A.1 Educational Philosophy

Meaning "to think" in Spanish, "Pensar" Academy intends to open a new school of thought in Phoenix in the fall of 2016.

a. Detailed description of philosophical approach to improve achievement in the target population.

Mission Statement:

Pensar Academy will develop middle school students with the essential skills to be agents of change in a 21st century global society.

Vision:

All our students will critically navigate new challenges to resolution, collaborate and communicate with purpose and production, and reach their full potential in post-secondary education to become agents of change within the community.

Foundational Beliefs:

Pensar Academy believes that:

1. A strong education for all students is essential for a well-functioning society.
2. Education serves as the platform for each student to become an agent of change.
3. To compete in a 21st century global marketplace, each student must possess the essential skills of creativity, communication, collaboration, and critical thinking to maximize his/her growth and success in life.
4. The choice to partake in Post-secondary education is offered through a combination of the mastery of 21st century skills and planning.
5. The Middle School years, defined at Pensar Academy as grades 4-8, are the "make or break" academic years for students.

1. A strong education for all students is essential in a well-functioning society. The societal advantages of an educated populace are:

- Increased Life expectancy: The average life span for all Americans is 78. The average life span for an individual who has graduated from high school is 85.[1]
- Decreased Crime: [2] Education and crime share an inverse relationship, the more education an individual can attain the less likely he/she is to commit a crime. [3] High school dropouts are at least 8 times more likely to be incarcerated than people who have graduated from high school.[4] When the average annual cost of incarcerating an inmate is $24,000 and the annual cost of educating a student in Arizona is $7,825, education is the logical and ethical investment.

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[1] National Center for Health Statistics. 2009. *Table 26: Life expectancy at birth, at 65 and 75 years of age by race and sex, 1900-2005 in Health, United States 2008.* U.S. Centers for Disease Control and Prevention, U.S Department of Health and Human Services.

[2] Lochner, Lance. Accessed on April 16, 2015: http://economics.uwo.ca/faculty/lochner/papers/educationandcrime.pdf.

[3] Lochner, Lance. 2004. *Education, Work and Crime: A Human Capital Approach.* International Economic Review, vol. 45, no. 3.

[4] Bridgeland, J; Dilulio Jr, J; Morison, K. 2006. *The Silent Epidemic: Perspective of High School Dropouts.* Bill and Melinda Gates Foundation.

- Increased Economic Stability: Education serves as the most influential indicator of wealth: 24% of high school dropouts are poor versus 11% for high school graduates and 3.6% for college graduates. [5]
- Increased Democratic Participation: The higher the level of education, the more apt an individual is to partake in political processes, including voting. A strong education provides voters with the ability to research and comprehend key societal issues to make more enlightened decisions when voting. Those with a post-secondary degree are 50% more likely to exercise their right to vote. [6]

2. Education serves as a platform for our students to become agents of change. Pensar Academy believes that *a strong 21st century education* combined with a *post-secondary focused* culture is paramount. Pensar Academy exists to be an *agent of change* within the community, as well as guide students toward becoming agents of change.

A strong 21st Century education. Pensar Academy believes a strong 21st education is comprised of:

- **An individualized approach.** Each student at Pensar Academy will be given his/her own Individual Growth Plan (IGP) that monitors his/her growth and level through data. This data drives the interventions and extensions needed to maximize each student's achievement.[7] Through the IGP process, each student is held accountable for learning and is an active member of his/her instructional team.
- **A rigorous and engaging curriculum.** The rigor of the curriculum will be based on the Arizona Career and College Readiness Standards. Whereas the scope and sequence will be taken from the Core Knowledge Sequence (CK). Pensar Academy will deliver the curriculum using a Blended Learning (BL) model comprised of whole group instruction, online learning, small group intervention, and Project Based Learning (PBL) to engage students.
- **Training in the 21st Century Skills.** The 21st century student is more than a master of basic academic core subject content. He/she is purveyor of the essential skills of collaboration, communication, creativity, and critical thinking. [8] These are skills that transcend across all career fields.

A Post-Secondary Focused Culture. As outlined above, the higher the educational level, the higher the life expectancy, economic standing, and quality of life. Pensar Academy explicitly supports a post-secondary focused culture at the middle school level.

As outlined later in Section A.2 outlining our target population, less than 7% of the residents of our target community have attained a Bachelor's or Master's Degree. Pensar Academy believes all students can access post-secondary educational options if armed with academic prowess, training in the college process, and exposure to college role models. A post-secondary focused

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[5] U.S. Census Bureau. 2007. *Selected Characteristics of People at Specified Levels of Poverty in the Past 12 Months.* American Community Survey 3-Year Estimates, Survey: American Community Survey.
[6] Milligan, Kevin, Enrico Moretti and Philip Oreopoulos. 2003. *Does education improve citizenship? Evidence from the U.S. and the U.K.*
[7] Bambrick-Santoyo, P. 2012. Driven By Data. Jossey-Bass.
[8] Accessed on April 16 from: http://www.p21.org/index.php?option=com_content&id=254&Itemid=119

culture motivates students through assigning real-world purpose to classroom content, study habits, and academic achievement. College exposure, such as through training on the enrollment process or financial aid, participating in campus visits, and academic trajectory planning makes the college process seem attainable and accessible.[9]

Agents of Change. Pensar Academy exists to serve as a vehicle to guide students toward becoming agents of change. The Program of Instruction has intentionally been constructed to provide students with the necessary 21st century skills to unlock opportunities beyond high school. Armed with these skills and the background knowledge to apply them, the Pensar Academy student will serve as an agent of change to his/her family unit, campus, and community. Future students will want to utilize Pensar Academy's system to maximize their success in life.

3. To compete in a 21st century global marketplace, each student must possess the essential skills of creativity, communication, collaboration, and critical thinking which will maximize his/her growth and success in life. According to Section 2 of the 21st Century Readiness Act:

> *"Congress finds the following: (1) Students must be prepared in core academic subjects. (2) Students must possess the skills to be able to think critically and solve problems, be effective communicators, collaborate with others, and learn to create and innovate. (3) In order for students in the United States to be prepared to succeed in citizenship and workplaces of the present and future, core academic subjects must be fused with critical thinking and problem solving, communication, collaboration, and creativity and innovation skills, as such skills are critical for success in the 21st century. "*[10]

Pensar Academy believes that the 21st century student must be able to communicate with a purpose (i.e. persuade, inform, entertain) to produce information (i.e. thoughts, ideas). Students must be able to receive, process, and express information across a variety of forms: verbal, digital, written, and expressive. Pensar Academy believes that the 21st century student has the ability to collaborate productively with a team of individuals toward a common goal. This student understands how to compromise, appreciate other points of view, and be a role player. Pensar Academy believes a 21st century student is a critical thinker that can reason and logically process information. Pensar Academy believes that all students have the propensity to be creative, brainstorm, and elaborate.

4. *The choice to partake in Post-secondary education is offered through a combination of the mastery of 21st century skills and planning.*

Our economy continues to shift from a manufacturing-based market to a knowledge-based market. A college graduate has a better chance of earning more than a high school graduate. According to the U.S. Census Data, individuals who earned a bachelor's degree have a median income of $50,360 in comparison to those with a high school diploma at $29,423. An associate's degree yields a median income of $38,607. Individuals with a graduate degree yield approximately 35% more than a bachelor's degree, at a median income of $68,064.[11]

In addition to the outlined financial advantages of a college education, the more specialized skills a student has, the more likely he/she will have a job. According to an analysis completed by the U.S Department of Labor, 85.3% of growing occupations require post-secondary education. *(See A.1 Table 1)*

1.a Table 1. Fastest Growing Careers

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[9] Conley, D.T. 2008. *Rethinking College Readiness.* New England Board of Higher Education.
[10] United States Congress. *HR 347 Congress 113th Session.*
[11] U.S. Census Bureau. 2006-10. *American Community Survey Five-Year Public Use Microdata Sample.*

(Show in thousands of jobs)

	2000	2010	Increase by Percent	Post-Secondary Education
Computer related occupations[12]				
Computer software engineers, applications	380	760	100	Y
Computer support specialists	506	996	97	Y
Computer software engineers, systems software	317	601	90	Y
Network and computer systems				Y
administrators	229	416	82	Y
Network systems and data				Y
communications analysts	119	211	77	Y
Desktop publishers	38	63	67	Y
Database administrators	106	176	66	Y
Computer systems analysts	431	689	60	Y
Computer and information systems managers	313	463	48	Y
Computer and information scientists, research	28	39	40	Y
Health related occupations				
Personal and home care aides	414	672	62	N
Medical assistants	329	516	57	Y
Physician assistants	58	89	53	Y
Medical records and health information technicians	136	202	49	N
Home health aides	615	907	47	N
Physical therapist aides	36	53	46	N
Audiologists	13	19	45	Y
Occupational therapist aides	9	12	45	Y
Physical therapist assistants	44	64	45	Y
Occupational therapist assistants	17	23	40	Y
Veterinary assistants and laboratory animal caretakers	55	77	40	Y
Veterinary technologists and technicians	49	69	39	Y
Speech-language pathologists	88	122	39	Y
Mental health and substance abuse social workers	83	116	39	Y
Dental assistants	247	339	37	Y
Dental hygienists	147	201	37	Y
Pharmacy technicians	190	259	36	Y
Other occupations				
Social and human service assistants	271	418	54	N
Fitness trainers and aerobics Instructors	158	222	40	Y

[12] U.S. Department of Labor. 2001. *Monthly Labor Review*, Bureau of Labor Statistics

Special Education Teachers	234	320		Y

5. The Middle School years, defined at Pensar Academy as grades 4-8, are the "make or break" academic years for students. Pensar Academy believes that the middle school grades of 4, 5, 6, 7, and 8 are the most crucial in preparation for high school and beyond. As students transition from 3rd to 4th grade, the Depth of Knowledge in the curriculum transitions from recall and comprehension to application and analysis.

A review of target community schools revealed that the range of student decline in proficiency rates in reading was 4-16%. There was one increase of 5% in proficiency rates from grade 3 to grade 4. There were no other schools that demonstrated an increased the number of proficient students in reading when comparing the 3rd to 4th grade. In addition, there were no schools that demonstrated a higher percentage of proficient students when comparing 3rd grade to 8th grade. *(See 1.a Table 2. Reading Scores-Target Community Analysis)*

1.a Table 2. Reading Scores-Target Community Analysis

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Harold Smith School	57	53	58	61	72	52
Carol G. Peck	67					
Glenn F. Burton	70	62	63	65	77	59
Barcelona Middle		56	61	61	66	51
Isaac E. Imes	59	53	46	76	70	47
Ocotillo	71	55	67	71		
William C. Jack	57					
Don Mensendick		62	65	63	79	49
Sevilla West		53	62	69	77	58
AVERAGE	64%	56%	60%	67%	74%	53%

*Black shading means school does not serve those grades. ** Carol Peck feeds into Barcelona Middle School and William C. Jack feeds into Don Mensendick.

In math, the range of decline was 6-20% in proficient student numbers. In math, with the exception of 1 school, all other campuses showed a significant decrease in the number of students proficient in Grade 3 to Grade 8.

1.a Table 3. Math Scores-Target Community Analysis

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Harold Smith School	46	31	42	51	43	23
Carol Peck	64					
Burton	55	44	42	40	50	76
Barcelona Middle School		52	45	44	28	44
Isaac E. Imes	40	34	21	21	48	33
Ocotillo	54	38	34	39		
William C. Jack	57					
Don Mensendick		37	48	40	51	49
Sevilla West		43	43	64	47	53

AVERAGE	53%	40%	39%	43%	45%	46%

*Black shading means school does not serve those grades. ** Carol Peck feeds into Barcelona Middle School and William C. Jack feeds into Don Mensendick.

Pensar Academy will market itself to K-3 schools to provide an alternative, high quality option for students in grades 4-8. Pensar Academy has put systems in place to ensure that enrolling 4th grade students will have access to a high quality education. These systems include orientation week, a blended learning program of instruction, built-in intervention and extension, leveled reading classes, math intervention classes, and individual growth plans to track learning and implement further interventions and services.

b. Fundamental Principles of Pensar Academy's Program of Instruction

Outlined clearly in A.R.S. § 15-181, the fundamental purpose of charter schools is to "increase student achievement." Keeping that in mind, Pensar Academy has constructed a Program of Instruction that will maximize student achievement through:

1. The organization of a rigorous and engaging curriculum.
2. The delivery of this curriculum by a highly qualified teacher employing educational best practices.
3. An individualized education driven by data for each student to maximize his/her growth.
4. The maximization of learning time through a Blended Learning (BL) model.
5. The integration of the mastered learning objectives and 21st century essential skills into Project Based Learning (PBL).
6. To begin with the end in mind: utilizing backward design across a myriad of settings to succeed.

1. The organization of a rigorous and engaging curriculum.

The Arizona College and Career Readiness Standards (ACCRS) provide the baseline academic skills and content a student must possess to be grade level proficient. The Pensar Academy Curriculum Team will take the ACCRS and utilize Backward Design to create aligned assessments and a scope/sequence in the subjects of Math, Science, English Language Arts, and Social Studies. First, formal assessments and Project Based Learning Capstone Projects will be constructed to demonstrate mastery of the ACCRS. Second, these formal assessments will be task analyzed to construct learning objectives that unfold in a logical sequence. Designing the scope and sequence from the formal assessments will ensure tight alignment and measurement of student achievement. Third, the curriculum will be driven by data, such as student achievement scores, stakeholder surveys, and classroom observations.

This curriculum will be engaging because:

- Properly sequenced lessons that are aligned to the end-of-lesson assessment maximize student learning. Students will be engaged because there will be a clear link between the instruction of the lesson objective and formal assessment.
- Safeguards are built in through Universal Design to ensure multiple approaches to teaching the objective. Gaps are identified through data and addressed immediately.
- Students who master each taught objective have the immediate opportunity to apply and extend the rigor via online learning. Pacing will be individualized.

- Project based learning utilizes real-world scenarios to maximize student engagement because learning has real-world application. Students can see the connectivity between academic tasks and navigating through real world contexts.
- The teaching staff at Pensar Academy will receive professional development and ongoing support to increase student engagement during instruction.

2. The delivery of the curriculum by a highly effective teacher employing educational best practices.

Pensar Academy believes that the classroom teacher is the single most influential factor of student achievement. A highly effective classroom teacher can have 2-3 times more of an impact than external factors such as environment and home life in student achievement in reading and math.[13] Pensar Academy defines a highly effective teacher as an educational professional who has demonstrated performance through student achievement data, evaluation data, and passion for expanding their background knowledge in his/her academic area.

A highly effective teacher incorporates Best Educational Practices to maximize student learning. Pensar Academy's teaching staff will employ:

- Backward Design in Lesson Planning: Teachers will utilize Understanding Background Design to the determine student mastery, create units, and formulate common assessments in the Professional Learning Community (PLC) at Pensar Academy.
- Cooperative Learning: Pensar Academy will utilize cooperative learning opportunities from the Kagan methodology to encourage and structure student collaboration.
- Essential Elements of Instruction: Each objective in all core subjects will be taught using the same elements. This will allow students a common framework for learning across all subject areas. These elements include:
- Universal Design for Learning (UDL): Pensar Academy will use UDL as the framework for instructional development. The UDL incorporates 3 main networks: Recognition, Strategic, and Affective. The recognition network is the "what" of learning or how students gather and categorize information. The strategic network is the "how" of learning or how students plan and perform tasks. The affective network is the "why" of learning or how students become interested and motivated.[14] The UDL will make learning attainable for all because the accommodations for students with needs are intentionally embedded into the program of instruction for all students to have access.
- Response to Intervention (RTI): The RTI model will sustain our academic achievement because we will be able to response immediately to students needs. For example, RTI will occur within students' schedule that are in need of explicit reading support to increase their Lexile levels to access grade level material. RTI will be incorporated in daily learning through the use of the rotational model as explained in the A.3 section to ensure all students have the opportunity to reach 80% mastery each learning objective.

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[13] RAND Corporation (2012). *Teachers Matter: Understanding Teachers' Impact on Student Achievement.* Accessed on Aprl 16, 2015 from: http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html

[14] Taken in February 2015 from: http://www.udlcenter.org/aboutudl/whatisudl

3. An individualized education driven by data for each student to maximize his/her growth. In addition to the UDL and RTI outlined above, Pensar Academy will individualize education for each student through the use of Individual Growth Plans (IGP). These IGP's will be data driven reports of each student's progress toward long and short term goals in the core academic areas of math, reading, science, and writing.

4. The maximization of learning time through a Blended Learning (BL) model.

The curriculum will be delivered using a Blended Learning (BL) model with Response to Intervention (RTI) safeguards to ensure all students maximize learning. Daily objectives will be introduced in the core academic subjects of Math, Science, and English Language Arts through a Direct Instruction Model. Upon completion of whole group direct instruction, each student will be given an end of the lesson assessment to determine mastery. The percentage for mastery at Pensar Academy is 80%. If a student earns 80% or higher on the end-of-lesson assessment, then he/she moves to online practice and extension. For students who scored below the 80% mark, a remedial small group lesson is given to bring all students up to mastery. This rotational model ensures that each student learns at his/her own pace, has access to small group or individualized teacher support, and is pushed to his/her highest Zone of Proximal Development.

5. The integration of the mastered learning objectives and 21st century essential skills into Project Based Learning (PBL).

Pensar Academy believes that mastery and achievement lie in the connectivity of schema. Jean Piaget coined the term "schema" to represent the acquisition process and collection of knowledge. PENSAR ACADEMY believes that new knowledge that is applied in different contexts strengthens a student's depth of knowledge. Academic objectives will be taught in core academic classes and applied in PBL. Embedded in the PBL model, the 21st Century skills of communication, collaboration, creativity, and critical thinking are commonplace.

6. To begin with the end in mind: utilizing backward design across a myriad of settings to succeed.

Pensar Academy has intentionally allocated time for students to proactively utilize Backward Design in four quarterly "prep" courses:

- Life Prep. Pensar Academy will work with each student toward maximizing success through systemic thinking, metacognitive strategies, and proactive planning. In this course, students will learn motivational, organizational, and academic strategies to maximize success inside and outside the classroom. Students will learn how to set goals and plan according to Backward Design.
- Career Prep. Pensar Academy will work with each student to utilize Backward Design in his/her career trajectory to ensure more career choices are unlocked. In this course, students will take career aptitude and interest inventories, explore career options through research and interviews, and trajectory plan for a career of their choice. The culminating project will be a project based presentation on a chosen career for a Career Symposium showcased at the Capstone Celebration of Learning Night.
- Education Prep. Pensar Academy will work with each student to utilize Backward Design in his/her academic trajectory to ensure that post-secondary education is a viable option. In this course, students will learn the processes of post-secondary education, such as program choices, enrollment requirements, and logistical requirements. Logistical requirements will encompass how to finance post-secondary education, how to maximize resources, and what post-secondary

degrees/certificates open which employment opportunities. The culminating project will be a project based presentation on a chosen post-secondary school for a Post-Secondary Symposium showcased at the Capstone Celebration of Learning Night.

- Financial Prep. In this course, students will study financial literacy. Financial literacy will include responsible budgeting techniques, maximizing the consumer credit system, and navigating through financial institution services. The culminating project will be a project based presentation on a chosen finance topic for a Financial Symposium showcased at the Capstone Celebration of Learning Night.

c. Rationale for selected approach for the target population.

Pensar Academy has intentionally constructed the Program of Instruction based on experience and research. Both the Founders of Pensar Academy have a combined 20 years of background in providing individualized education for each student. Both Founders have hands-on experience in teaching students who are missing fundamental grade level skills in the core academic subjects. The Founders were able to provide intervention services to students while at the same time implanting Universal Design for Learning (UDL) to ensure that all students had access to grade level curriculum.

Second, the Blended Learning (BL) model outlined in the Program of Instruction Section, was utilized by the Founders in a pilot program. The pilot took place in a regular education setting with a cohort of students over a 2 year span at Landmark School, from 2012-2014 and one year in math from 2013-14. Landmark School in Glendale, AZ shows a higher poverty rate then the target population and similar demographics in the areas of special education students and English Language Learners. Instruction was planned using a Universal Design for Learning (UDL). Student learning was delivered using a Blended Learning (BL) rotational model with Response to Intervention (RTI) safeguards. All objectives were then applied in a Project Based Learning (PBL) activity.

The results of this model yielded significantly higher academic achievement scores than the district and state averages. In the school year prior to the pilot, 2011-12, this cohort of students recorded the baseline levels of 60% of students pass the reading AIMS and 26% pass the math. In the 2nd year test pilot in reading, over 85% of the students met on the AIMS assessment. Every student, 100%, increased their reading scores as individuals based on in-class assessments each year. In the one year of math instruction using this pilot 2012-13, there was an increase of 31% from the year before in students that met on the AIMS assessment. Following the math pilot, scores plummeted 16% when the cohort returned to the traditional model *(See Table A.2 Table 8)*.

A.2 Table 8. Landmark Pilot Program vs. District/State Results

	Met Reading	Met Math
2011-12	60%	26%
2012-13	87%	57%
2013-14	85%	41%

Pensar Academy anticipates that a model based on this pilot program will have similar results with our target population.

Third, the major components of Pensar Academy's Program of Instruction are research-supported for populations reflective of the target population outlined in section A.2.

- *Project Based Learning*: PBL has a proven track record of closing the achievement gap by engaging lower-achieving students similar to the target population outline in A.2.[15] Students who partake in PBL retain content for greater periods of time and demonstrate a deeper depth of knowledge of the content.[16] In the teaching of math, social studies, science, and other disciplines, PBL has proven to be more effective than the traditional direct instruction-whole group model.[17] On comprehensive assessments, students who partake in PBL score at or above those taught in traditional classrooms.[18] PBL is laden with the 21st Century Skills of communication, collaboration, creativity, and critical thinking. Students who participate in PBL are able to transfer skills at a higher rate and critically think.[19]
- *Blended Learning*. As educational trends continue to spiral, it is estimated that by the year 2019, 50% of all high school courses will be delivered online in one way or another.[20] Under a blended learning model utilizing RTI and UDL, students will participate in whole group direct instruction, have access to small group intervention to plug learning gaps immediately, and extend learning through online practice modules. The sense of urgency to provide our students with exposure to this learning model is high. According to the California Learning Resource Network, 19% of elementary district and charters engage in online learning, whereas 73% of high schools utilize it.[21]
- *Universal Design for Learning*: The UDL model incorporates research-backed best practices to make the curriculum accessible to all students, including English Second Language Learners and Special Education students. Founded in Vygotsky's Zone of Proximal Development, one of the basic tenets of UDL is the concept of graduated scaffolding.
- *College Bound Culture*: As outlined in section A.1.a, the higher the level of education the higher the economic success, increased life expectancy, lower the crime rate, and increased participation in politics.

Fourth, Pensar Academy exists to create middle school students with the essential skills to be agents of change in a 21st century global society. In order to propel this change, students in our target population must have access to a highly performing school that supplies a 21st century education to prepare for

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[15] Gordon, P.R., Rogers, A.M., Comfort, M., Gavula, N., & McGee, B.P. 2001. *A taste of problem-based learning increase achievement of urban minority middle-school students*. Educational Horizons, 79(4).
[16] Gallagher, S. A., & Stepien, W. J. 1996. *Content acquisition in problem-based learning: Depth versus breadth in American studies*. Journal for the Education of the Gifted, 19(3).
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[18] Black, P., & William, D. 1998. *Assessment and classroom learning*. Assessment in Education: Principles, Policy & Practice, 5(1).
[19] Lee, O., Buxton, C., Lewis, S., & LeRoy, K. 2006. *Science inquiry and student diversity: Enhanced abilities and continuing difficulties after an instructional intervention*. Journal of Research in Science Teaching 43(7): 607-636.
[20] Christensen, Clayton. 2008. Disrupting Class. McGraw-Hill.
[21] Schwirzke, K., Rouse, T., Bridges, B. 2012. California eLearning Census: Trending Past the Tipping Point. California Learning Resource Network.

high school. Pensar Academy provides all students with the opportunity to master grade level standards through RTI, UDL, and our BL models. Pensar Academy will provide students with the 21st century skills of collaboration, communication, creativity, and collaboration through PBL classes. Students will be active in their own learning via the IGP process. Paramount, the students of our target population will have the necessary guidance to begin trajectory planning for high school and beyond.

Lastly, Pensar Academy will commit to the middle school grade band of 4th through 8th grade. As outlined above, these grades are critical to enter high school with the necessary skills to be successful. As will be outlined in A.2 of this charter application, there is no access to a middle school in this target community that offers a similar program of instruction, individualized learning with built-in interventions, and the infusion of technology at the level that prepares students for high school

d. Our mission statement/Alignment to narrative

The mission statement of the target population section A.2 directly aligns to the narrative above in A.1.

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