Pathways in Education – Arizona

Amendment for Online Instruction

Name of District: Pathways in Education-AZ **LEA CTDS**: N/A
Proposed Name of AOI Program: Fifth Arrow Online Instruction
Proposed grade-levels: Grade 9 though 12
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Mission: Pathways in Education – AZ (PIE-AZ), is a non-profit educational organization applying for an Arizona Online Instruction (AOI) amendment to our Fifth Arrow Charter School in Phoenix, AZ. The mission of PIE-AZ is to empower, inspire and connect with our students to help them graduate from high school and be prepared for post-secondary options. The school will provide a supportive environment where all stakeholders are successful.

AOI Program Mission: Fifth Arrow Charter School will strive to provide a realistic and challenging online educational option to students and parents who are seeking or in need of alternative methods of satisfying promotion and/or graduation requirements outside the traditional brick and mortar school program.

Students at Fifth Arrow will complete coursework through a blended learning format with some course work completed at a physical site and some course work completed remotely, including online courses. The model, which consists of guided independent study, small group instruction and online learning will allow each student to work at his or her own pace to complete courses and meet goals within a structured framework. A detailed description of the learning modalities is provided below.

- Guided independent study: Similar to online learning, guided independent study is a student-drive personalized learning format that extends student opportunities far beyond what is offered in the traditional classroom. Students work at their own pace to complete units towards academic credit. Teachers meet with students at least twice weekly to review an individualized learning plan, administer online assessments, and maintain student portfolios.
- Small group instruction: The format is available for students who struggle to complete online content independently. Students meet for 2-4 hour blocks for direct instruction and individualized support. During these blocks, students participate in hands-on experiences, such as live learning labs in science.
- Experiential learning: Student learning is enriched through experiential learning opportunities, which expose students to a variety of college and career paths. College tours, service learning and other off-site trips encourage students to develop their leadership skills, teamwork, as well as establish post-secondary plans and goals.

Establishment of the online program will provide additional individualized learning options through diverse delivery methods that will allow more students to fully participate in high school and earn their high school diplomas.

Definitions:

PLE: Plato Learning Environment

AOI: Arizona Online Instruction

CDS: Content Delivery System

LMS: Learning Management System

RTI: Response to Intervention

SIS: Student Information System

PIE-AZ: Pathways in Education-Arizona

Section 1: Introduction

Needs Analysis

Fifth Arrow proposes to serve students and families in Phoenix's 85012, 85014, 85016 and 85019 communities roughly defined as Central/East Phoenix. Our target student population is at-risk students, which are defined in Arizona as those students who are eligible for free and reduced meal programs, have dropped out of school, have been identified as an exceptional child, and/or are a parent. In addition, we will target students who may be at risk due to full time work requirements (which may fall under poverty/free and reduced meal eligibility), who are homeless, who are in the foster care and/or criminal justice systems, who have been bullied, who are coming to terms with their sexual orientation, and who are disengaged from the traditional education system for other reasons, all of which may have created chronic conditions that place them far behind in their academic progress. PIE-AZ will also be open to students who want to accelerate their learning through dual enrollment in university coursework as well as advanced placement courses.

Central/Eastern Phoenix is an area plagued by poor educational outcomes and few choices for attending high schools and programs that support at-risk youth. For example, of the high schools that serve the student population similar to Fifth Arrow in the area, only three received an A-F Accountability Grade higher than a C during the 2013-2014 school year (see Figure 1).[1]

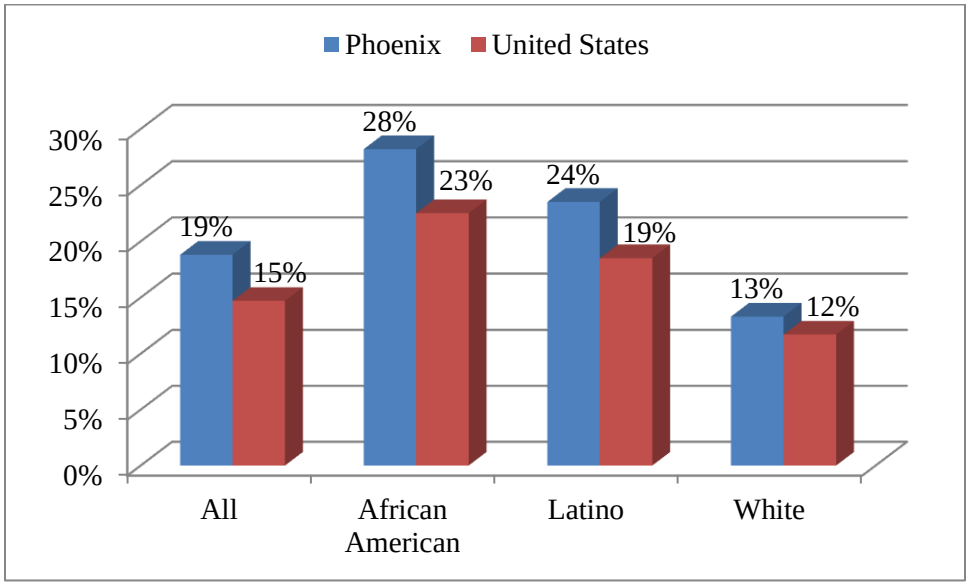
FIGURE 1: AZ LEARNS RESULTS OF HIGH SCHOOLS SIMILAR TO FIFTH ARROW IN THE TARGET AREA

School Name	AZ Learns A-F Rating
Arizona Call-a-Teen Center for Excellence	C-ALT
Genesis Academy	B-ALT
Learning Institute, The	C-ALT
Ombudsman - Charter East	B-ALT
Ombudsman - Charter East II	C-ALT
StarShine Academy	D-ALT
Summit High School	D-ALT

This is troubling due to the alarming number of dropouts and disconnected youth in the Phoenix metro area, approximately 3,070 and 45,040 respectively.[2] In a recent report, Burd-Sharps and Lewis analyzed data on disconnected youth nationwide and found that of the 25 most populous cities in the United States, Phoenix had the highest rate of youth disconnection with 18.8 percent.[3] It is important to note that when the data was disaggregated by subgroups, African Americans (28.2%) and Latinos (23.5%) were shown to disproportionately struggle with youth disconnection compared to their White peers (13.3%) in Phoenix (see figure 2).[4]

[1] Arizona Charter School Association. (2015). Educator evaluator. Retrieved from https://azcharters.org/maps
[2] WestEd. (2014). How Arizona's Dropout Crisis Affects Communities, Creates Economic Losses for the State of Arizona. Retrieved from http://www.wested.org/resources/how-arizonas-dropout-crisis-affects-communities-creates-economic-losses-for-the-state-of-arizona-57172/
[3] Burd-Sharps, S., & Lewis, K. (2012, September 1). One in Seven: Ranking Youth Disconnection in the 25 Largest Metro Areas. Retrieved from http://www.measureofamerica.org/one-in-seven/
[4] Burd-Sharps, S., & Lewis, K. (2012, September 1). One in Seven: Ranking Youth Disconnection in the 25 Largest Metro Areas. Retrieved from http://www.measureofamerica.org/one-in-seven/

FIGURE 2: DISCONNECTED YOUTH RATES IN PHOENIX COMPARED TO UNITED STATES



The high percentage of disconnected students of color and poverty echoes research that has found that "low-income communities of color suffer from a lack of public investment that leads to poor-quality schools, limited transportation options, and few amenities."[5] This data suggests a great need for high-quality schools that serve the unique needs of the underserved youth population in this area. Most importantly, it highlights the need for high-quality education programs that differ from the traditional school system and that have an outstanding track-record meeting the needs of students of color, such as PIE-AZ's educational program.

Fifth Arrow's guided distance learning offering provides a much needed educational alternative for students who have fallen behind or have not found success in the traditional school setting. Our approach to distance learning is rooted in direct instruction through one-on-one mentorship. This approach enables our students to both master curricular knowledge and become inspired to achieve their dreams through education. Within this highly relational approach to distance learning, our students focus on a minimum of two classes at a time and advance only when mastery of the subject matter is demonstrated. Our students are given the opportunity to matriculate at their own pace towards graduation.

As PIE-AZ plans to create and support a combined technology-based high school blended content delivery program, the addition of an online instructional program would be an essential component of the new charter high school. The target population will benefit from an online component that grants varied delivery options that allows the program to meet the needs of all students. Having this online offering will also broaden educational opportunities for the campus-based student population by offering a blended learning approach that enables students the flexibility to support their individual academic and social needs. Fifth Arrow will reinforce full time virtual school students and administer hybrid delivery choices for students who need to work virtually and in a campus-based environment during their high school career. The School will grant the option for instructional delivery, individualized instructional planning, and improved scheduling.

[5] Burd-Sharps, S., & Lewis, K. (2012, September 1). One in Seven: Ranking Youth Disconnection in the 25 Largest Metro Areas. Retrieved from http://www.measureofamerica.org/one-in-seven/

Furthermore, the online component allows opportunities for students to collect class credits from areas other than the school day. This also allows flexibility in the schedule for students who are attending vocational school, community college or who are working. Fifth Arrow Charter School, together with the proposed online component will allow PIE-AZ to grant educational assistance to the communities of Central East Phoenix and beyond. The high school will provide quality educational services to at-risk students that would not otherwise have opportunities to recover credits and complete their high school diplomas.

Educational Philosophy

Fifth Arrow Charter School is a Pathways in Education Public Charter School. The name Fifth Arrow has significant meaning for the students we plan to serve. Based on the belief that until an arrow is set in motion, it is just an idle tool with limitless possibility, we see our students as an arrow with the ability to reach unlimited opportunities. Only drawn in the moment of greatest tension, when everything appears to be holding it back, can the arrow be set in motion to reach its full potential. Once released, the arrow is undeterred, unwavering on a trajectory towards its intended target. Of the five arrows, four represent our guiding principles: optimism, gratitude, grit and resilience. The fifth- and most important- arrow symbolizes the student, centered and focused, preparing to carve a course in a direction all his or her own. Fifth Arrow seeks to be an A-rated high school in the neighborhoods of East Central Phoenix by providing the academic rigor and critical resources necessary to ensure students aim for educational excellence.

The target student population is likely to have a variety of unmet academic and non-academic needs. Therefore, Fifth Arrow Charter School will provide students a comprehensive educational program that includes intensive individualized instruction, mentoring, differentiated instruction, and multiple modalities. Each student's online learning experience will also be supported by incorporating the most innovative concepts of blended learning, project-based learning, social emotional learning, as well as flipped classrooms, tutoring and small group instruction. This blended model not only allows for a more flexible learning environment than the traditional school setting, but it helps re-engage students to develop optimism, grit, gratitude, and resilience, which are critical success factors for disconnected students.

Our mission and vision is derived from proven educational research that a personalized learning approach coupled with creating an environment of strong personal relationships fosters the best chance for the success for at-risk students[6]. The school's organizational structure builds upon the integrity of securing a professional staff of NCLB highly-qualified educators as well as support staff who work together to reinforce a commitment to student success.

Our philosophy is based on the belief that an educated person in the 21st century will be a life- long learner possessing the following skills necessary to meaningfully contribute to society at large:

1. Initiative and Self-direction
2. Flexibility and Adaptability
3. Leadership and Responsibility
4. Productivity and Accountability

[6] Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). The costs and benefits of an excellent education for all of America's children (Vol. 9), New York: Teachers College, Columbia University.

Initiative and Self-direction

Fifth Arrow empowers students to take initiative and ownership of their learning while providing students meaningful opportunities to complete academic studies and progress towards a high school diploma and post-secondary goals. Curriculum offerings, both onsite and online, include various levels of courses in English language arts, math, science (including lab sciences), social studies, physical education, health, fine art, world languages, career and college preparatory, and other required and elective subjects. In order to match the individual student's level of prior knowledge and motivation, these rigorous courses are differentiated in various ways and presented in a language and format that are readily comprehensible to all learners. These courses are designed to provide structured learning and individualized support for students who may not readily experience successes as indicated by mandated testing.

Flexibility and Adaptability

Coursework will be offered through a blended learning format. This format will scaffold learning and will include frequent and layered assessments to allow each student to work at his or her own pace to complete courses and meet goals within a structured framework. The instructional model is designed to support students to continually improve their academic performance with increasing independence.

Although the majority of online work will be completed offsite, Fifth Arrow will be open for extended hours every day, expanding into evening hours based on student need. This scheduling design will accommodate all students, including those with disabilities and English Language Learners, and will help them maintain momentum and a trajectory of sustained progress in completing an Individual Learning Plan (ILP). The ILP, which serves as a foundational tool, incorporates students' academic and personal goals for high school success. More specifically, ILPs guide student experiences and incorporate a detailed implementation plan that addresses the specific needs of each student. These ILPs are monitored weekly to ensure progress and students are provided supplementary support services to address impediments to progress.

Leadership and Responsibility

Our unique model provides access to outstanding educational opportunities to a student population who is most at risk of reaching adulthood without the knowledge and leadership skills required to enjoy productive and fulfilling lives. We will offer students not only an education that enhances their choices at higher levels of learning, but empowers them to take responsibility for their education to recover academically, get back on track to receive a high school diploma, and be productive citizens of their community.

At-risk students sometimes have little or no positive relationship with community institutions such as schools, local government, churches, etc. Fifth Arrow will create structured activities that nurture community relationships, better the local community, and encourage students to complete their education by demonstrating the powerful impact their learning can have on the world around them.

Fifth Arrow will emphasize leadership development, as it contributes to developing respect for self and others. Codes of conduct, high expectations, modeling respect for each individual's path and goals, and incentives for doing so are all a part of professional development, operations, curriculum, and evaluation of students and staff. Within the program and resources themselves, the school will provide specialized courses and activities where students formulate self-esteem, self-confidence, self-respect, and awareness and knowledge of the community and greater world around them, nurture community relationships, and better the local community. These are often the first steps students take toward making affirmative life choices that benefit the communities where they choose to live.

PRODUCTIVITY AND ACCOUNTABILITY

Fifth Arrow will help foster a learning environment that is conducive to successful course completion. Many at-risk students have difficulty focusing on six courses that typically comprise a standard/daily student schedule at the comprehensive high school. They become overwhelmed trying to effectively manage their time for each course. Concentrating on fewer subjects at a time permits greater depth of learning in each subject area and allows students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation.

The school will offer each student up to five courses at a time (through multiple formats), but students will be encouraged to enroll in fewer courses for more in-depth learning. This focused approach allows students to master content thoroughly and enables them to complete a course more quickly than in the traditional education system, which increases/maintains motivation to continue and complete high school. All online materials will be aligned to Arizona's College and Career Ready Standards and will meet students at a variety of levels.

Summary of Online Instructional Program

Online courses will be provided through Edmentum's Plato Learning Environment (PLE) Content Delivery System (CDS Edmentum, Inc. is a leading provider of online learning programs designed to drive student achievement for academic and career success. With more than 50 years of experience driving significant advances in the industry, Edmentum offers a wide variety of innovative learning programs to empower 21st century teaching and learning. The Edmentum selection of courses comprise a comprehensive list of core one semester and yearlong classes that encompass Advanced Placement classes as well. Edmentum also offers foreign languages, academic remediation options, and complete and unique list of electives and employment readiness courses. As a comprehensive online learning solution, Edmentum provides multiple avenues and levels for students to access and learn content. Edmentum also accommodates students at various stages of approaching mastery by utilizing strategies such as spoken text, transcripts of videos, interactive dictionaries, as well as the ability to have the text read to the student in another language if necessary. This online learning system is proven to meet the needs of students who are reading below grade-level or are English learners as well as those who seek Advanced Placement courses.

Virtual education can be a powerful method of using differentiated instruction when it is personalized, rigorous, and utilizes a variety of instructional strategies. In the virtual setting, using standards-driven online modules to deliver content has proven effective in delivering specific lessons and objectives.

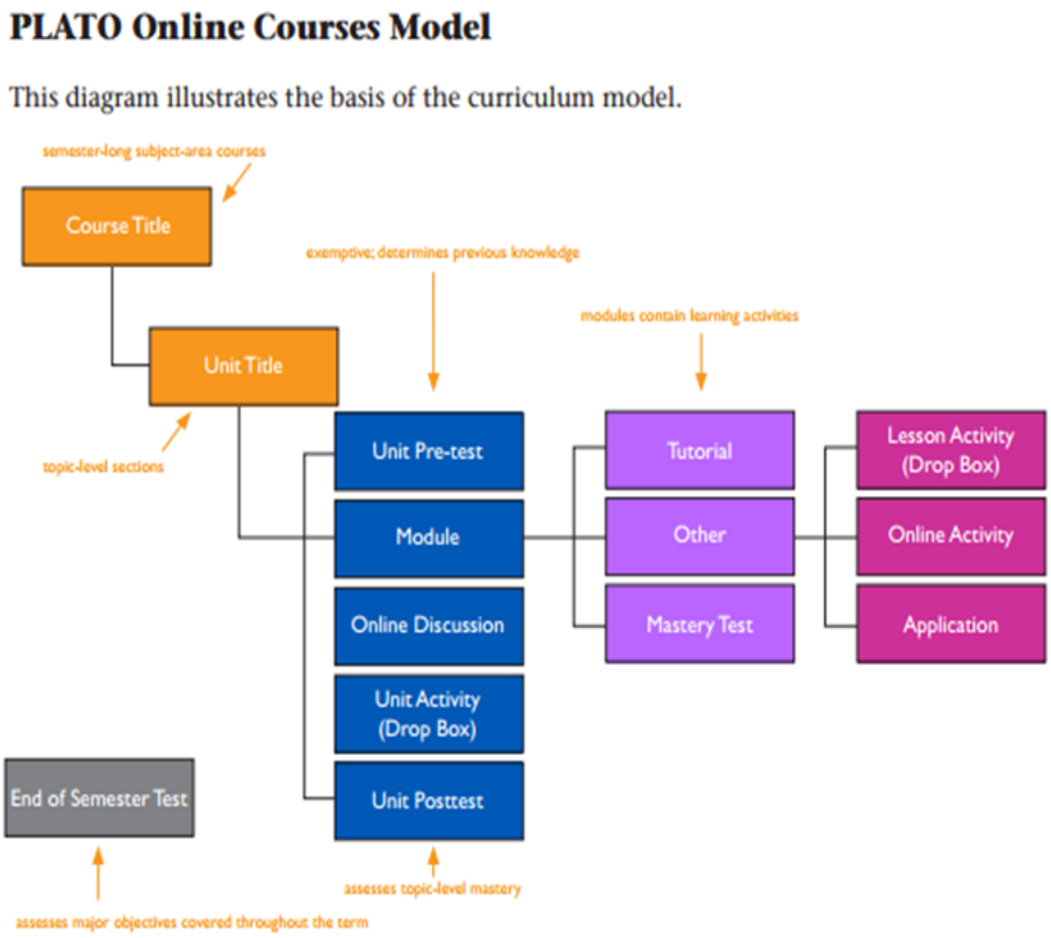
Teachers can also enhance these lessons by complementing them with teacher-directed activities, supplementing online content, and/or providing alternative online assignments as deemed appropriate through effective Response-to-Intervention (RTI). The combination of face-to-face methods with the online delivery of instructional content forms an integrated instructional approach resulting in increased student outcomes. This "flipped classroom" inverts traditional teaching methods and delivers direct instruction outside the classroom. Time at home is used for initial direct-instruction and time in class with a teacher is spent applying learning and clarifying concepts through meaningful activities. Student understanding deepens as they think critically, collaborate with peers and solve problems. In addition to being offered full time, online courses may be used to supplement other courses offered through Guided Independent Study or Small Group Instruction.

To receive credit for an online course, students must meet the same requirements as for any other course. The student will complete all coursework required for each unit of study, demonstrate mastery

of the learning standards for the subject as measured by a grade of at least 70%. Fifth Arrow will provide documentation of student mastery of the learning outcomes for subjects, and will ensure the instruction is provided under the direction of a Fifth Arrow teacher.

The PLATO Online Courses Model

PLATO Learning uses a mastery-based model to build the content at the heart of its courses and curriculum. PLATO Learning provides semester-long courses on a range of core and elective subjects. PLATO content developers start with a curriculum structure built around discreet learning objectives. Then each learning module, or lesson, is focused on one individual objective. Each module includes an introduction to the new material, a chance to practice or apply new knowledge, and an opportunity to demonstrate mastery of the objective before progressing to the next module. This structure is built into units of related material and includes pretests to assess prior knowledge, as well as posttests and end-of-semester tests to confirm mastery for broader levels of content beyond the lesson.



Source: The Research Base of Plato Online Courses (See: http://www.edoptionsacademy.com/sites/edoptionsacademy.com/files/attachments/PLATO%20Courses%20White%20Paper.pdf)

In order to understand the model better below is a breakdown of the structure and the details that support the content delivery model.

STRUCTURE

Each PLATO course is structured in the following fashion:

- A scope and sequence is designed to comprehensively address national and state standards.
- A course, unit, and module (lesson) structure is designed to group learning objectives into meaningful subsequences based on curriculum topics or themes.

Unit Structure

Each unit of PLATO content is broken down as follows:

- Unit pretests are exemptive tests that determine previous knowledge (see Assessments below).
- Learning modules provide specific instruction (see Modules below).
- Online discussions allow teacher-to-student and student-to-student discussion and debate about topics that require students to synthesize knowledge acquired during lesson mastery and apply critical thinking skills to answer questions, form opinions, express ideas, and respond to the ideas and opinions of others.
- Unit activities offer students the chance to demonstrate higher levels of skill by completing a rich task and submitting the resulting project, paper, essay, data, research, or presentation to their teacher via an online digital drop box.
- Unit posttests assess topic-level mastery at the end of each unit (see Assessments below).

Module Structure

Individual modules are designed to reflect the specific type of knowledge or skill addressed within the lesson (e.g., procedural knowledge or declarative knowledge). Module design elements include the following:

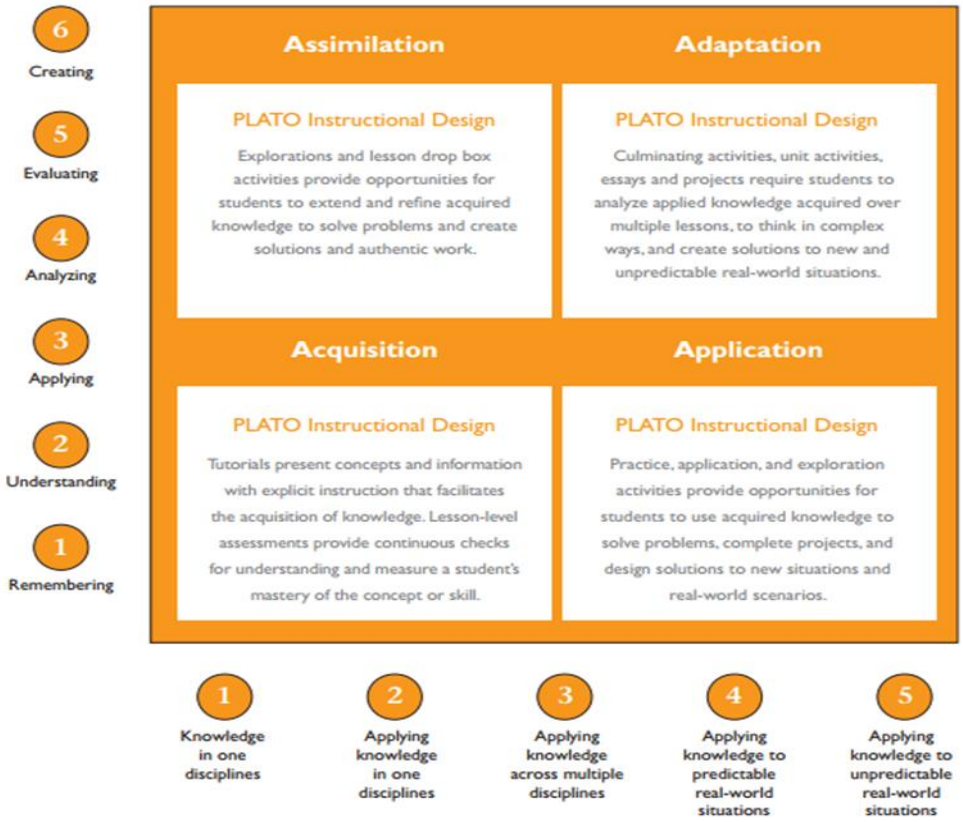
- Tutorials are designed to help learners acquire and build knowledge.
  - Tutorials include a variety of interactive practice activities, such as exploratory timelines and clickable diagrams. Judged activities include multiple-choice, matching, fill-in-the-blank, drag-and-drop, and multistep problem-solving questions. Other learning resources include embedded videos and links to valuable educational resources.
  - Some tutorials are specifically designed to help learners research, build, and deepen their knowledge. They are sometimes labeled Explorations.
- Other activities often are added to a module to meet specific learning needs.
  - Lesson Activities are similar to the unit activities described above, but they are focused on lesson-level objectives.
  - Offline Activities are similar to Lesson Activities but use a PDF file format and do not employ the drop box.
  - Application activities allow learners to apply knowledge to new situations and real-world problems.
- Mastery tests culminate each module (see Assessments below).

Assessments

Each PLATO online course includes multiple assessments designed to continuously check understanding, measure mastery, ensure knowledge retention, and predict preparedness for course exams. The assessments include these tests:

- Mastery Tests measure whether students have mastered lesson objectives and are prepared to move on to the next learning objective in the instructional sequence. 2
- Unit Pretests measure students' knowledge of the unit learning objectives before beginning the lesson instruction and allow students to test out of lessons by demonstrating mastery. Unit pretests are most often used when accelerated learning (e.g., credit recovery) is important.
- Unit Posttests measure students' understanding of both the basic knowledge and higher level skills within each unit. They help ensure that students are building and retaining knowledge from lesson to lesson throughout the unit.
- End-of-Semester Tests measure students' mastery and retention of the instruction in every lesson and unit within the semester.

PLATO Learning's courses are designed to explicitly incorporate the multiple levels of rigor and discussed earlier within an integrated online learning environment. Each PLATO online course incorporates basic and higher levels of learning within the rigor and relevance dimensions in the application model. The following diagram illustrates how PLATO's instructional design applies the rigor/relevance framework and application model to create rigorous 21st century online courses:



Source: The Research Base of Plato Online Courses (See: http://www.edoptionsacademy.com/sites/edoptionsacademy.com/files/attachments/PLATO%20Courses%20White%20Paper.pdf)

Implementation

Students will be referred for online instruction by their student advisor or teacher. Students can be introduced to the program for many reasons including parent requests, flexible schedules, blended learning model, credit recovery, and mid-semester transferring students. Depending on student need, the option of full time or part time attendance will be determined. All assigned online instruction courses will be included in the student's academic plan and overall graduation plan. As required by ARS 15-808(G), student participation, achievements, and attainment will be monitored regularly to determine if the online educational format is an applicable educational placement.

Leadership

Fifth Arrow Charter School will be a member of the Pathways in Education network of public schools, all of which are managed by Pathways Management Group. Pathways Management Group ("PMG") is a nonprofit, tax-exempt organization dedicated to growing a network of national charter schools with a vision of providing a comprehensive high school education program and support services to at-risk students that lead to their attainment of a high school diploma, acceptance to college, gainful employment and/or a military career. Fifth Arrow will rely on the expertise of Pathways Management Group (PMG) to operate the charter school because of their unique education model. As a charter management organization, PMG is focused on providing a high-quality educational program to students who have dropped-out of school, are at risk of dropping-out of school, or are over aged and under-credited. PMG's leadership team has a long history of providing education, fiscal and operational services to charter schools that serve an at-risk student population. PMG's leadership team, which comprises individuals who provide direct leadership to PMG-managed California, Illinois, Tennessee and Louisiana schools, currently manage charter and contract schools that operate 38 sites and serve thousands of highly mobile students each year and graduate over 3,500 students each year. PMG has been influential in students' quick recovery of academic credit, increasing performance on state standardized tests, and producing high school graduates in numbers that far exceed the options students have otherwise in the traditional education system.

Options for Youth, which are the California-based schools managed by PMG, recently qualified for the 2015 Broad Prize for Public Charter Schools, which recognizes charter models that demonstrate best academic outcomes, mainly for traditionally underserved youth.[7] These schools rank academically in the top 20% of schools serving a similar population, experience only rare occurrences of student misbehavior with less than 2% suspension/expulsion rates, and post drop out recovery rates of 80% and high school graduation rates of 85%. One of the Options for Youth school sites, Burbank, which has been managed by PMG since 1997, ranked Bronze nationally in U.S. News Best High Schools.[8] The achievement rates of schools managed by PMG aptly demonstrate the success of the research-based strategies used by the schools in helping serve at-risk youth.

[7] Charter Management Organizations Eligible for The Broad Prize for Public Charter Schools. (2015). Retrieved from http://www.broadprize.org/publiccharterschools/eligible.html

[8] National Rankings: Best High Schools. (2015). Retrieved from http://www.usnews.com/education/best-high-schools/national-rankings

PIE-AZ PRINCIPALS

The Principals of PIE-AZ, the non-profit which operates Fifth Arrow Charter School, include its directors, officers, and authorized representative. The officers of PIE-AZ are Jamie Donahue, John Hall, Joan Hall, and John Hall, Jr. All of these officers have extensive experience successfully supporting the operations of other schools in the Pathways in Education school network.

ROLES OF CHARTER PRINCIPALS

The charter principals and founders of PIE-AZ represent diverse individuals who have a deep interest in helping at-risk students reach their full potential through education and employment. Members of the founding group bring extensive experience in education, workforce development, organizational development, and finance to the task of developing PIE-AZ. The collective experience of each key member will serve the online program with excellence. These individuals will help to start a public charter school to increase the education opportunities for students who are struggling the most within the current system. The biographies and roles of the Principals and authorized representative are listed below.

Jamie Donahue – President

For the last twelve years, Jamie Donahue has served as Executive Director of Pathways in Education. In this capacity, she has successfully founded and started two charter schools, and opened two experiential learning camps for at-risk students. As Director, Jamie is responsible for strategic planning and overall growth and development of the non-profit company. Prior to becoming Executive Director, Jamie worked in human resources where she was responsible for establishing a HR department within the company and hiring over 50% of the employees. Jamie holds a Bachelor of Arts Degree in Communications with a minor in Business Administration from the University of Southern California. Jamie's extensive experience in entrepreneurship, school startup, and operations uniquely qualify her to support the operations of Fifth Arrow Charter School.

John Hall – Vice President

John Hall studied for the ministry at Princeton Theological Seminary before deciding to follow his passion for education. He returned to Hollywood High School as a teacher and Assistant Dean of Students, where dropouts and failing students were commonplace. Mr. Hall believed that some students are better suited for alternative forms of education. A public charter school with a different approach grew out of the dream and passion of John and Joan Hall as educators. The former Los Angeles Unified School District teacher shares a special commitment with his wife, Joan Hall, to provide educational alternatives for at-risk students. John Hall is living his dream of providing educational alternatives for students. He prides himself in educating high school dropouts to become our future leaders. With over 40 years of experience first as an educator, then as a charter operator, John will be an invaluable asset to the startup activities of Fifth Arrow, as well as providing support for implementation of the education plan and business plan.

Joan Hall – Vice President

Joan Hall graduated from UCLA with a Bachelor in Social Science degree, and a minor in English. After graduation, she taught elementary school and special education in the Watts section of Los Angeles Unified School District. While teaching at LAUSD, Mrs. Hall saw countless students struggling to fit in and do well in a traditional school setting. Mrs. Hall is committed to providing educational alternatives for at-risk students with an alternative educational environment. She and her husband Mr. John Hall established Options for Youth Public Charter Schools in 1987. Mrs. Joan Hall is living her dream of providing educational

alternatives for at-risk students; her dream involves using the best of American creativity and innovation to provide outstanding public educational options for all children. As a former educator, she will be an invaluable asset to the teachers and instructional leaders of Fifth Arrow.

John Hall Jr. – Treasurer/Secretary

John Hall, Jr. takes great pride in providing students and teachers across the country with beautiful facilities and cutting edge technology solutions, and delivering world-class support and opportunity to students with special needs. Since 2008, he has served as Vice President of several service-based companies, including Partners in Special Education, AllTech Solutions, Education Dynamics, Inc., and Lupine Properties. Through his leadership, these service-based companies have grown to provide vital features to PIE school sites. For example, Partners in Special Education provide comprehensive services to students and help maintain compliance with Special Education laws. John Hall, Jr. will be an invaluable asset to the operational and finance plan.

PIE-AZ Board Members

The Board of Directors of PIE-AZ are Phillip Wilson, Annemarie Comes, and Stephanie Paschke. Each of the board members brings to the organization a unique skill set that will be valuable in guiding PIE-AZ towards success.

Phillip Wilson – PIE-AZ Board Member

Phillip G. Wilson has taught all ages of learners and various education programs. He taught migrant workers and worked with a Gang Intervention Program to keep young adults off the street. He has experience teaching adult learners of English at Rio Salado College and higher education masters level classes for Ottawa University. His experiences expand to teaching grades K-8 at Title I schools and working with high risk students at alternative schools, supporting them through processes like probation and court orders. Phillip has a Bachelor in Business degree, as well as a Master in Education degree with a minor in Cross-Cultural Education. He recently finished another two years of college and earned an Educational Administration and Leadership Certificate.

Stephanie Paschke – PIE AZ Board Member

Stephanie Paschke is a well-respected entrepreneur in the greater Phoenix area. In 2011, Stephanie founded and opened Savante Salon in Gilbert, Arizona. Since opening Stephanie has brought on fourteen hairstylists and is known throughout the community for providing outstanding customer service and providing the latest trends and changes in the cosmetology business. In 2012 Stephanie's salon was named "Best Salon/Spa" & "Best New Business" by the East Valley Tribune. Prior to opening her own salon, Stephanie worked as a stylist for four years and moved quickly from a commission based stylist to a rental stylist. She continues to expand her cosmetology education by participating in fundraisers and national and local events. Stephanie holds a Cosmetology license from Carsten Institute.

Annemarie Comes – PIE-AZ Board Member

Annemarie Comes received a Bachelor of Science in Art Education along with a Bachelor of Fine Art degree from Bowling Green State University in Ohio. She achieved her Masters in School Counseling from University of Western Alabama in 2011. Annemarie has been teaching art, counseling and teaching technology for nine years in Ohio, Nevada and Arizona. She has a strong passion to teach children art and help others to achieve a successful life journey. Annemarie currently teaches art K-6th and art tech 4th-6th grade at Sequoia Pathfinder Academy at Eastmark in Mesa, Arizona. Annemarie also works as a consultant

for the Center for Games & Impact at Arizona State University helping to infuse educational gaming technologies into the classroom. She has been instrumental in bridging ASU with Sequoia Pathfinder Academy so that teachers and students are able to use educational gaming tools in a classroom setting. Annemarie is married with three children ages 14, 11 and 9. She is thrilled to be a part of Pathways in Education - Arizona.

Authority of Fifth Arrow Online Instruction's policy development, program implementation and accountability lies with the PIE-AZ Board. The online instructional program will comply with all PIE-AZ policies that guide Fifth Arrow Charter School. Continuation of the program's evaluation will identify the need for particular policies specific to Fifth Arrow's online component. The creation and implementation of online instruction will be led by PMG and PIE-AZ's team of accomplished administrators and qualified teaching staff with many years of online content knowledge, teaching, and administrative experience. The Principal will oversee implementation of the online program, with support from teachers who will facilitate online instruction and the student advisor, who will be a primary resource for students and teachers regarding online learning options and post-secondary options. The campus special education teacher will provide instruction and other related services to special education students, as well as facilitate diagnostic assessments and review and revise Individualized Education Plans. A compliance coordinator will collaborate with district schools to acquire official student records and input information into the school's internal student record and attendance system, including secure student information system uploads, state level reporting and other mandated reports.

Accessibility

A web-delivered program provides content delivery and is a learning management system that allows 24/7 and year round access to all assigned courses. Students subscribed in online coursework only require a computer with access to the internet and basic software including Adobe reader, Adobe Flash, and Open Office to participate.

To provide students' maximum access to their courses, and based on need, students may be provided a laptop. Also, Fifth Arrow will provide free Internet locations to students and plans to partner with local free-Internet providers to support additional access for students taking online coursework.

Online content will be delivered in technological methods that enable students to correctly and competently access their courses. Because there is no need for additional paper-based materials, students can access and manage their courses via the internet and have access to in depth instructional support, as needed, from the system's secure internal messaging system.

Fifth arrow will partner up with the local community and education organizations, as well as business partners and higher educational institutions to give computer and internet access from locations other than the student's home and school campus. These organizations can be requested to allow extra campus and academic support to students. Students will be able to contact the school staff and Edmentum technical support staff to give assistance with their technical questions and needs.

Enrollment

Students that are interested in joining the online instruction will comply with the current school policy. In order to enroll in Fifth Arrow, students will be required to show proof of Arizona residency. . In order to secure proper placement students are encouraged to turn in official transcripts or a promotion certificate along with the required documents from the previous school. A compliance coordinator, who serves as a registrar will receive the documents provided by the students and parent. The compliance coordinator requests official transcripts for each student who is enrolled in order to

place them correctly in courses and make sure the students is not assigned more than 1.0 for full equivalent funding (FTE). PIE-AZ is a state approved charter holder and Fifth Arrow charter school is an open enrollment policy, state approved charter school program. When approved, enrollment reinforcement for the online component will led to open enrollment for Fifth Arrow students statewide.