READ, WRITE, COMPARE

(Complete the page **after reading** *My Side of the Mountain* by Jean Craighead George)

Name:_____

Based on your knowledge of the information identified on the map and in the book, answer these questions.

1. Who is the "MY" in *My Side of the Mountain*? _____

2. There are trees drawn all over the map, but in the upper part of the meadow, the word "tree" stands alone.

Why?_____

3. What is Gribley Beech?_____

4. What is located on the house site? _____

5. There are a number of animals drawn on the map. Of what significance are the:
Fish?_____
Turtles? _____
Birds, especially the one that looks like a hawk? _____

6. There is a town drawn in the background on the right, is this town important in the story? Why?

7. Who built the raft?

8. What is the cattail supply used for?

9. Why are the walnut tree and the apple tree important enough to have their own labels?

10. What kind of wildlife frequent the meadow?

11. How is the gorge important in the story?

12. Is the map real or imagined in the story?

NOW COMPARE YOUR PRE- AND POST- READING PAGES. How accurately did you predict the events of the story?

Character Analysis Assessment

Name_____

We know of Matt's promise to Sam to keep the truth of the wild boy's existence in the Catskill Mountain a secret. Write an article below describing the "wild boy".

Poughkeepsie
New Yorker Newspaper

WILD BOY!
By Matt Spell

_____

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Assessment Rubric: R08-S1C6, S2C1; W08-S2C1

	Exceeds 90-100%	**Meets** 80-89%	**Approaches** 70-79%	**Falls Far Below** 69% and below
Writing	Writing focuses in the topic, is logically organized, and includes supporting details and examples. It reflects a mature use of language and word choice. Various sentence structures are used, and spelling, capitalization and punctuation are generally correct.	Writing focuses on the topic though it may contain some extraneous information. It follows an organized pattern, though some lapses may occur. There are supporting details, but some are not well developed. Word choice is adequate. Sentence structure varies, but many are simple. Spelling, capitalization and punctuation are usually correct.	Writing is slightly related to the topic, but offers little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice is limited and sentences are mainly simple constructions. Frequent errors occur in spelling, capitalization and punctuation.	Writing only minimally addresses the topic and there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are generally listed, and word choice is immature. Unrelated information may be included. Frequent errors in spelling, capitalization and punctuation occur.

Mastery: 80-100% of possible points, Mastery (80%0, 20 points possible, 5points each element, 16-20 points mastery

How Papers Should be Scored

Holistic scoring is a method used to evaluate a piece of writing for its overall quality. Four elements are considered: focus, organization, support, and conventions. These should be introduced and practiced on an ongoing basis in the reading language arts program. In addition, students should "write across the curriculum" on a daily basis.

The writing rubric should be incorporated into instruction early on in the school year. In addition to being used by all teachers, it should be shared with students. Individual students should use the rubric to evaluate their own writing as well as the work or peers. A writing portfolio should be maintained to document student progress.

Focus (5 points) refers to how clearly the paper presents and maintains a clear main idea, theme, or unifying point.

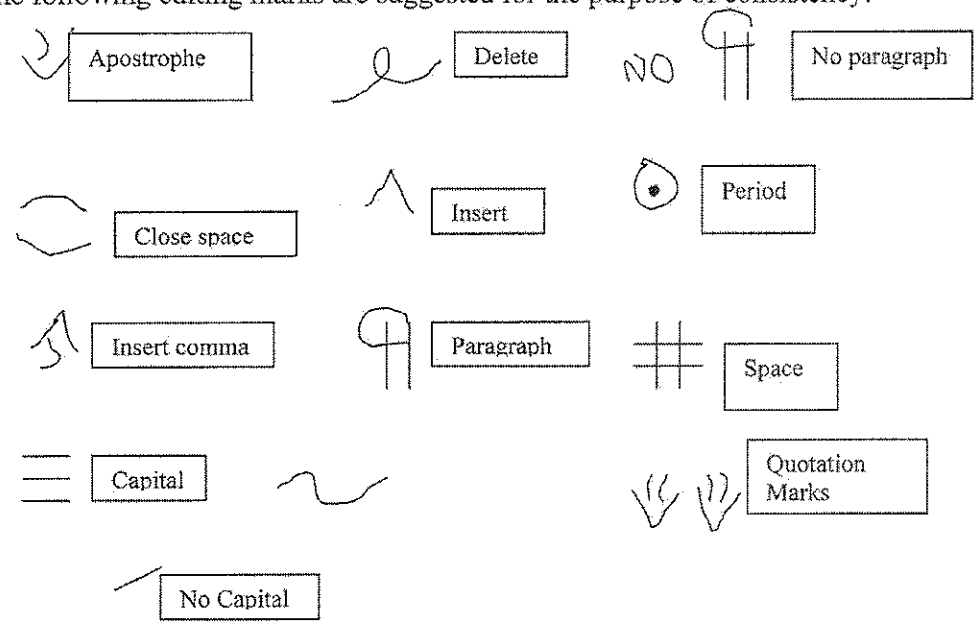
Organization (5points) refers to the structure or plan of development (beginning, middle, end) and how well the points are logically related to on another. It also refers to the use of transitional devices to relate the supporting ideas to the main idea, and the evidence of connection between sentences.

Support (5 points) refers to the quality of the details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, and thoroughness.

Conventions (5 points) refers to punctuation, capitalization, spelling, and variation in sentence structure used in the paper.

Editing Marks

The following editing marks are suggested for the purpose of consistency:



Eighth Grade: Math Sample
Performance Objective: M08-S3C2,C4
Duration: 5 days
Method (s) of Instruction: Direct/collaborative-cooperative
Assumptions: To be successful, the student will have experience with: 1. Generalizing formulas. 2. Using symbols to represent relationships. 3. Making tables and graphs by hand and with a graphing calculator. 4. Writing an equation of a line from information about its slope and points on the line. 5. Identifying dependent and variable is related to change in the independent variable. 6. Conducting experiments involving linear relationships.

	Teacher	Student Activities	Materials/Resources
Day 1	1. In advance, prepare a set of paper strips, folding up the edges 1" on each long side of the paper strips. The strips must be folded very carefully and for to conserve class time, it is best to prepare them beforehand, but students could prepare their own during class time. 2. Motivate students by asking: A. Have you ever walked across a shaky bridge and wondered if it would hold your weight? B. Do you get nervous when a car, bus, or train has to cross a high bridge? C. How do you suppose bridge designers know which materials will give a bridge the strength it will need? 3. Read interesting information about bridges from the student edition of the book. Allow time for students to share their bridge experiences. 4. After discussion, ask 2-3 students to assist with demonstrating the experiment. In pairs, students will determine the breaking weight of a "bridge" by using pennies. They will be testing bridges that are 1,2,3,4, and 5 layers thick. Using a paper bridge, suspend the bridge from 2 text books. Place the cup in the middle of the bridge and begin placing pennies in the cup. Record the number of pennies it takes for the bridge to "break" 5. Discuss with students the importance of the mechanics of the experiment. Why is it important for the bridge to overlap the books by only 1 inch? This is important because for the comparisons to be reliable, the bridges must all be suspended over the same distance. 6. Ask the following questions before the students begin the experiment: A. Where should we always place the cup? (in the center of the bridge,	1. Participate in the bridge discussion. 2. Participate in demonstration of the bridge experiment. 3. Participate in discussion about the mechanics of the experiment. 4. Working in groups of (4), complete the bridge experiment. Collect and record data from the experiment. 5. Create coordinate graph of the data collected. 6. Describe the pattern of change and make predictions. 7. Turn in the table, coordinate graph and experiment questions.	1. Student copy of grade level mathematics text 2. Teacher's manual of grade level mathematics text 3. Pencil and Paper for each student 4. 11" by 4" strips of paper 5. Small Paper cups 6. Pennies 7. Graph Paper

	equidistant from the edge) B. How should we add the pennies? (carefully, using the same technique each time) C. Should we reuse our paper bridges after they have failed once? (No, once it is broken it no longer structurally sound) 7. Fold a bridge in a sloppy way for the students to see and ask: A. Does it matter if the paper strips are folded the same way each time? B. Would it make a difference if you used a bridge that looked like this? What might a bridge like this do to your results? 8. When the class is comfortable with performing the experiment, discuss the data that will be collected? A. What does it mean for a bridge to "break"? 9. Allow groups of (4) time to work on the experiment. They are to complete a data table while conducting the experiment. Each layer needs to be recorded in the table along with its coordinating breaking weight. 10. Upon completion of the experiment the students need to: A. Create a coordinate graph of the data B. Describe the pattern of change in the data. C. Predict what the breaking weight of 6 and 7 layers would be. D. Predict half layers, such as 2.5 and 3.5 layer thick. 11. Wrap up the discussion by asking, what would you expect the outcome of the experiment to be if you were able to use stronger material? 12. Collect table, coordinate graphs and experiment questions.		
Day 2	1. Display a graph model on the overhead that shows how the bridge-thickness experiment could have been represented. A. Display the table of data first B. After discussion about the data, display the coordinate graph of the ordered pairs. C. As the discussion progresses, display the graph model. 2. Explain that this data is similar to their data, but there are probably differences. What are the differences? Similarities? 3. Explain that even though the points do not make an exact line, there is a line that could be drawn that comes very close to all of the points. 4. Ask: Would the line on the graph fit the experimental data well? Where does the line lie in relationship to the points? (very close to all of the points). Why do you think they didn't just connect the dots on their graph? (They want to	1. Participate in the data of the bridge-thickness experiment discussion. 2. Participate in the graph model discussion. 3. In a small group, create a graph model of the bridge-thickness data from the previous day's work. 4. Answer the prediction questions. 5. Turn in completed graph model to teacher.	1. Student copy of grade level mathematics text 2. Teacher's manual of grade level mathematics text 3. Graph paper 4. Prediction questions

	find a line that fits most of the data so that they can make predictions) 5. After the discussion, place students into small groups, They are to use the data from the previous day to complete the problem. 6. Each group should discuss where their graph model should be placed. 7. After graph model is created, students answer the following questions: A. Based on the graph model, predict the breaking weight for 6 and 7 layers thick. B. Based on the graph model, predict the breaking weight for 2.5 and 3.5 layers thick. 8. Wrap up by displaying 2 different graph models and have the students discuss which graph represents a better graph model. 9. Hand out homework practice sheet on creating graph models for 3 different coordinate graphs.	6. Participate in wrap up discussion of coordinate graphs. 7. Complete homework practice sheet.	
Day 3	1. Collect homework practice sheets. 2. Discuss the graph models presented in the previous day's lesson. Ask: A. Where does this linear graph model cross the y-axis? (at 0) B. How steep is the line? How can we measure the steepness of the line? (Remind students that the steepness of a line is called the slope and where the line crosses the y-axis is called the y-intercept.) C. Does anyone remember the general form of a linear equation? (y=mx+b) 3. Review using a graphing calculator with the class. 4. Place the class into pairs and assign each pair a graphing calculator. Students are to complete the following activity using the graphing calculator: A. Graph y=8.7x B. Make a table of (x,y) data for y=8.7x, using values of x=0,1,2,3,.....10. Explain how these entries in your table relate to the fact that m=8.7 and b=0. C. Make a graph of y=8.7x for x=0 and x=10. Explain how the slope and the y-intercept of the graph are related to the equation. D. What do the facts that m=8.7 and b=0 mean in terms of bridge thickness and breaking weight? E. Solve the equation 60=8.7x. What does this solution tell you about bridge thickness and breaking weight? 5. Wrap up the discussion by asking the following questions: A. What does it mean if one mode has a steeper slope than another model? (it means that the rate of change is greater) B. If you did the experiment using paper that was twice as thick: What would happen to the results in the table? (The number of pennies needed to break the	1. Participate in discussion about graph models, slope, y-intercept and equations of lines. 2. Take notes on slope, y-intercept and the general form of an equation in journals. 3. Working with a partner, use the graphing calculator to graph an equation and to answer questions. 4. Participate in wrap up discussion 5. Turn in work. 6. Complete another coordinate graph for homework and draw conclusions from pairs of graphs. 7. Complete equation Model Problems for homework.	1. Graphing Paper 2. Graphing Calculators

	bridge would increase). To the slope of the line? (It would increase.) To the y-intercept? (Nothing) 6. Collect the student's questions/answers for assessment and hand back corrected homework sheets form previous night. 7. Assign Equation Model problems for homework.		
Day 4	1. Collect homework practice sheets on equation models. 2. Advise students that they will be building on yesterday's information about slope and y-intercept. Instead of being given an equation of a line and graphing it, the students will be asked to write the equation of a line. 3. Give students the following scenario: **Denise and Jonah earn allowances for mowing their lawns each week. Denise's father pays her $5 each week. Jonah's mother paid him $20 at the beginning of the summer and now pays him $3 each week. **Using a graph model (on overhead and in student edition), students are asked to complete the rest of the problem. 4. Break students into pairs to answer the following questions: A. Which graph model shows Jonah's earnings as a function of the number of weeks? Which graph model shows Denise's earnings? Explain how you know which graph is which. B. Write linear equations of the form y=mx+b t show the relationships between Denise's and Jonah's earnings and the number of weeks. C. What does the values of m and b in each equation tell you about the relationship between the number of weeks and the dollars earned? 4. Wrap up the lesson by challenging students to find the equation of a line when they are given 2 points on a line, or the slope and a point on the line. Review how to find the slope when given 2 points (change of y divided by the change in x). Ask: What is the y-intercept? (Where the line crosses the y-axis) Therefore, what is the easiest way to identify the y-intercept if it is not given? (Use the graph to find the point where the line crosses the y-intercept) 5. Review all information required for the final assessment. 6. Collect the questions/answers from the students for assessment. 7. Assign the worksheet where students are asked to write equations of lines when given the graphs or information about the lines (slope, y-intercept, at least one point.) This worksheet will also be used as a review sheet for final assessment.	1. Hand in homework practice sheet. 2. Participate in scenario presented on the overhead. 3. Participate in writing equations for lines activity with a partner. 4. Participate in wrap up discussion. 5. Hand in questions/answers 6. Complete linear equations homework sheet.	1. Graph paper 2. Overhead projector

Day 5 **Assessment**	1. Facilitate assessment for equation models and linear equations. 2. The instructor is responsible for giving one-on-one assistance to students needing more help. 3. Correct assessment using points/percentage for each answer.	1. Complete math assessment for equation models and linear equations.	1. Math assessment

Mathematics Assessment
Grade Eight

Name:_____
Class/Period:_____
Date:_____

1. a. Circle the table or tables that show linear relationship.

X	Y
1	4
2	2
3	1.33
4	1

X	Y
1	4
2	2
3	0
4	-2

X	Y
1	2
2	4
3	8
4	16

B. Explain how you can recognize a linear relationship from a table.

2. a. Circle the equation or equations that show a linear relationship.

$y=\frac{1}{4}x$ $y=4/x$ $y=4/x+3$ $y=-4x$

B. Explain how you can recognize a linear relationship from an equation.

3. a. Circle the name of the graph or graphs that show a linear relationship, and write their equation.

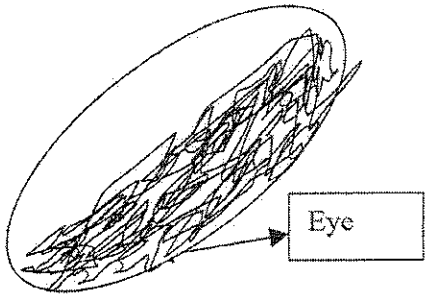
b. Explain how you can recognize a linear relationship from a graph.

4. Find an equation of the line that passes through points A and B.

5. Find an equation of the line that passes through the point (0,5) and has slope 4.

6. Find an equation of the line that passes through the point (4,5) and has slope -2.

7. To plant potatoes, a farmer cuts each potato into about 4 pieces, making sure each piece has an "eye". The eye contains buds that will become the new plants. Each new plant will produce 5 potatoes. Thurs, a single potato will yield 20 potatoes.



A. Make a table and a graph model that show how the number of potatoes grown depends on the number of potatoes cut and planted.

B. Write an equation that describes this situation.

Scoring Rubric

Exceeds	Meets	Approaches	Falls Far Below
90%-100%	80%-89%	70%-79%	69% and Below

Scoring:

24 points possible
2 points per question

Mastery = 19-24 points

Sample

Monitoring

Form

156

BCS139

New Destiny Leadership Charter School, Inc Sample Monitoring Form
Third Grade - Math, First Quarter
Number Senses and Operations

Teacher:	M03-S1C1-01	M03-S1C1-02	M03-S1C1-03	M03-S1C1-04	M03-S1C1-05	M03-S1C1-06	M03-S1C1-07	M03-S1C1-15	M03-S1C2-05	M03-S1C2-06	M03-S1C2-07	M03-S1C2-08	M03-S1C2-09	M03-S1C2-10	M03-S1C2-11	M03-S1C2-12	M03-S1C2-13	M03-S1C2-14	M03-S1C2-15	M03-S1C3-01
Student A	FFB	A	E																	
Student B		M																		
Student C		M																		
Student D		M																		

E=Exceeds
M=Meets
A=Approaches
FFB=Falls Far Below Standard

BCS140

Section 1.4: Comprehensive Program of Instruction – Monitoring

In order to ensure student achievement careful monitoring must be implemented. At New Destiny Leadership Charter School we will articulate to contract teachers the methods of instruction offered at our school. New Destiny Leadership Charter School will take its highly qualified teachers through a rigorous training process to disseminate vital information. This training will be sponsored by the corporate members of New Destiny Leadership Charter School. In addition to the methods of instruction, teachers will learn about the school's philosophy and vision. The principal will conduct the training with materials provided by New Destiny Leadership Charter School. Experienced Principal will also provide specialized training in Leadership as part of his/her contract, prior to the beginning of the school year. Each method of instruction, as well as methods of assessment, will be discussed in detail as outlined in a manual each teacher will receive. Listed below are a few of the scheduled workshops all teachers will attend:

- Acceptable Lesson Plans
- Madeline Hunter's Direct Instruction Model (Essential Elements of Instruction)
- Balanced Literacy Approach
- Collaborative/Cooperative Learning
- The relationship between the Writing Process and the 6 Traits of writing
- Arizona State Academic Standards
- Student Monitoring forms
- School Assessment practices (DIBELS, Benchmarks, etc.)
- Classroom Management (Harry Wong)

Once teachers have been trained on the methods of instruction, to be implemented at New Destiny Leadership Charter School they will be held accountable. Once school begins, the Principal will visit each classroom for 20-30 minutes each week as the Instructional Leader. To monitor the teacher's integration of the methods of instruction and State Standards teacher lesson plans will be collected on a weekly basis. An evaluation/feedback form will be used once lesson plans are submitted to ensure that acceptable lesson plans are being developed and implemented by teachers. Teachers will be required to have on display in the classroom to communicate to parents and students the standards, which are being taught. During regular visits to classrooms, the principal will ensure that State Standards are visible. Monitoring will also take place as teachers collaborate once a week to create a *Back to Basics* scope and sequence based upon the State Standards.

As an additional piece of monitoring, teachers will have formal evaluations twice per school year and one informal unannounced visit conducted by the Principal. New Destiny Leadership Charter School will employ the board approved teacher evaluation tool. In this process, the principal will meet with teachers to conduct pre and post conferences, providing instruction to the teacher where needed and praise and support of excellent instruction. One goal of the evaluation tool will be to monitor the alignment between effective instruction of State Standards, student activities, and assessments.

Finally, as a component of monitoring, all teachers will be required to maintain documentation, during the course of the school year to record student mastery. As students complete benchmarks and assessments teachers will track their performance. The CAT-5 Basic Battery by McGraw-Hill, for example, will be given at the beginning, middle, and end of the school year. Teachers will administer both Informal Reading Inventories (IRI's) quarterly and DIBELS to track each student's Reading achievement. Student achievement will be monitored and reported four (4) times per year. During the middle of each quarter progress reports will be sent home. Parent conferences will be conducted at the end of each quarter to inform parents of their students' progress. Teachers will be required to give this information to the principal. With this type of information available, the Instructional leader and teachers will be equipped to use the data to drive instruction and provide early intervention. Similarly, this data can be readily available to keep parents kept up to date of their students' progress. Tracking forms will be given to each teacher, to use for monitoring student demonstration of proficiency in Reading, Writing, and Math as a *Back to Basics* school.

Procedures for completing monitoring form:

- Teachers will fill in performance objectives presented, by subject, for each quarter based on scope and sequence
- Teachers will use results from collected assessments which have been aligned to state standards, to complete monitoring form throughout each quarter
- Teachers will use form to initiate intervention/remediation
- Teachers will provide copy of monitoring form to principal.

School Monitoring Plan	
Site Council Role: monitor student performance on standardized test (AIMS/Terra Nova) Responsibilities: • Make recommendations of governing board regarding ways to improve student achievement based on performance indicators • Use data from standardized tests to develop school improvement plan	**Principal** Role: as instructional leader – monitor teacher integration of state standards in instruction Responsibilities: • Visit classrooms 3-5 minutes once per week, longer times as needed for evaluations • Each week collect and review teacher lesson plans using evaluation/feedback form • Require and ensure that state standards/objectives are visible to parents and students • Facilitate development of scope and sequence based on performance objectives • Develop professional development plan which exposes teacher to research-based instruction of state standards • Monitor fidelity of curriculum • Perform teacher evaluations (1 formal/ 1 informal) using board approved evaluation tool • Analyze data retrieved from teachers to drive instruction
Teacher Role: monitor student demonstration of proficiency in performance objectives Responsibilities: • Create and submit weekly lesson plans which demonstrate alignment between state standards, assessments, and student activities • Articulate standards verbally and display standards in written form to parents and students • Use student assessment scores to complete monitoring form to monitor student proficiency in performance objectives (see form procedures) • Collect student assessment, in portfolio, which demonstrate student performance according to performance objectives • Submit assessment results (DIBELS, Basic Battery, IRI's) and monitoring forms to principal	**Parents** Role: monitor visibility of state standards in classroom Responsibilities: • Attend parent meetings to become aware of state standards • Observe state standards on display in classroom • Regularly discuss what is taking place in the classroom with teacher and student • View student progress report to closely monitor student progress • Speak to teacher promptly if concern arises regarding student learning

Section 1.5: Comprehension Program of Instruction – Special Education

New Destiny Leadership Charter School will provide special education services to all qualifying students in order to provide every eligible student with disabilities is provided with a free and appropriate public education. Students will be afforded an equal education opportunity regardless of a disability. Similarly, students with disabilities will be educated in the least restrictive environment. At New Destiny Leadership Charter School, you will find an inclusion model as well as having a Special Education teacher available to operate a resource room. As an alternative for students who are unable to remain in the classroom we will provide a separate room. We choose inclusion so that we may to the maximum extent appropriate, educate each child in the school and classroom he or she would otherwise attend. Our targeted population will benefit from this model in that, this model demonstrates New Destiny Leadership Charter School's commitment to value all children equally. *Ultimately, qualifying students will be exposed to a model that is appropriate and best for their needs.*

New Destiny Leadership Charter School will operate within the requirements of Child Find as documented in 34 C.F.R. §300.125 and §300.321 of the regulations implementing the Individuals with Disabilities Act Education Act (IDEA) 1997, Parts B and C and Arizona Administrative Code (A.A.C.) R7-2-401.C-D by providing public awareness of Child Find and make referrals to AZEIP or to the District of Residence. Upon learning of a parent's concern regarding a child's development, and that child is not enrolled in the school and is between birth and five years of age, the School will assist the parent in contacting the District of Residence. The District is required to screen and/or evaluate the child within the state prescribed timelines.

New Destiny Leadership Charter School will identify those students who require special education and will provide an appropriate program for these students. Students with existing Individualized Educational Plans (IEP's) in place will provided services consistent with their existing (IEP's).

Training of Staff to implement model:

New Destiny Leadership Charter School will utilize contracted personnel and its special education teacher as a resource for providing a portion of the required training.

1. The staff will receive training during a two-week training before the beginning of the school year that will address differentiated instruction, strategies for creating supportive and safe classroom atmosphere, in-class intervention strategies students, school selected intervention programs, procedural safeguards, how to complete the 45-day screening, the evaluation process, and the school's philosophy of special education.
2. To carry out our plan for inclusion, teacher will receive on-going training in special education through free training offered by the Arizona Department of Education.

3. New Destiny Leadership Charter School will seed to employ a certified special education teacher and to have one of its teachers become certified in special education.
4. Teachers will receive quarterly trainings provided by a speech therapist to assist with in-class intervention.

Cost:

We anticipate that 10-13% of our students (25 students) will need Special Education services. Since our grade range is kindergarten through eighth grade we can expect that a large portion of those identified students will need Speech/Language services. From our research using Cost Study Report provided by the Department of Education, a market study and ADE personnel we find that the costs to provide services can be very high. Thus, we will allocate all funds needed to ensure that every student is best served.. To offset the cost associated with the provided services we will seek additional IDEA funding, and Medicaid reimbursement. We anticipate having sufficient resources to meet the needs of our SPED population. The budget includes costs for a SPED teacher and specialized services on an as-needed basis.

In the case of enrollment of a student whose IEP placement options require additional high cost services, we will give priority in using reserve funds. In addition, the school will actively seek funds through grant programs such as IDEA Excess Costs, IDEA Emergency Funds, IDEA Charter School Expansion Act, the Department of Economic Security Programs, and other sources.

We will actively seek cooperation with other public schools and SPED service providers in the area, including public school districts, in an effort to utilize placement options beyond what New Destiny has the capacity to offer.

Contracted services:

Contracted services will be used to provide services. A certified School Psychologist will be sought to carry out the evaluation process. A qualified speech pathologist, occupational therapist, physical therapist will be contracted to carry out the services outlined in the qualifying students' IEP. The following chart outlines contracted and related services and accompanying costs.

Contracted Services	**Market study cost**
School Psychologist	$150- $175/hour
Occupational Therapist	$55 -$65/hour
Physical Therapist	$65/hour
Speech and Language	$80-$100/hour
Cost for Evaluation	$450-$600 per evaluation
Special Ed software	$1,300 (year 1)

Market study:

- Contacted Marshall Langan, EES (Exceptional Educational Services); (602) 274-1311; very helpful
- Contacted Nancy Waddey, ReSolutions – Education Services Provider (602) 564-7380; was able to assist with price list
- Arizona Department of Education – Exceptional Student Services cost study (Nancy)
- Pinnacle Education for sped needs (480) 775-8222; Christine Black; no longer employed
- Contacted Enterprise Academy in search of The GEO Group (Charter School Management Company) to assist in sped needs. Possible company to work with.
- Contacted Advanced Educational Services (Charter School Management Company) to assist in sped needs.

Job description for Special Education Teacher:

Qualifications:

1. Knowledge of special needs of students, Individual Education Plan (IEP) goal setting process and implementation, general knowledge of curriculum and instruction

2. At least one year student teaching or approved internship or 1 year teaching experience
3. Bachelor's degree from accredited university,
4. Valid Arizona teaching certificate with required special education endorsements
5. Familiarity with Response to Intervention model
6. Organizational skills
7. Ability to communicate effectively with students, school personnel, and parents, and an ability to work cooperatively with others

Essential Functions:

1. Keep informed of and comply with federal, state, and school regulations and policies
2. Maintain and utilize Special Education database
3. Responsible for maintaining records
4. Collaborate with students, parents, other staff, and contracted personnel to develop IEP
5. Implement an instructional or skill development program for students and show written evidence of preparation as required
6. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned
7. Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments
8. Present subject matter according to guidelines established by IEP
9. Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned
10. Conduct ongoing assessments of students achievement through formal and informal testing
11. Provide and participate in staff development activities

Section 2.1: Detailed Business Plan – Business Description

New Destiny Leadership Charter School, proposes to operate a *Back to Basics* kindergarten through eighth grade charter school, named New Destiny Charter School, which will be located in Phoenix, Arizona. Students will focus on basic Reading, Writing, and Math skills while also growing as leaders through community service. New Destiny Leadership Charter School will open in the fall of 2008 with one hundred seventy-five students enrolled. Our expectation is that as news travels of our strong *Back to Basics* foundation and unique leadership training program we will experience growth. Thus, after completing year one with one hundred seventy-five students we will grow to two hundred twenty-five in year two and two hundred seventy-five by year three. New Destiny Leadership Charter School, a non-profit corporation, was formed June 2007 to function as conduit of well educated children and leaders. After much time and effort educators, business leaders, and human service activist chose to pool skills, knowledge, and resources to the benefit of children in our community. The humble beginnings the corporate members have experienced personally have taught us the value of giving back to our community. Furthermore, we desire to pass on a legacy of high quality academia, servitude, and leadership. The Board of Directors of New Destiny Leadership Charter School, as the sponsoring agent, is committed to being a strong supporter of New Destiny Leadership Charter School. We will work diligently to secure financial support through grant funding, fundraising events, and private donations. Similarly, the Board of Directors will apply for a 501(c) 3 status once all paperwork is received from the Arizona Corporation Commission.

At New Destiny Leadership Charter School, you will find that a normal instructional day will begin promptly at 8:00 a.m. and conclude at 3:00 p.m. while normal office hours will be 7:00 a.m. to 4:00 p.m. Teacher hours are from 7:30 a.m. to 3:45 p.m. Each year students will be instructed for 180 days. Similarly, students will receive six hours and fifteen minutes of instruction daily.

We will follow the state guidelines for the number of hours per student:

Kinder- 356 hours

1, 2 and 3 – 712 hours

4, 5 and 6 – 890 hours

7 and 8 – 1,068 hours

In alignment with our *Back to Basics* focus, each day instruction will consist of a minimum of two hours dedicated to Language Arts and one hour dedicated to Math instruction. Similarly, intervention time will be allotted each day. Moreover, you will also see students engaged in learning centers. Being sensitive to the needs of our targeted population, an After School Enrichment Program will be made available.

To carryout the educational program of New Destiny Leadership we will secure rental property in Phoenix, Arizona. A building of approximately 9,5000 square feet will be used to accommodate 7 classrooms, two offices, multi-purpose center and room for anticipated growth. The square footage is adequate for the program. Based on research , we can anticipate spending an estimated $.1 (gross) per square foot per month to rent the building. Accordingly to the monthly rent the facility $9,550 per month. Landlord will cover first month as we will catch up on the back end. Under a five year lease agreement, the majority of tenant improvements will be assumed by the landlord. The landlord will be responsible for obtaining all permits, architectural costs, and scheduling inspections. The start up budget reflects a $4,000 for tenant improvements to cover costs not assumed by the landlord. In addition, we have established a relationship with a licensed realtor, to assist with the process of leasing property to operate the school. Our assumptions and estimations are based on conversations with property management companies, property owners, and current charter holders and Business Manager.

Section 2.2: Detailed Business Plan – Marketing Plan

Market Analysis:

The targeted location for New Destiny Leadership Charter School is Phoenix. Market research, using data from Phoenix School district, reveals that there are over 9,000 potential students, currently in grades kindergarten through 8th grade within a ten mile radius of the proposed area. Moreover, the population within this area continues to rise. By speaking with elementary school principals, we found that public schools, in the vicinity, are overcrowded and at capacity. Similarly, a plethora of new housing developments have been built and continue to flood the area. The district has been unable to keep up with the recent growth and influx of children new to the area. . Yet, more than hundreds of additional new homes are currently being built which surround this neighborhood school. As educators and residents we are very familiar with the trends of our community. The area continues to grow, thus the market potential will continue to expand for New Destiny Leadership Charter School.

Furthermore, a segment of the market study conducted through observations and web-based research shows that there are twoe K-8 charter schools within our targeted area. However, their focus do not include a Back to Basics emphasis with a leadership and service component

Target Area:.

There are approximately 146,700 residents in a ten - mile radius of the school's target area. There are approximately 17,000 children with in the age range the school will be targeting. We also expect students residing outside of the market area who will enroll. Student recruitment efforts will become much easier. The growth rate in this area suggest that enrollment efforts will get much easier as time goes on. There was a population increase from 2000- 2006 of 21% in a five mile radius of Baseline and Central Avenue. The national growth rate for 2000 – 2006 was 5%. Maricopa County is one of the fastest growing counties in the nation. The Phoenix Metropolitan area is experiencing a population explosion in the west valley and the south valley. Major retailers have moved into the South Mountain area because of the growth and the growth potential. Many new

homes are being built in the price range of $190,000 for a home to the cost of 1 million for a lot. The economics of the South Mountain Community is changing.

Growth in the Targeted Area, Total Population

Year	5 mile radius
1990	94,973
2000	120,281
2006	145,671
2011 (estimate)	168,000

Marketing Strategy:

An aggressive approach will be used to successfully recruit prospective parents and students. During the months from May to August, 2008 a strategic advertising campaign sponsored by the corporate members, will take place. A direct mailing will be sent to five thousand (5,000) homes which contain school age children. In addition, radio advertisement through Journal Broadcast Group will reach parents ages 25-45 during its peak listening time. During a two-week air time over 28,000 listeners will hear advertisements about New Destiny Leadership Charter School. Moreover, free forms of advertisements will be used such as public service announcements, information tables at surrounding apartments, door to door visits to community organizations and centers, local businesses, and childcare centers, and attending neighborhood association meetings. We will also develop a power point slide show, in house, to market the school for presentations to community organizations.

Mesa Arizona

Demographics

Population, June 2008 462,823
Growth 1990-2008 58.2%

Total Civilian Labor Force, 2008 256,341
Employed 248,264
Unemployed 8,077

Median Age, 2008 33.11
Under 18 Years 27.84%
18-24 years 9.45%
25-44 years 29.34%
45-64 years 20.33%
65+ years 13.04%

Population by Race & Ethnicity
White 75.71%
Black or African American 3.26%
American Indian and Alaskan Native 2.07%
Asian 2.00%
Native Hawaiian and other Pacific Islander .29%
Some other race 13.13%
Two or more races 3.53%

Hispanic (any race) 26.31%

Education, 2008 (age 25+) 276,844
High School Graduate 85.28%
Some College 59.78%
Bachelor's Degree 22.22%
Graduate or Professional Degree 6.84%

Median Household Income, 2008 $50,993

Sources: City of Mesa, Bureau of Labor Statistics, Claritas, Arizona Real Estate Center, U.S. Census Bureau

Mesa Public Schools –

Mesa Public Schools is a full-service district offering options in quality education so parents may choose a program that fits the child. We are an innovative, award-winning district that is recognized nationally for student achievement in academics, sports, creative and performing arts, and career and technical programs.

- 87 schools, including 58 elementary schools, 13 junior high schools, seven high schools and nine focus schools
- Mesa Academy for Advanced Studies –
- Mesa Distance Learning (K-12)
- Eagleridge Enrichment Program (K-9) for the homeschooling community
- Montessori programs at Sunridge Learning Center, and Johnson and Mendoza elementary schools
- The original East Valley back-to-basics curriculum at four Franklin campuses

Enrollment
73,808

Demographics
Students speak 51 languages.
7,315 students receive Special Education services.
11,202 students are English Language Learners.

Free and Reduced-Price Lunch
52%

Ethnicity

White 51.7%
African American 4.4%
Hispanic 36.6%
Native 4.3%
American Asian 2.4%

Target Area

85203 Zip Code

Population	38,000
Median Age	30.67
Age 5-9	3,163
Age 10-14	3, 158

16.63% of the population is between the ages of 5-14

The targeted area is south of 500 E. University Drive. There are some single family homes as well as apartments and rental property. The community is mostly Hispanic and it is a well kept neighborhood.

Program of Instruction

The Program of Instruction of New Destiny Leadership Charter School is one that would meet the needs of a large portion of the student population any city location. It especially fits the needs of students who have social deficits, ethnic, financial, or language challenges.

Section 1: Comprehension Program of Instruction:

1.1: Comprehension Program of Instruction – Curricular Emphasis

The New Destiny Leadership Charter School philosophy aligns with the mission of the school.

Mission Statement

New Destiny Leadership Charter School will provide a quality education. Academic and social skills will be further enhanced through the development of leadership skills. The students of New Destiny Leadership Charter School will utilize their leadership skills, to positively impact society, by way of various forms of community service (service learning).

Philosophy:

New Destiny Leadership Charter School believes that all children should be motivated, taught trained, and developed toward their potential academically, and socially. We further believe that all students must be adequately prepared to be leaders in the twenty-first century and beyond. In other words, as we provide each student with a solid Back to Basics foundation we will further equip them with leadership abilities they will utilize in all aspects of their lives. We are confident that the students of New Destiny Leadership Charter School will not only be leaders academically, but they will also model leadership and service for our community.

Special Emphasis:

New Destiny Leadership Charter School will maintain a Back to Basics focus while adding a leadership and service learning component. Students, attending New Destiny Leadership Charter School, will benefit from this program by learning new and exciting leadership skills while simultaneously building their sense of self-worth and confidence.

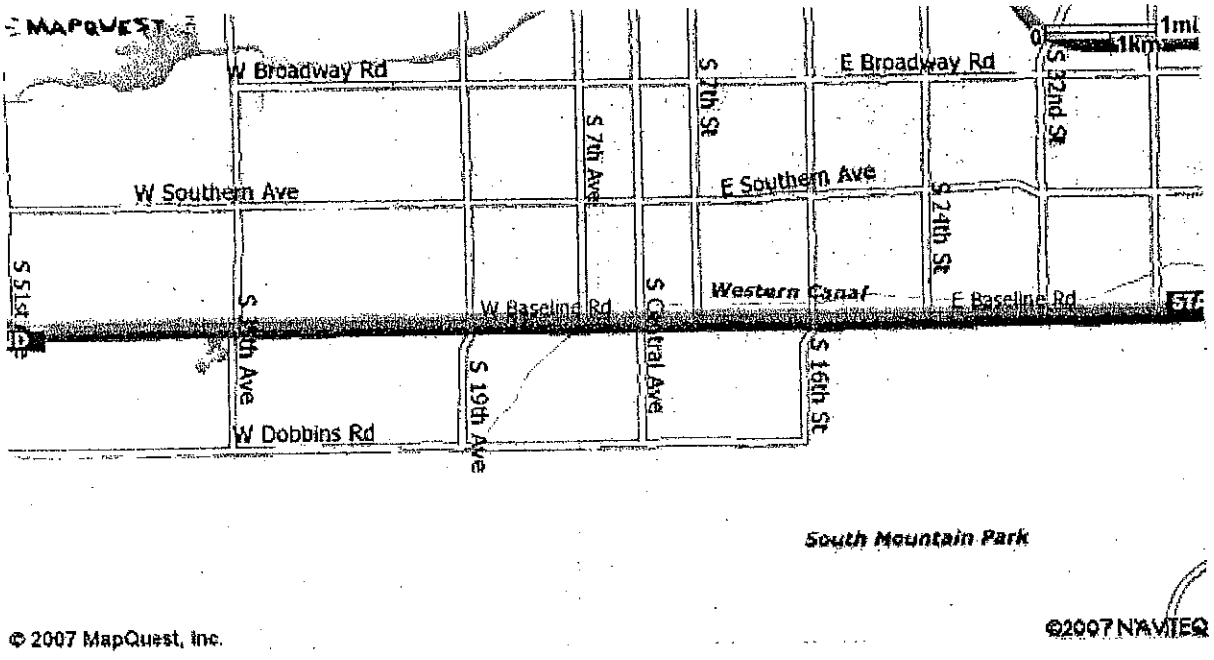
For example, the leadership qualities of oral and written communication, problem analysis, judgment, organization, decisiveness, character will be taught to each student of New Destiny Leadership Charter School. Our kindergarten through third grade students, under the direction of their classroom teacher, will plan and participate in community service projects twice each academic year to put leadership into practice. Likewise, students in grades four through six will not only participate in service projects but they will take on a greater role in the planning and implementation of the community service projects that will occur. The seventh through eighth grade students will participate in will not only participate in the service projects along with the planning and implementation, but will also assist in leadership activities with the younger students (peer leadership

Location

The emphasis that New Destiny will focus in will benefit the students in Mesa in 85203 as well as many other locations in Arizona and the USA.

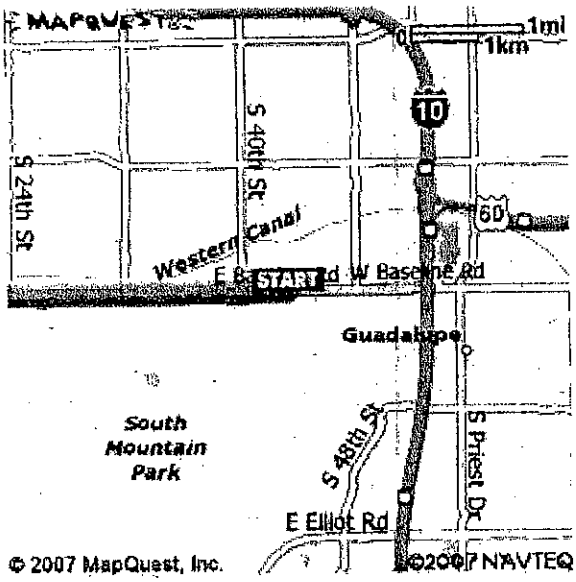
In my years of teaching I have found that parents want the best for their children, teachers want their students to learn, administrators want to have the best school, and the world needs children who have self confidence, people of good character, great academic skills, and a sense of wanting to make the world a better place. It is my hope, I dare to dream that New Destiny would be one of the schools that is making that kind of impact for our children.

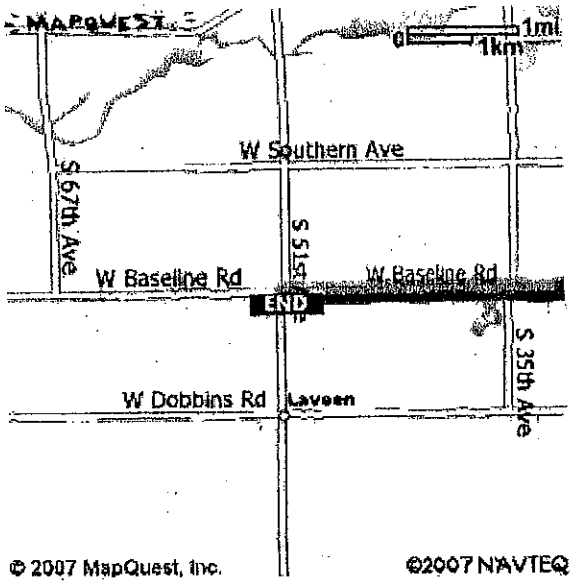
Map of Target Area



Start:
4400 E Baseline Rd
Phoenix, AZ 85042-7401, US

End:
5100 W Baseline Rd
Laveen, AZ 85339-2971, US





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Marketing/Advertising plan Inception to mid July:

Form of Advertising/Marketing	Estimated Cost
Direct Mailing	$2,528 (purchase, printing and postage)
Half-sheet flyers	$35.00 (Created in-house; 1,000 copies on colored paper;)
Tri-fold brochure	$140.00 (Created in house; 1,000 copies;)
Radio Broadcast	$1,140 (2 weeks)
Banner	$750 created by graphic design shop
Total	**$ 4,593.00**

Marketing/Advertising plan July 15 and after:

Once Equalization funds have been received, additional monies will be used to finalize the advertising/marketing campaign. Marketing will continue beyond July 15 in an effort to reach our desired student count of one hundred twenty-five (125) by September, 2007. As we maintain our recruiting efforts, advertising and marketing will take place in December, 2008 and intensely April through July, 2009 as we prepare to meet our student count for the 2009-2010 school year.

Admission Policy:

As students and parents are recruited, New Destiny Leadership will act in accordance with A.R.S. § 15-184 in admitting students. Therefore, all students will be accepted without discrimination. Thereafter, continuing students and their siblings of current students will receive preference for enrollment.

Nearby Schools: Enrollment and Test Score Data: Spring 2006 / 8th Grade

(AIMS – Arizona's Instrument to Measure Standards in Math/Reading/Writing)

Elementary Schools	Grades Served	Enrollment	AIMS Math/Reading/Writing	% Free and Reduced Lunch	Type
State Averages			49/60/80		
P. L. Julian	4th – 8th	417	36/41/70	92.25%	District
T. G. Barr	K – 8th	454	58/42/56	93.20%	District
Brooks Academy	K – 8th	582	43/57/53	98.33%	District
C. C. Campbell	K – 8th	634	31/51/71	80%	District
CASY South Valley	K – 8th	100	No score/18/18	92.00%	Charter
91st Psalm	K – 8th	102	N. A.	N. A.	Private
SABIS	K – 8th	600	52/61/52	Estimate 92%	Charter

Section 2.3: Detailed Business Plan – Organizational Structure

The corporate principals of New Destiny Leadership Charter School, Inc. are Barbara Tinsley and Charles Tinsley. Each member brings a wealth of experience and knowledge in elementary/secondary education, special education and financial management. Described below are the contributions of each corporate principal.

Barbara Tinsley – President

Barbara Tinsley possesses credentials that will be essential to the success of New Destiny Leadership Charter School. Mrs. Tinsley, is a certified SPED teacher (K-12). She also possesses credentials to teach at the community college level. Her extensive education includes a B.A. in Sociology, a M.A. in Education and a MDiv. in Pastoral Ministries. Her special education experience has come from fourteen (14) years of working as a special needs teacher with the Roosevelt School District. She also worked as a SPED teacher for the Phoenix Union High School District. Mrs. Tinsley serves as the President of New Destiny Leadership Charter School.

Charles Tinsley – Vice President

Charles Tinsley is a very successful mechanical engineer whose primary responsibility is to provide theoretical/experimental technical support to the projects in the areas of fluid flow and heat transfer. Charles has experience working as a team leader coordinating efforts to meet contract requirements for various Government Projects. Charles served as a *Trustee and Chair Person of the Trustee Board* of First Institutional Baptist Church. The *Trustees* oversee the Church finances, budgeting, expenditures, the Church facilities, and the Church employees. The *Chair Person* of the Trustees responsibility is to give oversight, along with the Pastor, to the Church finances, expenditures, budget, facilities and monitoring, hiring and firing of Church employees.

Areas that may require outside expertise;

New Destiny will contract the services of a Business Manager to support the functions of accounting, strategic business management, and strategic planning. Other operational and instructional functions will be performed by our highly qualified staff.

Section 2.4: Detailed Business Plan – Governance Structure

The corporate principals of New Destiny Leadership Charter School, Inc. consist of Barbara Tinsley (President), Charles Tinsley (Vice President), TBA (Treasurer), TBA (Secretary) and TBA (Member). The corporate board, as a whole will solely responsible for the financial activities of the corporation. They also appoint members of the governing board.

The Governing Board, once chartered will be comprised of Barbara Tinsley corporate principals and three community members (TBA) The Board of Directors will appoint members of the governing board for a one (1) year term. The membership will be drawn from, but not limited to, the parents' association, the post secondary education community, and the business community. The Board of Directors will appoint members within thirty (30) days to fill vacancies created by the resignations. Parents elected to the board who have a student that graduates before their term is expired, will be allowed to complete their term.

It will be the responsibility of the school governing board to:

1. Establish and approve all educational and operational policies
2. Approve all major contracts
3. Approve the school's annual budget.
4. Oversee the school's fiscal affairs
5. Approve expulsions.
6. Approving the school's personnel policies
7. Delegate day-to-day operations and hiring and termination of employees to the Principal.

Relationship and Differentiations between Corporate Principals and Governing Board:

The corporate principals and governing board are distinct and separate in that the governing board has the responsibility of policy making and overseeing the day to day operations of the school while the corporate principals are responsible for the financial operations of the business itself.

Compliance with Open Meeting Law:

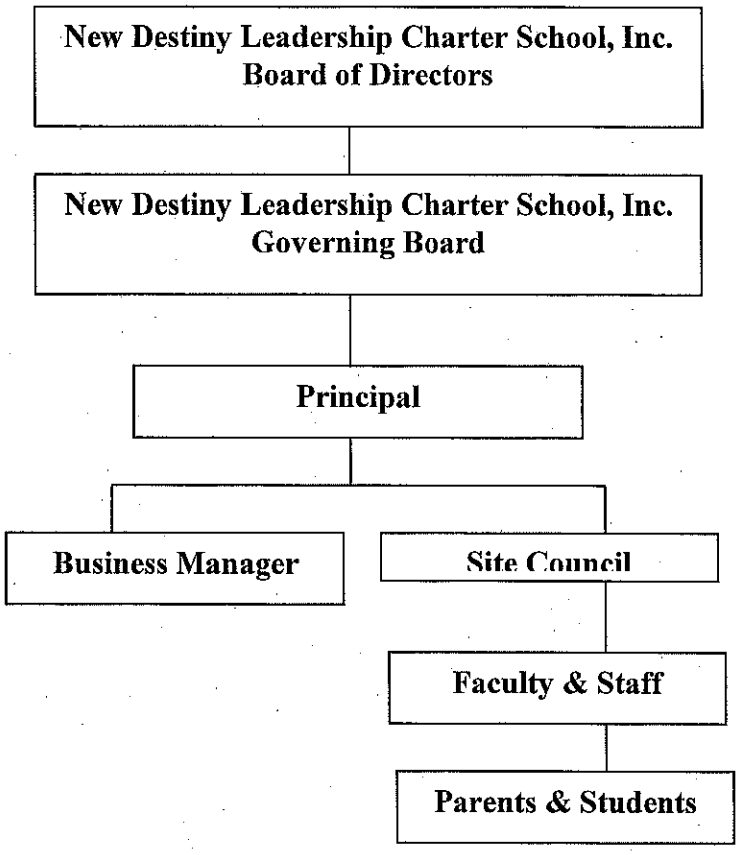
The corporate principals of New Destiny Leadership Charter School, Inc. and the Governing Board after receiving training, will strictly adhere to Arizona's Open Meeting Law. As a safeguard against violation of the Open Meeting Law, each member of the Board of Directors and Governing Board will be required to sign an agreement of their commitment of comply with the Open Meeting Law. The Governing Board will post and give public notice of all meetings and executive sessions to members of the public and to members of the public body.

Replacement of Governing Board Members:

The Board of Directors shall appoint, in its sole discretion, the members of the initial Governing Board who shall serve at the pleasure of the Board of Directors. The members of the Governing Board shall be appointed by a majority vote of the votes cast at a regular or special meeting to be held by the Board of Directors, present in person or by proxy, that are entitled to vote in the election. Vacancies in the Governing Board shall be filled as prescribed in these Restated Bylaws.

Each member of the Governing Board shall hold office for a period of one (1) year, or until his/her successor is elected and qualified, or until death, resignation, or removal.

Organizational Flow Chart



Discussion of flow chart:

Anyone who has any contact at all with New Destiny, if a student, employee, parent or live in the neighborhood will have the opportunity to make New Destiny the best place for children to learn.

Communication of Stakeholders:

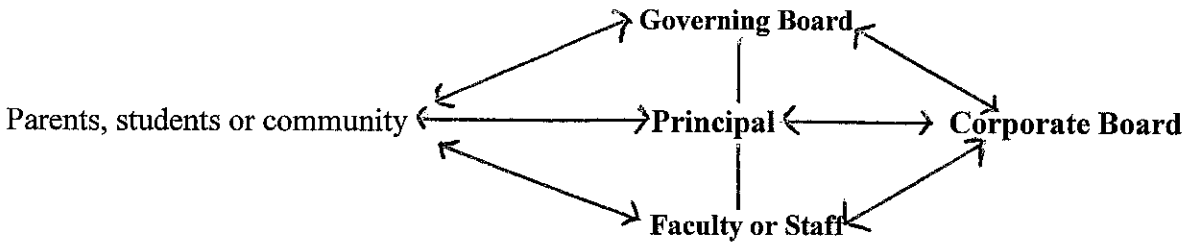
The Governing Board of New Destiny Leadership Charter School, Inc. will meet quarterly and as needed to address any issues regarding New Destiny Leadership Charter School. Information from these meetings will communicated to the staff via meeting minutes, memos etc. The governing board will then disseminate that information to the school council through monthly meetings and memos. The staff will inform the parents and students through a quarterly newsletter.

To provide for smooth day-to-day operations, the principal will meet monthly or as needed with faculty and staff. During this time any upcoming and current events will be addressed. Similarly, the business manager and principal will meet weekly or monthly as needed to address financial issues that arise.

At New Destiny Leadership Charter School our goal is to ensure that the individuals who are affected by the outcome of a decision made at our school would be allowed to share in the decision making process. Therefore, we have developed a site council that will be comprised of: the principal as chairperson, parents of students, teachers and community members.

The Governing Board will be responsible for delegating to the site council responsibilities that insure that New Destiny has everything that is needed for the success of its students and an exceptional working environment for the staff.

Communications Flow Chart



The communication flows two ways in this chart.

Always keeping all of those involved informed and a part of the planning and implementation process for school success.

Should a situation arise where parent or other individual has a need to resolve an issue:

+Flow of communication:

Step one: talk to the teacher (if it is an issue involving a teacher)

Step two: talk to the principal

Step three: contact Governing Board secretary to schedule to meet with Board if necessary

Step four: contact Corporate Board secretary to schedule to meet with Board if necessary

Section 2.5: Detailed Business Plan – Personnel

The management team of New Destiny Leadership Charter School will consist of the governing board, business manager site council and Principal. The leadership team will diligently seek to implement the mission of New Destiny Leadership Charter School and meet outlined goals.

Principal salary $60,000 (2008-2009 school year) TBA

Position Summary – The principal is the leader directly responsible for the administration, supervision, and evaluation in matters pertaining to the management of the school: instruction, personnel, students, curriculum, implementation of approved budget, oversight of physical building, professional development, and community service events.

Qualifications-

1. Hold an Arizona Elementary Teaching Certificate
2. Hold an Arizona Principal certificate
3. Extensive background in Reading Principles
4. Implements the mission and vision of New Destiny Leadership Charter School
5. Seeks to create a school that supports the school mission
6. Experience working with research-based intervention programs
7. Acts as a liaison between New Destiny Leadership Charter School and the community at large
8. Encourages an active partnership between teachers, children and parents
9. Is accessible to parents and expresses empathy and support for families
10. Has classroom teaching experience and understands current pedagogical research
11. Articulates an active supervision model which encourages high staff performance and accountability
12. Empowers staff, children and parents to grow and learn within the school community and has high expectations for such
13. Thorough knowledge of leadership theories and skills
14. Liaison between New Destiny Leadership Charter School, Inc. and the Arizona Department of Education
15. Master's degree in Education (minimum requirement)
16. Minimum two (2) years experience in developing, implementing, and or performing community service projects

Essential Function:

1. Responsible for completing all reporting as required by Arizona Department of Education in a timely manner
2. Directly responsible for the administration, supervision, and evaluation of all areas related to the management of the school.
3. Organizes, coordinates, supervises, evaluates, and interprets the total instructional program.
4. Responsible for the overall safety and welfare of the school personnel, as well as public information and contact with the school community.
5. Develop and supervise the instructional program consistent with the needs of the students, the mandates of the state, and the initiatives of the superintendent.
6. Visits classrooms to maintain an ongoing knowledge of classroom procedures for teaching and learning.

7. Administers the approved school budget by seeing that expenditures are within the approved budgetary allotment.
8. Oversee accounting/contracted services
9. See that the attendance reporting and record keeping functions are performed within the procedures required by the Arizona Department of Education and State statutes.
10. Participate in all grant-writing efforts.
11. Attend administrative staff and governing board, and Arizona Department of Education meetings.
12. Develop and maintain a positive communication system with the community, teaching staff, administrators and governing board.
13. Prepare a calendar of school programs and activities.
14. Develop handbooks for students and teachers.
15. Establish effective procedures for controlling pupil behavior during school hours and at all school activities sponsored by the school.
16. Maintain standards of student discipline designed to encourage respect of students and parents and minimize school program and classroom interruptions.
17. Maintain a program of public information designed to keep parents informed of school activities.

Teachers Salary $32,000 - $36,465 (range for initial placement; see pay scale) – 7 teachers needed

Qualification –

1. Familiarity with or willingness to be trained in New Destiny Leadership Charter School theories and skills, the school's curriculum sequence, methods of instruction and methods of assessment.
2. Able to demonstrate effectiveness in instruction according to Arizona State Standards as a reflection of a Back to Basics focus
3. Meet all requirements of the No Child Left Behind Act of 2001 as a highly qualified teacher at time of hire as outlined on the Arizona Highly Qualified Teachers Attestation.
4. Ability to communicate with parents effectively.
5. Uses superior organizational skills to meet the needs of the class
6. Possesses the ability to work with small classroom groups
7. Ability to use data from student assessments to drive instruction.
8. Working knowledge of effective research based instructional strategies
9. Able to implement effective classroom management
10. Experience in developing, implementing and or performing community service projects.

Essential Functions:

1. Provide instruction that demonstrates alignment between instruction, assessment, and student activities
2. Monitor student proficiency of performance objectives
3. Exercise effective classroom management
4. Create lesson plans according to Arizona State Standards
5. Provide in-class intervention
6. Implement progress monitoring for student performing below grade level
7. Use methods of instruction and assessment as outlined by New Destiny Leadership Charter School.
8. Supervise activities of students
9. Participate in creating school scope and sequence
10. Other duties as prescribed by principal and governing board

To recruit and retain teachers, New Destiny Leadership Charter School Inc. will provide compensation which is comparable to the surrounding school districts for those, either highly qualified or certified and depending on experience.

New Destiny Leadership Charter School Teacher Pay Scale (initial placement)

Years of Experience	Highly Qualified	Certified/Highly Qualified with Master's Degree
1 – 2 years	32,500	33,150-36,465
3 – 4 years	33,813 – 34,489	37,194 – 37,938
5 years	34,489	35,179 - 38,697
6+ years	35,179	35,883 – 39,471

Secretary: 1 full time position - $ (2008-2009 school year)

Qualifications-

1. Proficient in Microsoft Office software
2. Basic Clerical skills
3. Book keeping experience
4. Class 1 fingerprint card
5. Previous experience working with children
6. Flexibility with job duties
7. Ability to meet deadlines
8. Organizational skills
9. Knowledge of accounting software i.e. QuickBooks (preferred)

Essential Functions:

1. First line of communication with parents/students
2. Perform accounts receivable and payable for school and after school program
3. Act as school registrar
4. Maintain student records
5. Maintain attendance through SAIS and hardcopy
6. Order supplies
7. Answer phones
8. Other clerical duties as prescribed by principal
9. Administrative assistant to principal

Contracted Accounting Services: up to - $22,000/year

New Destiny Leadership Charter School intends to outsource its accounting and business management. These professional services firms will be companies that are familiar with charter schools and may be

Providing these services to other charter schools. Such as accounting, payroll, business and grant services.

Oversight conducted by Principal

Special Education Teacher: Salary: $39,500 (2008-2009 school year)

Qualifications-

1. Knowledgeable of special needs of students, Individual Education Plan (IEP) goal setting process and implementation, general knowledge of curriculum and instruction
2. Bachelor's degree from accredited university
3. Valid Arizona teaching certificate with required special education endorsements
4. Familiarity with Response to Intervention model
5. Organizational skills
6. Ability to communicate effectively with students, school personnel, and parents, and an ability to work cooperatively with others.

Essential Functions:

1. Keep informed of and comply with federal, state, and school regulations and policies
2. Maintain and utilize Special Education database
3. Responsible for maintaining records
4. Collaborate with students, parents, other staff, and contracted personnel to develop IEP
5. Implement an instructional or skill development program for students and show written evidence or preparations as required
6. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
7. Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.
8. Present subject matter according to guidelines established by IEP
9. Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned
10. Conduct ongoing assessments of students achievement through formal and informal testing
11. Provide and participate in staff development activities

Instructional Assistant: Salary: ($1,250 a month)

Qualifications:

1.High School graduate or GED completion

Essential Functions:

1.Responsible for maintaining records
2. Communicate effectively with students, school personnel, and parents
3.. Assist students with their assignments
4. Assist the staff as needed

Employee Benefits:

Full time employees will be offered the following benefits:

- Medical, vision and dental insurance (responsible for 50% of cost; spouse and children at employee expense)
- Voluntary participation in a 403(b) plan
- Voluntary participation in short-term disability plan through

Section 2.6: Detailed Business Plan – Start Up

The Board of Directors of New Destiny Leadership Charter School, Inc. will bring resources to the school to assist with a successful beginning. Outlined below are the commitments of the corporate principals of New Destiny Leadership Charter School and budget assumptions:

- New Destiny Leadership Charter School, Inc. will obtain a Certificate of Occupancy for acquired/future site.
- Charles and Barbara Tinsley. will donate two computers
- Vice President Charles Tinsley, will act as bookkeeper at no charge until contracted accounting services begins
- New Destiny Leadership Charter School, Inc will cover all costs associated:
    - With printing employee manual, parent/student handbook, and teacher training, student application material. (layout and design will be done in house)
    - Advertising until July 15th
    - First payment for SAIS compatible system –School Master or another highly acceptable system–
    - Building improvements (assuming building will need simple repairs and paint)
    - Filing for 501(c) 3 status with Internal Revenue Service once chartered

Building Acquisitions:

New Destiny Leadership Charter School, Inc. will obtain the appropriate Certificate of Occupancy and sign a lease for a proposed future location. Under a five year lease agreement tenant improvements will be assumed by the landlord. An amount of $4,000 for building and improvements, covered by the corporate members, is aside to cover the costs not assumed by the Landlord. Our assumptions and estimations, regarding the building are based on conversations with property management companies, property owners, and current charter holders and Business Manager.

Start up timeline:
January, 2008 (after charter application is approved)

- Submit credit application to Arizona Book Depository for line of credit for textbooks
- Create Parent/student and employee manuals
- Review list of potential sites from Realtor
- Apply for 501 (c) 3 status

February/March/April, 2008

- Make visits to potential sites
- Copy Parent/student and employee manuals, students applications
- Recruit parents and students

May, 2008

- Acquire facility
- Conduct build-out and improvements
- Attend Education Job Fair at the University of Arizona and Arizona State for potential teachers
- Attend neighborhood meetings to establish relationships
- Begin teacher interviews and hiring
- Advertise with direct mailing, and one week air time on radio (from start up funds)
- Request inspection from Fire Marshal

- Recruit personnel (teacher and staff)
- Recruit parents and students
- Create registration forms and packets, flyers an brochures (in house)
- Purchase textbooks from Arizona Book Depository or another text book supplier
- Order and pay for banner
-
-

June, 2008

- Copy brochures and flyers
- Continue building improvement if necessary
- Advertise one week radio air time (from start up funds)
- Canvas target area and distribute flyers and brochures
- Submit estimated count to School Finance
- Continue with hiring teachers and staff
- Order Furniture, computer equipment (3 payments/start September)
- Recruit parents and students
- Submit maintenance and operation form to School Finance
- Submit LEA calendar to School Finance

July, 2008

- Advertise with radio using equalization funds
- Finalize hiring of staff and teachers
- Recruit parents and students
- Submit updated student count to School Finance
- Submit proposed then adopted budget to School Finance
- Order textbooks and supplies (net 90)
- Receive and make payment for furniture, portion of computer equipment

August, 2008

- Submit updated student count to School Finance
- Conduct teacher training beginning August 1, 2008
- Begin school – August 2008
- Continue to recruit parents and students

Detailed Business Plan – Operating Budget

Assumptions: Attachment H

- **State Funding (Equalization) -** Years 1, 2, and 3 reflect **80%** of targeted student count (175, 225, 275 respectively) to account for fluctuating student attendance and ongoing efforts to build student count; enrollment capacity will be met by September, 2008; includes full day kindergarten.
- **Classroom Site Funds** – calculated at $411.00 per student beginning in October
- **Title Funds** – due to the population being served where more than 82% qualify for free and reduced lunch (applicable for years two and three); accounts for estimated NCLB federal entitlements Title I, II a, II d, V, and IDEA.

Budget Rationale: **Attachment H**

Budget Item:	**Year One**	**Year Two**	**Year Three**
Salaries - Principal	Starting salary based on qualifications	2% merit increase	2% merit increase
Teacher – Reg. Salary	Derived from taking average of salaries developed on salary schedule; accounting for various range of skills	2% merit increase	2% merit increase
Teacher – Sp Ed Salary	Salary is higher than Reg. Ed. Teacher salary to reflect increased responsibilities; we believe the number of students projected will be better served by a full time Sp Ed teacher	2% merit increase	2% merit increase

Secretary	Starting salary; will have multiple duties	2% merit increase	2% merit increase
Employee benefits	Medical, vision, and dental offered to all teachers, principal, and staff; 50% of cost covered by employee; payments deducted by monthly; benefits to begin in September – ($245/person); first (Sept.) month paid in full by NDLCS, Inc.	Reflects cost of employee benefits for 12 months	Reflects 5% increase in cost of employee benefits plus $5,000 allotted for teacher tuition assistance
Purchase Services – (consultants)	Outsourced professional development	Outsourced professional development	Outsourced professional development
Purchase Services – Sp Ed	Estimating 11% of students will require services; highest percentage will need Speech/Language therapy; cost includes evaluations ; 13 students receiving speech	10% Increase in cost to account for additional students; software cost $650	10% Increase in cost to account for additional students; software cost $650
SAIS software	A web based system; includes cost of initial training $1,500.00	Annual Revenue	Annual Revenue

Instructional Aids/Books/Library/ Software	Used curriculum purchased net 90 from Arizona Book Depository, Inc.; or other company. Reading intervention program	Accounts for curriculum needed for new classes and replacement books	Reflects beginning of curriculum adoption plan for new series and replacement books
Instructional Supplies	$450 per class including Special Ed teacher, includes DIBELS, Basic Battery material	$300 per classroom; Increase to account for additional students	$300 per classroom; Increase to account for additional students
Legal	Funds available for contract review and retainer when needed;.	Funds available for contract review and retainer when needed	Funds available for contract review and retainer when needed
Auditor	Not required during first year	Cost estimate from DeVries, Carpenter, & Associates of Arizona	Reflects natural increase
Marketing	Direct mailings to 5,000 homes with children, printing of brochures, flyers and banner	Continued marketing for school year	Continued marketing for school year

Printing/postage	Letterhead, envelopes, business cards	Brochures created in-house and printed	Restock of stationary
Supplies	General office supplies	Increase accounting for natural growth	Increase accounting for natural growth
Phone/Communication	Phone bill paid monthly and purchase of phone system	Phone bill paid monthly and purchase of phone system	Phone bill paid monthly and purchase of phone system
Custodial services & Teacher Assist	Needed to set up school and ongoing services. **TA** Assists staff as needed	2% merit increase	2% merit increase
Advertising	Before school starts and continuous	Continuous	Continuous
Property and Casualty insurance	Property –8,750 per year; student coverage $1,200 per year	Accounting for additional students	Accounting for additional students
Utilities	Phone, electricity, water paid monthly by tenant	Phone, electricity, water paid monthly by tenant	Phone, electricity, water paid monthly by tenant
Rent	$1.00 X 5561=$9,500 monthly rent; utilities not included	Small or no Increase in rent	Small or no increase in rent
Fees/Permits & dues	Membership with charter association, ASCD, subscriptions Reading Teacher, Educational Leadership, etc	Membership with charter association, ASCD, subscriptions Reading Teacher, Educational Leadership, etc	Membership with charter association, ASCD, subscriptions Reading Teacher, Educational Leadership, etc
Food Service	School will participate in National school lunch program, includes monitor's salary	School will participate in National school lunch program	School will participate in National school lunch program
Accounting Services	Services will be outsourced	Services will be outsourced	Services will be outsourced as needed
Land and Improvements	Maintenance and landscaping contracted	Contracted Maintenance and landscaping	Maintenance and landscaping contracted

Building & Improvements	Addition of wall for new classrooms	Addition of wall for new classrooms	Addition of wall for new classrooms
Computer Equipment	21 computers and 7 printers for additional classrooms	14 additional computers at $450 each	7 additional computers at $450 each

Furniture & other equipment	Tables, chairs for all classrooms, overhead projectors, dry erase boards, bulletin	Furniture for additional classes	Furniture for additional classes
Upgrades (Connectivity)	Server and wireless units for additional classrooms	Furniture for additional classes	Furniture for additional classes
Leases/Loan payments	No loan payment due first 3 years	No loan payments due first three years	No loan payments due first 3 years
Other (security, copier lease)	Building security and leased copier; includes maintenance plan	Building security and leased copier; includes maintenance plan	Building security and leased copier; includes maintenance plan
Contingencies	For non-planned expenses	For non-planned expenses	For non planned expenses

Section 2.7: Detailed Business Plan: Operating Plan

Narrative

In developing the operating budget we have assured that it is fluid. Looking at all factors we have come to firm figures that allow for a successful beginning. Items such as furniture, computer equipment, supplies, textbooks, utilities, and rent will be paid over time or in monthly installments.

The budget was purposefully based on eighty percent of our targeted student count so as not to assume perfect attendance. Similarly, we understand that it may take time to reach out targeted student count. Moreover, our budget reflects modesty in revenue from the Classroom Site Fund and Title monies.

In regards to the facility, we are aware of the process and expenses related to acquisition. The corporate members have made a firm commitment to securing the Certificate of Occupancy. Under a five year lease agreement, the majority of tenant improvements will be assumed by the landlord. The landlord will be responsible for obtaining all permits, architectural costs, and scheduling inspections. The operating budget will reflect an additional funds which is representative of our commitment to create a safe environment for our students. Utilities are not included in the rent. Our assumptions and estimations, regarding the building, are based on conversations with property management companies, property owners, and current charter holders.

Teacher salaries reflect those of comparable district and charter school teacher salaries. The principal's salary represents the qualifications of majority of charter school principals.

The month-by-month cash flow reflects those items which can be paid over time. Items for which an exact date of payment will be made have been applied to logical places. For example, Special Education costs. We have taken the total cost of Special Education and, based on out best estimate, divided it into the months to reflect providing services from the very beginning of school. Moreover, the cost of Special Education increases during months where more evaluations are likely to take place. Finally, even though we show a

deficit two months all other months carry a positive cash flow that more than compensates for the negative cash flow.

Charter School Name:NEW DESTINY LEADERSHIP CHARTER SC

	Inception to July 15			Assumptions:
Revenue			**Total**	
Secured Private Donations				
Secured Loans			50,000	Loan from C. Tinsley
Other Secured Funds(Specify)____				
Total Start-up Revenue			50,000	
Expenses	**# of Staff**	**@ Salary**	**Total**	
Salaries			-	
Director/Principal	1.00	$ 60,000.00	2,500	July 1-15
Teacher-Regular Education			-	
Teacher-Special Education			-	
Secretary	1.00	$ 24,000.00	1,000	July 1-15
Bookkeeper			-	
Other CUSTODIAL/MAINTENANCE	1.00	$ 25,000.00	2,000	June 16-July 15
Other (Specify)_____			-	
Other (Specify)_____			-	
Employee Benefits			880	
Travel			100	
Purchase Services (consultants)			2,500	
Purchase Services-Special Education				
SAIS Software			3,500	
Instructional Aids/Books/Library/Software			8,000	initial curriculum
Instructional Supplies				
Legal			500	incorporation
Marketing/Advertising			3,453	
Other (printing; postage)			300	applications
Total Instruction, Administration & Support			24,733	

Start Up Budget with Assumptions

Operations & Maintenance			**Total**	
Supplies			900	
Phone			407	
Internet Connectivity			250	
Property/Casualty Insurance			2,500	deposit
Utilities (Deposit & monthly)			5,000	4500 deposit
Rent (Deposit & monthly)				first month free
Fees/Permits (Building/Operations)			1,000	occupancy+501-c-3
Membership Dues				
Accounting Services			1,000	setup ledgers and systems
Land & Improvements				
Building & Improvements			3,140	customize facility
Student Computer Equipment				
Office Computer Equipment				2 donated
Student Furniture & Other Equipment				school district loan 60/90 days
Furniture & Other Equipment				
Leases/Loan Payments				
Other (security, copier lease)				
Total Operations & Maintenance			14,197	
Total Expenditures			38,930	
Total Start-up Revenues			50,000	
Budget Balance (Revenues-Expenditures)			11,070	

Operational Budget

ool Name:NEW DESTINY LEADERSHIP CHARTER SCHOOL

	First Year			Second Year			Third Year		
Number of Students (ADM):			175			225			275
Revenue			**Total**			**Total**			**Total**
State Funding (Equalization Assistance)			996,360			1,276,695			1,562,423
Title Funds (include assumptions)									
Classroom Site Funds			49,932			82,200			113,025
Secured Private Donations									
Food Service									
Carryover			11,070			98,335			122,211
Total Revenue			1,046,292			1,358,895			1,675,448
Expenses	**# of Staff**	**@ Salary**	**Total**	**# of Staff**	**@ Salary**	**Total**	**# of Staff**	**@ Salary**	**Total**
Salaries			-			-			-
Director/Principal	1.00	$ 60,000.00	60,000	1.00	$ 61,200.00	61,200	1.00	$ 62,424.00	62,424
Teacher-Regular Education	7.00	$ 35,000.00	245,000	9.00	$ 35,700.00	321,300	11.00	$ 36,410.00	402,000
Teacher-Special Education	1.00	$ 39,500.00	39,500	1.00	$ 40,290.00	40,290	1.00	$ 41,096.00	41,096
Instructional Assistants	1.00	$ 7,500.00	7,500	2.00	$ 12,500.00	25,000	3.00	$ 12,500.00	37,500
Secretary	1.75	$ 24,000.00	41,000	3.00	$ 25,000.00	75,000	3.00	$ 25,500.00	76,500
Food Monitor	1.00	$ 2,500.00	2,500	1.00	$ 2,500.00	2,500	2.00	$ 2,500.00	5,000
Other (Specify)custodial	0.96	$ 24,000.00	23,000	1.00	$ 24,500.00	24,500	1.00	$ 25,000.00	25,000
Other (Specify)Asst Principal			-	1.00	$ 45,000.00	45,000	1.00	$ 47,500.00	47,500
Other 301 Bonus-Stipends	1.00	$ 19,973.00	19,973	1.00	$ 35,019.00	35,019	1.00	$ 92,750.00	46,367
Employee Benefits			70,802			96,499			120,701
Travel						250			500
Purchase Services (consultants)			10,590			14,354			18,390
Purchase Services-Special Education			13,640			15,654			17,870
SAIS Software			1,500			1,200			1,200
Instructional Aids/Books/Library/Software			39,118			59,499			81,841
Instructional Supplies			4,500			5,400			6,300
Legal			2,000			2,500			2,500
Auditor						8,500			10,500
Marketing			3,500			5,206			5,644
Other (printing; postage)			1,800			2,000			2,500

Operational Budget

Total Instruction, Administration & Support			585,923			840,871			1,011,333
Operations & Maintenance			**Total**			**Total**			**Total**
Supplies			7,200			9,500			12,300
Phone/Communications			5,335			5,442			5,550
Custodial Services			9,900			15,300			19,800
Advertising			3,452			5,178			5,178
Property/Casualty Insurance			7,450			12,825			18,125
Utilities			14,750			21,420			25,200
Rent			129,500			204,000			204,000
Fees/Permits & dues			750			765			780
STUDENT ACTIVITIES			**23,985**			**30,735**			**35,602**
Food Service			89,500			106,750			148,750
Accounting Services-Businesss Managemen			8,250			12,500			18,800
Land & Improvements			2,200			3,600			4,800
Building & Improvements			8,800			8,976			9,156
Computer Equipment			11,500			12,625			15,125
Furniture & Other Equipment			15,000			5,000			15,000
Upgrades (Connectivity)			12,000			5,000			5,100
CONTINGENCIES			**18,000**			**29,000**			**42,000**
Other (security, copier lease)			5,532			5,532			5,532
Total Operations & Maintenance			373,104			494,148			590,798
Total Expenditures			959,027			1,335,019			1,602,131
Total Revenues			1,046,292			1,358,895			1,675,448
Budget Balance (Revenues-Expenditures)			87,265			23,876			73,317

First Year Month-by-Month Cashflow

Charter School Name:NEW DESTINY LEADERSHIP CHARTER SCHOOL_

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total
Number of Students (ADM):	75	100	150	175	175	175	175	175	175	175	175	175	175
Revenue													
Start up/ prior month carryover	**11,070**	**30,271**	**5,018**	**(3,060)**	**725**	**57,035**	**63,748**	**82,635**	**96,196**	**97,364**	**109,675**	**120,827**	**98,335**
State Funding (Equalization Assistance)	35,550	47,400	71,100	83,030	178,070	83,030	83,030	83,030	83,030	83,030	83,030	83,030	996,360
Classroom Site Funds				1,600	3,200	4,800	12,592	5,548	5,548	5,548	5,548	5,548	49,932
Secured Private Donations													-
Food Service													
Total Revenue	35,550	47,400	71,100	84,630	181,270	87,830	95,622	88,578	88,578	88,578	88,578	88,578	1,046,2[illegible]
Expenses													**Total**
Salaries													-
Director/Principal	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Teacher-Regular Education		20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420	40,800	245,000
Teacher-Special Education		3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	6,580	39,500
Instructional Assistants		-	-	-	-	1,250	1,250	1,250	1,250	1,250	1,250		7,500
Secretary	1,000	2,000	2,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	41,000
Bookkeeper(Outsourced)													-
Other (Specify)_food monitor_____		250	250	250	250	250	250	250	250	250	250		2,500
Other (Specify)301 Bonus_____												19,973	19,973
Other Custodial/Maintenance	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	23,000
Employee Benefits	738	4,585	5,077	5,934	5,934	5,934	5,934	5,934	5,934	5,934	5,934	12,930	70,802
Travel													-
Purchase Services (consultants)		975	975	975	975	975	975	975	975	975	975	840	10,590
Purchase Services-Special Education			1,528	1,500	1,528	1,500	1,528	1,500	1,528	1,500	1,528		13,[illegible]
SAIS Software	1,500												1,5[illegible]
Instructional Aids/Books/Library/Software		1,000	1,500	2,628	28,500	550	1,000	550	550	550	1,775	515	39,118
Instructional Supplies-		2,250	900	450	150	150	150	150	150	150			4,500
Legal				500		500		500			500		2,000
Auditor													
Marketing		750			375				375	2,000	-		3,500
Other (printing; postage)	150	150	150	150	150	150	150	150	150	150	150	150	1,800
Total Instruction, Administration & Support	9,388	42,672	43,092	47,099	72,574	45,971	45,949	45,971	45,874	47,471	47,074	92,788	585,923

BCS17 027

First Year Month-by-Month Cashflow

Operations & Maintenance	July	August	Septembe	October	November	Decembe	January	February	March	April	May	June	Total
Supplies		560	800	560	800	560	800	560	800	560	640	560	7,200
Phone/Communications		485	485	485	485	485	485	485	485	485	485	485	5,335
Custodial Services		900	900	900	900	900	900	900	900	900	900	900	9,900
Advertising						500					1,476	1,476	3,452
Property/Casualty Insurance Student Ins		1,825	625	625	625	625	625	625	625	625	625		7,450
Utilities		1,800	1,800	1,200	1,100	1,100	1,250	1,250	1,250	1,250	1,250	1,500	14,750
Rent-Property Taxes		9,500	9,500	9,500	22,000	9,500	9,500	9,500	22,000	9,500	9,500	9,500	129,500
Fees/Permits & dues		250					250	250					7[illegible]
Student Activities		-	2,665	2,665	2,665	2,665	2,665	2,665	2,665	2,665	2,665		23,9[illegible]
Food Equipment\ Expense	5,000	3,950	8,950	8,950	8,950	8,950	8,950	8,950	8,950	8,950	8,950		89,500
Accounting - Business Management		750	750	750	750	750	750	750	750	750	750	750	8,250
Land & Improvements		200	200	200	200	200	200	200	200	200	200	200	2,200
Building & Improvements		800	800	800	800	800	800	800	800	800	800	800	8,800
Computer Equipment		7,000	1,650	150	150	150	1,650	150	150	150	150	150	11,500
Furniture & Other Equipment			5,000	5,000	5,000								15,000
Upgrades (Connectivity)					6,000	6,000							12,000
Contingencies	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Other (security, copier lease)	461	461	461	461	461	461	461	461	461	461	461	461	5,532
Total Operations & Maintenance	6,961	29,981	36,086	33,746	52,386	35,146	30,786	29,046	41,536	28,796	30,352	18,282	373,104
Total Expenditures	16,349	72,653	79,178	80,845	124,960	81,117	76,735	75,017	87,410	76,267	77,426	111,070	959,027
Total Revenues	35,550	47,400	71,100	84,630	181,270	87,830	95,622	88,578	88,578	88,578	88,578	88,578	1,046,292
Budget Balance (Revenues-Expenditures)	19,201	(25,253)	(8,078)	3,785	56,310	6,713	18,887	13,561	1,168	12,311	11,152	(22,492)	87,2[illegible]

NEW DESTINY CHARTER SCHOOL INC
STUDENT COUNTS
THREE YEAR FORECAST

	2008-09	2009-10	2010-11
	175	225	275
GRADES			
K/G	25	50	75
1	25	25	50
2	25	25	25
3	25	25	25
4	25	25	25
5--6	25	25	25
6		25	25
7--8	25	25	25
8			
	175	225	275

					2008	2009	2010
teachers	7	9	11	35000	245000	321300	400510
aides	1	2	3	12500	12500	25000	37500
Principal	1	1	1		60000	61200	62424
Special Ed	1	1	1		39500	40290	41096
Asst Prin			1			45000	47500
staff	2	3	3	24000	48000	75000	76500
Maint					24000	24500	25,000
301					19973	60750	87,750
					448973	653040	778,280

Special Ed						
Speech Therapist	$35	13	6200	23	30	43
evaluations	$400	13	3600	23	45	65
Occupational	$60 hr		3840			
			13640 x 128%	$17,459 x 122%	$21,300	

Teacher Pay	HQ	Cert	Masters
1-2 Years	32500	33150	36465
3	33150	33813	37194
4	33813	34489	37938
5	34489	35179	38697
6	35179	35883	39471
7	35883	36600	40260
8	36600	37332	41066
9	37332	38079	41887
10	38079	38841	42725

Teacher contracts 12 month payments from 8-1 through 7-31=four pay periods in June.
Teacher pay periods twice a month

		startup	year 1	year 2	y
Purchase Services consultants					
Consultants Ed		2,500	3,500	6,500	7,500
Payroll Processor			2,970	3,029	3,090
Security - fingerprints			520	675	1,100
Temp Teachers			3,600	4,150	6,700
			10,590	14,354	18,390
Instructional Aids/Books/Library/Software					
Seminars and Lectures			2,500	2,550	2,601
Tests and Scoring			2,500	2,900	4,200
Copy Costs (less rental)			3,568	12,488	22,468
Textbooks	90 day billing		20,000	20,000	20,000
Workbooks	90day billing		7,500	10,000	15,000
Trophies and Awards			550	561	572
Curriculum		8,000	0	7,500	12,500
Library			1,500	2,500	3,500
Dues and Fees			1,000	1,000	1,000
			39,118	59,499	81,841
Supplies					
Custodial			3,600	4,500	4,800
Administrative		900	3,600	5,000	7,500
			7,200	9,500	12,300
Marketing					
Marketing		3,453	2,750	9,384	9,572
Less advertising portion			0	-5,178	-5,178
Fair and Events			750	1,000	1,250
			3,500	5,206	5,644
Phone and Communications					
Telephone		407	2,585	2,637	2,689
Internet		250	2,750	2,805	2,861
			5,335	5,442	5,550
Insurance					
Student Insurance			1,200	1,575	1,875
Gen Ins		2,500	6,250	11,250	16,250
			7,450	12,825	18,125
Rent					
Building			104,500	159,000	159,000
Property Taxes			25,000	45,000	45,000
			129,500	204,000	204,000
STUDENT ACTIVITY					
ATHLETIC COSTS			18,000	18,360	18,727
FIELD TRIPS			2,500	4,500	5,500
COMMUNITY ACTIVITIES			6,150	7,875	11,375
Total			26,650	30,735	35,602
Food Service					
Service			13,425	101,250	146,250
Seating/ Equipment			5,000	1,500	1,500
Mealtime Software			0	4,000	1,000
			18,425	106,750	148,750
Computers					
Equipment & Maintence			11,500	12,625	15,125

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Instructor Magazine, Scholastic Inc. Palm Court Florida

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www.nwrel.org/scpd/catalog/WholeSchoolModels.asp

http://www.ehhs.cmich.edu/~tbushey/newfree.html

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http://www.mapquest.com/directions

School Name: New Vestiny Leadership

ASBCS 2008-2009

Application Checklist

(to be completed by the applicant and submitted as part of the application)

This document is similar to the Administrative Checklist used by the Arizona State Board for Charter Schools' staff in determining if an application is complete. Any section not complete, including items left blank or unanswered or missing attachments and appendices, will result in an application being deemed INCOMPLETE. Notice of deficiencies will be sent to the applicant within 25 business days of receipt of application. **Incomplete applications will not be forwarded to the Board. Applicants may re-apply if a new application is submitted prior to the August 10, 2007 deadline.**

Insert the page number where discussion of each item listed below begins within the application section indicated. Page ranges will not be accepted. Failure to submit a page number for required information will result in the application being deemed incomplete. Failure to provide accurate page numbers will result in application being deemed incomplete.

Page Number	Section
	Format
	Typed document Pages numbered consecutively Single-sided original signed in blue ink, binder clip bound Single-sided copies binder clip bound
1	Cover Sheet – Attachment A Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.
2	Title Page – Attachment B Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE. All information will be verified for accuracy.
3	Target Population – Attachment C Any section not complete, including items left blank or unanswered, will result in an application being deemed INCOMPLETE.
	Comprehensive Program of Instruction – Curricular Emphasis
15	K-8 Philosophy
15	K-8 Special emphasis
16	K-8 Methods of instruction
17	K-8 Methods of assessment
18	K-8 Class size
18	K-8 Mastery level
18	K-8 Remediation
	9-12 Philosophy
	9-12 Special emphasis
	9-12 Methods of instruction
	9-12 Methods of assessment
	9-12 Class size
	9-12 Mastery level
	9-12 Remediation
	Comprehensive Program of Instruction –Goals – Attachment D
21	Elementary student learning goals
	High school student learning goals
	Other goals

School Name: New Destiny Leadership ASBCS 2008-2009

Comprehensive Program of Instruction – Elementary Curriculum Sample			
Kindergarten	Reading Pg #	Writing Pg #	Math Pg #
Assessment	68	68	69
Strand(s), concept(s), and PO(s) evaluated	66	66	69
Scoring rubric for assessment	68	68	69
Instruction and timeline	66	66	69
Student Activities and timeline	66	66	69
First Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	70	72	74
Strand(s), concept(s), and PO(s) evaluated	70	72	74
Scoring rubric for assessment	71	73	75
Instruction and timeline	70	72	74
Student Activities and timeline	70	72	74
Second Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	77	80	81,83
Strand(s), concept(s), and PO(s) evaluated	76	79	81
Scoring rubric for assessment	77,78	80	82
Instruction and timeline	76	79	81
Student Activities and timeline	76	79	81
Third Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	85	90	95
Strand(s), concept(s), and PO(s) evaluated	84	87	92
Scoring rubric for assessment	85	90	97
Instruction and timeline	84	87-90	92-96
Student Activities and timeline	84	87-90	92-96
Fourth Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	98	100	102, 103
Strand(s), concept(s), and PO(s) evaluated	98	99	101
Scoring rubric for assessment	98	100	102
Instruction and timeline	98	99	101
Student Activities and timeline	98	99	101
Fifth Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	104	107	109, 110
Strand(s), concept(s), and PO(s) evaluated	104	106	109
Scoring rubric for assessment	105	107-108	109
Instruction and timeline	104	106	109
Student Activities and timeline	104	106	109
Sixth Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	112	112	119
Strand(s), concept(s), and PO(s) evaluated	111	111	114
Scoring rubric for assessment	112	112	115
Instruction and timeline	111-112	111-112	114
Student Activities and timeline	111-112	111-112	114-118
Seventh Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	122-124	122-124	132 - 134
Strand(s), concept(s), and PO(s) evaluated	122	122	128
Scoring rubric for assessment	126-127	126-127	137
Instruction and timeline	120-122	120-122	128-132
Student Activities and timeline	120-122	120-122	128-132
Eighth Grade	Reading Pg #	Writing Pg #	Math Pg #
Assessment	144	144	151,152
Strand(s), concept(s), and PO(s) evaluated	138	138	147
Scoring rubric for assessment	145-146	145-146	155
Instruction and timeline	138-143	138-143	147-150
Student Activities and timeline	138-143	138-143	147-150

School Name: New Destiny Leadership

ASBCS 2008-2009

Comprehensive Program of Instruction – High School Curriculum Sample		
Ninth Grade	Reading Pg #	Writing Pg #
Assessment		
Strand(s), concept(s), and PO(s) evaluated		
Scoring rubric for assessment		
Instruction and timeline		
Student Activities and timeline		
Tenth Grade	Reading Pg #	Writing Pg #
Assessment		
Strand(s), concept(s), and PO(s) evaluated		
Scoring rubric for assessment		
Instruction and timeline		
Student Activities and timeline		
Eleventh Grade	Reading Pg #	Writing Pg #
Assessment		
Strand(s), concept(s), and PO(s) evaluated		
Scoring rubric for assessment		
Instruction and timeline		
Student Activities and timeline		
Twelfth Grade	Reading Pg #	Writing Pg #
Assessment		
Strand(s), concept(s), and PO(s) evaluated		
Scoring rubric for assessment		
Instruction and timeline		
Student Activities and timeline		

Math	Strand 1 Pg #	Strand 2 Pg #	Strand 3 Pg #	Strand 4 Pg #	Strand 5 Pg #
Assessment					
Concept(s), and PO(s) evaluated					
Scoring rubric for assessment					
Instruction and timeline					
Student Activities and timeline					

Program of Instruction – Monitoring	
23	Presentation of Program of Instruction to teachers
23	Monitoring of Program of Instruction by administration
23	Inclusion of State Academic Standards in instruction
157	Sample form for documenting student progress toward mastery of Standards
Program of Instruction – Special Education	
26	Description of delivery models and rationale
26-27	Training of internal staff
28	Personnel and resources to be utilized
28	Market Study of related services costs

School Name: New Testmy Leadership

ASBCS 2008-2009

Detailed Business Plan - Business Description	
30	Organization History
30	Operating Schedule
31	Facility Description
31	Acquisition/Improvement plans based on research
Detailed Business Plan – Marketing Plan	
32	Customers identified, target market
33	Market Potential
33	Advertising/Promotion plan
Detailed Business Plan – Management Plan	
37	Narrative of Corporate Principals background as it supports the operation of a charter school

Corporate Principals, Authorized Representative, and identified individuals responsible for day-to-day operation

Name	Role in School Pg #	Resume Pg #	Background sheet Pg #	Fingerprint Clearance Card Pg #	Affidavit Pg #
Barbara J. Tinsley	37	40-41	9	8	6
Charles H. Tinsley	37	38-39	10	7	5

185-189	Filed Articles of Incorporation/Organization with Arizona Corporation Commission
160-181	Corporate Bylaws/Operating Agreement
	Trade Mark Registration – Sole Proprietor
Governance Structure	
42	Role of the corporate board in the operation and oversight of the school
42	Role of governing body in the operation and oversight of the school
42	Differentiation of membership of corporate board and governing body
42	Ability to follow Open Meeting Law with make-up of corporate board
42	Ability to follow Open Meeting Law with make-up of governing body
43	Establishment and replacement of governing body members
44	Organizational Flow Chart
44	Narrative describing Organizational Chart
45	Communications Chart for Stakeholders
45	Narrative describing Communications Chart
Personnel	
47	Staffing needs
47	Qualifications of teaching staff
46	Qualifications of administrative staff
49	Compensation
Detailed Business Plan – Financial Plan	
50	Start up narrative
50	Start up timeline
184	Verifiable Proof of Secured Funds – Attachment G
58	Start up budget with assumptions – Attachment H
52	Operating Budget narrative and assumptions
60	Three year operating budget – Attachment I
62	First year month-by-month cashflow – Attachment J
Additional Attachments and Documents	
4	Compliance Assurances – Attachment K
182-183	Workshop Attendance/ Waiver – Attachment L
190	Bibliography
11-14	Application Checklist – Attachment M