



APRIL 10, 2017

Grade Level Change Amendment Report

Amendment Request for James Madison Preparatory School

AGENDA ITEM: Grade Level Change Amendment Request—James Madison Preparatory School

Request and Eligibility

James Madison Preparatory School (“Charter Holder”) submitted an expansion amendment request on February 22, 2017 to add 6th grade to the charter contract, beginning in FY 2018.

The Charter Holder is currently approved for grades 7-12, and operates one school: James Madison Preparatory School (“School”). The School has not been designated for school improvement in FY 2017. As a result, the Charter Holder is eligible to submit an expansion request.

Background

History

The Charter Holder was granted a charter in 1999, which is currently approved for grades 7-12, and operates one school: James Madison Preparatory School. The Charter Holder was granted a renewal contract on May 12, 2014. The Charter Holder has not been before the Board within the last 12 months.

Governance

The Charter Holder is governed by a corporate board that consists of 2 individuals. The corporate principals listed on ASBCS Online and the website of the Arizona Corporation Commission are listed in the table below.

Member Name	Position
David Batchelder	President/CEO
Stephen Batchelder	Vice-President

The school has a separate governing body. The governing body membership is listed in the chart below.

Member Name	Type
Amy Schilling	Other
David Batchelder	Other
Stephen Batchelder	Other
Anne Marshall	Other
Jeni White	Other
Jessica Blatnick	Parent

Associated Schools

The Charter Holder has no associated schools.

Compliance

As stated in Board policy, prior to an expansion request being considered by the Board, staff conducts a compliance check. The Charter Holder does not have any compliance issues.

The Charter Holder has not been before the Board within the last 12 months.

Academic Performance

The Board’s current academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. Due to a moratorium on letter grades until FY 2018, based on FY 2017 data, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, the school has not been designated for school improvement in FY 2017.

Operational Performance

The Charter Holder currently meets the Board’s Operational Performance Expectations set forth in the Performance Framework adopted by the Board.



Financial Performance

The Charter Holder does not meet the Board's Financial Performance Expectations. The Charter Holder's FY 2016 audit was reviewed and no follow up is required. In accordance with the financial framework, the Charter Holder was not required to submit a financial performance response with its Grade Level Change Amendment Request.

The Charter Holder's financial performance dashboard is provided below.

Audit #34734 - FY2016 - James Madison Preparatory School

CTDS: 07-87-95-000 • Entity ID: 79063

General	Engagement Letters	Packages	Financials	Findings	Action Plans	Notes	Dashboard	Operational
Financial Performance								
James Madison Preparatory School								
Near-Term Measures								
			Fiscal Year 2015			Fiscal Year 2016		
Going Concern			No	Meets	No	Meets		
Unrestricted Days Liquidity			10.63	Falls Far Below	22.67	Does Not Meet		
Default			No	Meets	No	Meets		
Sustainability Measures (Negative numbers indicated by parentheses)								
Net Income			(\$81,713)	Does Not Meet	(\$9,415)	Does Not Meet		
Fixed Charge Coverage Ratio			0.37	Does Not Meet	0.86	Does Not Meet		
Cash Flow (3-Year Cumulative)			\$767	Does Not Meet	\$24,798	Meets		
Cash Flow Detail by Fiscal Year			FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
			(\$66,411)	\$36,498	\$30,680	\$54,711	(\$66,411)	\$36,498
Does Not Meet Board's Financial Performance Expectations								

Staff Recommendation

At its August 8, 2016 meeting, the Board approved staff recommendation criteria for all expansion requests. A Charter Holder must meet all criteria for the request to receive a staff recommendation for expansion.

The Grade Level Change Amendment Request submitted by the Charter Holder **meets 3 of the 6 criteria** required to receive a staff recommendation under the guidelines set forth in the request instructions. Details regarding items that met are provided in Appendix A. Staff Recommendation Criteria Chart. The table below provides an analysis of the information reviewed by staff regarding the 2 criteria the Charter Holder did not meet and one that does not apply.

Staff Recommendation Criteria	Analysis
Rating of "Meets Financial Performance Standard" in the most recent Fiscal Year	The Charter Holder received an Overall Rating of "Does Not Meet" on the Financial Performance Dashboard in FY 2016.
Previous grade level cohorts are at capacity or could fill enrollment for new grades requested	Not Applicable - The Charter Holder is requesting to expand to a lower grade level by adding 6 th grade.
ADM is within 85% of current enrollment cap	The Charter Holder currently serves 185 students, according to ADE school finance. The current enrollment cap is 225. The Charter Holder is within 82% of its current enrollment cap.

Request Summary and Analysis

Summaries of the documentation and narrative provided by the Charter Holder are provided below. Amendment request materials submitted by the Charter Holder are provided in Appendix B.

Rationale

The narrative provided states that the Charter Holder seeks to increase its current grade offerings to include 6th Grade in order to achieve four objectives. The four objectives to be achieved are: to develop students earlier for a rigorous junior high school and high school curricula, provide an educational option for families in the East Valley who seek an excellent middle and high school charter school setting, serve parents and their children who are faced with a choice of middle school after 5th grade, and provide a limited opportunity for expansion of services on the current campus. The narrative also indicates that prior, current, and even future parent customers have asked the school to add 6th grade to the charter.

Board Minutes

The submitted minutes indicate that on October 11, 2016, the Charter Holder’s Board of Directors unanimously approved amending the charter with Arizona State Board for Charter Schools to add a 6th grade.

Staffing Plan

The Staffing Plan provided by the Charter Holder indicates a plan to add 2.5 positions to serve as instructional staff for the incoming 6th graders. According to the narrative these positions would include a one new full-time teacher for English/Language Arts and Social Studies, one new teacher full-time for Math and Science, and one new part-time teacher (.5 FTE) for Enrichment courses (Music, Art, PE). The Charter Holder indicates that it is difficult to determine additional staff resources for incoming 6th grade special needs students until they have enrolled, but they are prepared to add to the special education service provider’s hours in order to serve any new 6th graders with special needs. The narrative also indicates that no change to the administrative or non-instructional staff will be required due to the requested Grade Level Change Request. The completed Staffing Chart submitted with the request can be found in Appendix B. Amendment Request Materials.

Enrollment

The enrollment targets, as described in the narrative, are consistent with the enrollment tables provided below. The narrative states that as of November 2016, the School is currently tracking 18 students interested in enrolling in 6th grade next year. In the Charter Holder’s experience word of mouth and soft marketing networks are the most effective methods of bringing new students in their school’s culture and community. Additionally, as news of 6th grade being added to the School reaches the community at large, the School will also engage in marketing focused on potential 6th grades in the surrounding area, including but not limited to, Tempe, Mesa, Chandler, Gilbert, East Phoenix, and Scottsdale. The Charter Holder anticipates reaching its enrollment cap of 225 in FY 2020.

Table 1: Current and Target Student Enrollment by Year

School Name: James Madison Preparatory School				
	Number of Students			
Grade Level	Current—FY 2017	Anticipated FY 2018	Anticipated FY 2019	Anticipated FY 2020
6 th	0	28	30	30
7 th	28	28	32	32
8 th	28	30	32	32
9 th	32	32	32	34
10 th	30	34	34	34
11 th	35	30	32	32
12 th	32	34	28	30
Total Enrollment	185	216	220	224

Concrete Resources

The Charter Holder anticipates the following types of resources will be required to successfully add 6th grade to their enrollment menu: Curriculum, Assessment, and Instruction. In the area of Curriculum, current or recent editions of grade appropriate and academically rigorous Math, English/Language Arts, Science, and Social Studies textbooks and online materials (e.g. Holt McDougal Math, Warriner’s Grammar, Pearson Science and Social Studies, EngageNY.com, Khan Academy Math, and MobyMax) will be needed. Assessment materials included in the noted curricular resources will be used and the Charter Holder anticipates using assessment materials provided



in support of the AzMerit testing protocols and other standardized tests. If possible, the incorporation of either the Iowa Test of Basic Skills or the Stanford tests will occur. Additionally, the Charter Holder is not anticipating additional resources required for instruction of the new 6th graders.

Promotion Criteria

The promotion criteria narrative describes the current criteria in place to determine if students have demonstrated mastery of core content. The narrative indicates that the School utilizes a 4.0 GPA scale and traditional letter grading system. In order to demonstrate mastery, students must achieve 75% of all possible assignment points in a given course. 6th graders must have a cumulative GPA of 1.33 to be promoted to seventh grade. Along with this, in order to be promoted to the next grade level, students must average 60% or better in core classes (Math, Science, Social Studies, Language Arts, and Literature and Composition).

Additional School Choices

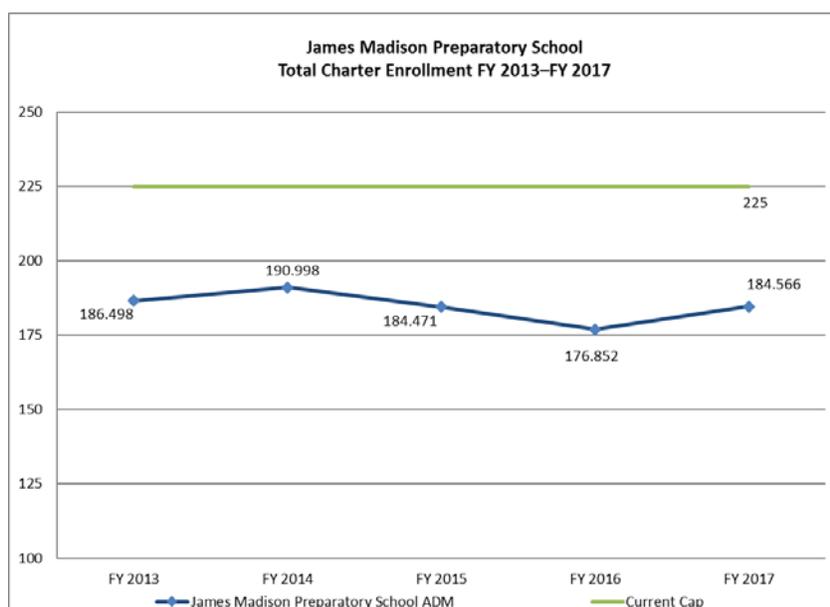
The School received a letter grade of A for FY 2014 and is located in Tempe near S. McClintock Dr and E. Guadalupe Rd. The following information identifies additional schools within a five-mile radius of the School and the academic performance of those schools.

There are 42 schools that received an A–F letter grade in 2014 serving 6th grade within a five-mile radius of the School. The table below provides a breakdown of those schools. The schools are identified by their A–F letter grades assigned by the ADE in 2014. The table identifies if those schools scored above average on the AzMERIT, had higher scores than those of the School, and the number of schools that are charter schools.

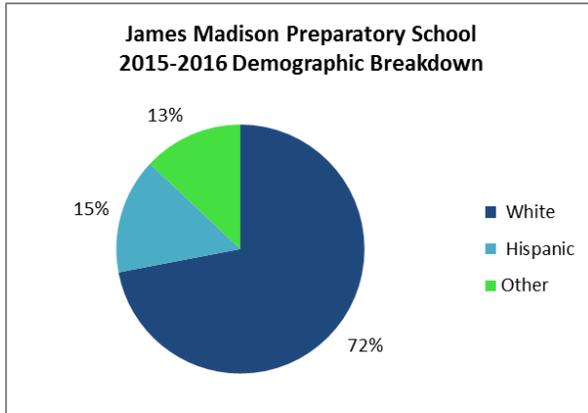
James Madison Preparatory School				2016 AzMERIT ELA 67%	2016 AzMERIT Math 43%	
2014 Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
A	15	15	15	10	15	7
B	13	10	9	1	6	5
C	13	4	1	0	0	3
D	1	1	1	0	0	0

Enrollment and Demographic Data

The enrollment cap for the Charter Holder is 225. The table below shows Average Daily Membership (“ADM”) for the Charter Holder based on 100th day ADM for fiscal years 2013–2017.



The tables below identify the percentage of students in each demographic group and subgroup identifier



2015-2016 Subgroup Data

Category	James Madison Preparatory School
Free and Reduced Lunch	*
English Language Learners	*
Special Education	9%

If the percentage of students is 0% or 100%, the percentage for that group is redacted.

Board Options

Option 1: The Board may approve the Grade Level Change to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to add grade 6 to the charter contract of James Madison Preparatory School beginning in FY 2018.

Option 2: The Board may deny the Grade Level Change to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add grade 6 to the charter contract of James Madison Preparatory School, for the reasons that: (Board member must specify reasons the Board found during its consideration.)

APPENDIX A
STAFF RECOMMENDATION
CRITERIA CHART

Staff Recommendation Criteria Chart

Grade Level Change to Charter Amendment Request

Staff Recommendation Criteria	Satisfies Criteria	Justification/Summary
In operation for three years	<input checked="" type="checkbox"/>	The Charter Holder has been in operation for 17 years.
Rating of “Meets” on the Operational Performance Dashboard in the most recent year	<input checked="" type="checkbox"/>	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2016.
Rating of “Meets” on the Financial Performance Dashboard in the most recent year	<input type="checkbox"/>	The Charter Holder received an Overall Rating of “Does Not Meet” on the Financial Performance Dashboard in FY 2016.
Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested	N/A	<p>Currently, Charter Holder serves grades 7-12. The Charter Holder is requesting to expand to a lower grade level by adding 6th grade. Therefore, it is not possible to calculate whether previous grade level cohorts are at capacity in order to fill enrollment for the new grade requested</p> <p>The enrollment matrix submitted by the Charter Holder in February 2017, indicates student enrollment for 6th grade is projected to be 28 students in FY 18, 28 students in FY19, and 30 students in FY20.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will meet the enrollment cap capacity by FY 2020.</p>
ADM is within 85% of current enrollment cap	<input type="checkbox"/>	<p>The Charter Holder currently serves 185 students, according to ADE school finance. The current enrollment cap is 225. The Charter Holder is within 82% of its current enrollment cap.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will meet the enrollment cap capacity in FY 2020.</p>
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location; <u>or</u> the proposed school offers a unique program of instruction within a five-mile radius of the target area.	<input checked="" type="checkbox"/>	<p>The Charter Holder had a passing score of 67% in ELA and 43% in Math on the FY 2016 AzMERIT.</p> <p>11 of the 42 schools serving 6th grade within a five-mile radius had a greater percentage of students receiving passing scores in ELA on the FY 2016 AZMERIT.</p> <p>21 of the 42 schools serving 6th grade within five-mile radius had a greater percentage of students receiving passing scores in Math on the FY 2016 AZMERIT.</p>

APPENDIX B

AMENDMENT REQUEST MATERIALS



Arizona State
Board for
Charter Schools



[Dashboard](#) [Alerts](#) [Bulletin Board](#) [Charter Holder](#) [DMS](#) [Email](#) [Tasks](#) [Search](#) [Reports](#) [Help](#) [Other](#)

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
James Madison Preparatory
School

CTDS:
07-87-95-000

Mailing Address:
5815 South McClintock
Tempe, AZ 85283
> [View detailed info](#)

Representative

Name:
David Batchelder

Phone Number:
480-345-2306

Fax Number:
480-345-0059

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

New Grade Levels Served

6th Grade

Curriculum Samples

 [Download File](#) — JMPS GLC Curr Sam ELA READ Jan17

 [Download File](#) — JMPS GLC Curr Sam ELA WRIT Jan17

 [Download File](#) — JMPS GLC Curr Sam MATH Jan17

Effective Date

08/08/2017

Attachments

Board Minutes

 [Download File](#) — JMPS GLC Gov Brd Approval 10/16

Narrative —  [Download File](#)

Additional Information

-  [Download File — JMPS GLC Jan17 Enrollment Matrix](#)
-  [Download File — JMPS GLC Jan17 Staffing Chart](#)

Signature

Charter Representative Signature
David Batchelder 01/17/2017

Grade Level	Grade 6	Content Area	English and Language Arts (ELA) Reading
Course Title (grades 9–12 Only)			
<p>Alignment to Program of Instruction</p> <p><i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i></p>	<p>The Charter Contract to which James Madison Preparatory School is bound: originally signed in 1999 and amended from time to time since then; to add grades 7 & 8, to increase the school’s enrollment capacity; and extended following our first 15 years of successful operation as a highly performing school: requires that the school meet or exceed the State of Arizona’s education standards as required by the state legislature and promulgated by the Arizona Department of Education, under the oversight of the Arizona State Board for Charter Schools. The sequence of ELA Reading lessons described herein, for the requested amendment of the school’s charter to include an additional grade level (grade 6), fully aligns with the State of Arizona’s Arizona College and Career Ready Standards for English and Language Arts, Reading, and reflects teaching methodology employed by the school since its inception.</p>		
<p>Standard Number and Description</p> <p><i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i></p>	<p>AZCCRS ELA- Reading 6.RI.8</p> <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>		
<p>Materials/Resources Needed</p> <p><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i></p>	<p>Book <i>Frightful’s Mountain</i>; Craighead-George, Jean; Puffin Books for Penguin Publishing, <i>ISBN-13: 978-0141312354</i></p> <p>Resource List Handout- Frightful Goes to Falcon School; Welcome Back; Learning from Frightful’s Perspective Chapter 3; The Exterminator; <i>Frightful’s Mountain</i> (book; one per student); Peregrine Falcon Facts anchor chart; “The Exterminator”; Document camera/scanner; Tracing an Argument graphic organizer; Exit Ticket: Argument, Claims, and Evidence, Learning from Frightful’s Perspective: Chapter 6 Handout (one per student); “John Stossel-DDT” Video; Map from <i>Frightful’s Mountain</i> (in the book itself; one for display); Projector; Website http://en.wikipedia.org/wiki/Category:Bridges over the Hudson River); “The Exterminator” article (from Lesson 4); Sidebar task cards; Sidebar “Seriously Sick” Glossary; Sidebar “Seriously Sick” Glossary: Word Wall placement; Sidebar “Killer Genes” Glossary; Sidebar “Killer Genes” Glossary: Word Wall placement; Highlighters; Sticky notes ; Scientific Word Wall; Learning from Frightful’s Perspective: Chapter 7; Mid-Unit 1 Assessment: Tracing and Evaluating an Argument; Mid-Unit 1 Assessment Glossary sheet; Video about DDT: http://www.science.gc.ca/default.asp?lang=en&n=730d78b4-1 ; “Rachel Carson: Sounding the Alarm on Pollution”; Learning from Frightful’s Perspective: Chapter 8; EngageNY Materials for this standard</p>		
<p>Lesson (add as needed)</p>	<p>Instructional Strategies—<i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i></p>		<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>

<p>LESSON 1</p> <p>AZCCRS ELA- Reading 6.RI.8</p>	<ul style="list-style-type: none"> This lesson uses the Jigsaw protocol that will be used throughout the module. Students collaborate with peers to promote student engagement and learn about peregrine falcons. Divide students into heterogeneous groups of four. Each group member is responsible for part of the chapter to read and record the learning on peregrine falcons. Then each member shares the learning with the others. In advance: Prepare a Peregrine Falcon Facts anchor chart so facts can be added to the chart when students share. Post the Peregrine Falcon Facts anchor chart. After the Jigsaw protocol, spend time deconstructing the learning targets with students. This gives a clear vision for what learning will focus on. This research-based strategy supports struggling learners the most. This lesson reviews reading for the gist and gives students practice annotating informational texts. During the read-aloud, students should look at the text and actively read in their heads. The teacher reads aloud slowly, fluently, and without interruption or explanation. This read-aloud process promotes fluency. Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. Students annotate the text by circling these words, providing a formative assessment for the teacher. The lesson ends with making connections with the novel, informational text, and Rachel Carson’s quote: “In nature nothing exists alone.” This quote will be discussed in upcoming lessons. Consider displaying the quote. Read “Welcome Back” to identify the focus, main idea, and text-based evidence to support learning on peregrine falcons and DDT. <p>Post: Review Student Learning targets.</p>	<p>Standard(s) to Apply</p> <p>I can identify the argument and specific claims in a text. (6.RI.8)</p> <p>I can evaluate the argument and specific claims for sufficient evidence. (6.RI.8)</p> <p>Student Learning Targets</p> <ul style="list-style-type: none"> I can collect background information about peregrine falcons and pesticides. I can use evidence from <i>Frightful’s Mountain</i> to collect and share information about peregrine falcons. I can get the gist of the informational article “Welcome Back.” <p>Ongoing Assessment Learning from Frightful’s Perspective, Chapter 2: Frightful Goes to Falcon School, Peregrine Falcon Facts, Learning from Frightful’s Perspective: Chapter 2, Sticky note: Making Connections between <i>Frightful’s Mountain</i> and “Welcome Back”</p> <p>Student Activities</p> <p>Opening Jigsaw of “Learning from Frightful”: Excerpts from Chapter 2 Unpacking Learning Targets</p> <p>Work Time First Read of “Welcome Back”: Read-aloud and Getting the Gist Second Read of “Welcome Back”: Understanding Author’s Focus and Finding Text-based Evidence about Peregrine Falcons and DDT</p> <p>Closing and Assessment Making Connections between <i>Frightful’s Mountain</i>, “Welcome Back,” and Rachel Carson’s Quote</p> <p>Homework Read Chapter 3, “The Eyases Get on Wing.” Handout Complete Learning from Frightful’s Perspective Chapter 3. Handout</p>
<p>LESSON 2</p> <p>AZCCRS ELA- Reading 6.RI.8</p>	<ul style="list-style-type: none"> This lesson continues to build routines for discussion of Frightful’s Mountain. Students begin by discussing the focus question regarding Frightful’s decision to migrate or stay near Sam. Consider having the New York map and migration insert prepared in advance. In this lesson, students read for the gist of an excerpt from “The Exterminator.” In Lesson 4, students read the whole text of the “The Exterminator.” They should be familiar with the author’s argument. Students will continue to practice annotating informational text and identifying the author’s argument, claims, and evidence. Students will work in partners and then independently, and practice filling in the Tracing an 	<p>Standard(s) to Apply</p> <p>I can identify the argument and specific claims in a text. (6.RI.8)</p> <p>I can evaluate the argument and specific claims for sufficient evidence. (6.RI.8)</p> <p>Student Learning Targets</p> <ul style="list-style-type: none"> I can get the gist of an excerpt from “The Exterminator.” I can identify the argument, claims, and evidence in an excerpt from “The Exterminator.” <p>Student Activities</p> <p>Opening Studying Peregrine Falcon Migration Map</p>

	<p>Argument graphic organizer. This graphic organizer was used in Lesson 3 with the “John Stossel—DDT” video.</p> <ul style="list-style-type: none"> • Use a document camera to model how to fill in the graphic organizer. Careful attention should be given to writing an argument, claim, and supporting evidence to prepare students for the mid-unit assessment in Lesson 5, which asks students to fill in the Tracing an Argument graphic organizer. • Read the paragraph preceding “Double Whammy” to determine the argument, claims, and evidence. Consider pairing off students to work together in Tracing an Argument with “Double Whammy.” • This lesson uses the Think-Pair-Share protocol. <p>Post: Review Student Learning targets</p>	<p>Unpacking Learning Targets</p> <p>Work Time Getting the Gist: “Double Whammy” Excerpt from “The Exterminator” , Identifying the Argument, Claims, and Evidence in “Double Whammy” Excerpt from “The Exterminator”</p> <p>Closing and Assessment Exit Ticket: Finding the Claim and Supporting Evidence in an Excerpt from “The Exterminator”</p> <p>Homework Read Chapter 6, “Frightful Finds the Enemy.” Complete Learning from Frightful’s Perspective: Chapter 6.</p>
<p>LESSON 3</p> <p>AZCCRS ELA- Reading 6.RI.8</p>	<ul style="list-style-type: none"> • In previous lessons, students learned to determine an author’s argument, they identified claims the author makes and found supporting evidence, using “John Stossel—DDT” video and the main text of “The Exterminator.” Students have also been introduced to text features and to the idea that they contribute to the author’s argument in a different way. • In this lesson, students read closely some of the text features to locate additional evidence that adds to the author’s argument and claims in “The Exterminator.” • Students also continue to identify and define scientific vocabulary in the text features. This is important as students get the gist and determine how the text features add to the author’s argument. <p>In advance:</p> <ul style="list-style-type: none"> • Read closely the text features. Prepare a task card to model finding evidence that contributes to the author’s argument and identifying and defining scientific vocabulary. • Review Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding Techniques. • Post: Learning targets • A Wikipedia page is used in this lesson. 	<p>Standard(s) to Apply</p> <p>I can cite text-based evidence to support an analysis of informational text. (RI.6.1) (M) I can identify the argument and specific claims in a text. (6.RI.8)</p> <p>Student Learning Targets</p> <ul style="list-style-type: none"> • I can identify the argument and specific claims in “The Exterminator.” • I can evaluate the evidence used to support the argument and claims in “The Exterminator.” Targets <p>Ongoing Assessment Learning from Frightful’s Perspective: Chapter 6 (from homework), Sidebar “Seriously Sick” glossary, Sidebar task card</p> <p>Student Activities</p> <p>Opening Engaging the Reader: Learning from Frightful’s Perspective (8 minutes)</p> <p>Unpacking Learning Targets</p> <p>Work Time Jigsaw Groups: How Do Text Features Contribute to an Argument? Vocabulary: Categorizing Words in the Text Features of “The Exterminator”, Triad Discussion: Presenting Jigsaw Findings, Closing and Assessment</p> <p>Closing and Assessment Reflecting on Learning Targets: Back-to-Back, Face-to-Face</p> <p>Homework Read Chapter 7, “Disaster Leads to Survival.” Complete Learning from Frightful’s Perspective: Chapter 7.</p>
<p>4</p> <p>AZCCRS ELA- Reading 6.RI.8</p>	<ul style="list-style-type: none"> • This lesson begins with students discussing in triads the focus question for Chapter 7. Students share reasons for the decline in the peregrine falcon population. Help students make connections between human impact and the falcon’s population decline. • Be sure to give enough time to unpack the learning targets to reinforce academic vocabulary definitions. Providing students with examples of 	<p>Standards to Apply</p> <p>I can cite text-based evidence to support an analysis of informational text. (RI.6.1) (M) I can identify the argument and specific claims in a text. (6.RI.8) (M) I can evaluate the argument and specific claims for sufficient evidence. (6.RI.8)</p> <p>Student Learning Targets</p> <ul style="list-style-type: none"> • I can get the gist of an excerpt from “The Exterminator.”

	<p>argument claims, and evidence from previous lessons reinforces their understanding of the domain-specific vocabulary</p> <ul style="list-style-type: none"> • Use a document camera to review and model how to write an argument, claims, and supporting evidence on the Tracing an Argument graphic organizer. Consider filling out a Tracing an Argument graphic organizer to display using a document camera during the closing and assessment. • Students then fill in additional information on their own. • Consider grouping students based on their mastery of the learning targets. Use the Lesson 5 exit ticket, as well as the Lesson 6 task cards, as data to identify students who are struggling. • In advance: View live webcams of peregrine falcon nests, and locate a nest near your town or city that the class can follow throughout Unit 1, Reread the “Public Fear” section of the article “The Exterminator” to identify the argument, claims, and evidence, If you feel your students may need more structure than these protocols provide, rotate students in each triad: 1, 2, and 3. Post: Rachel Carson’s quote, learning targets. 	<ul style="list-style-type: none"> • I can identify the argument, claims, and evidence in an excerpt from “The Exterminator.” <p>Ongoing Assessment Learning from Frightful’s Perspective: Chapter 7 (from homework), Peregrine Falcon Facts anchor chart, Tracing an Argument graphic organizer, Learning Target sticky notes</p> <p>Student Activities</p> <p>Opening Thinking about Big Ideas: <i>Frightful’s Mountain</i> and Rachel Carson Unpacking Learning Targets</p> <p>Work Time Getting the Gist: “Public Fear” Excerpt from “The Exterminator” Independent Reading: Identifying Argument, Claims, and Evidence: “Public Fear” Excerpt from “The Exterminator”</p> <p>Closing and Assessment Tracing an Argument: Mix and Mingle</p> <p>Homework Reread “Double Whammy” and “Public Fear” excerpts from “The Exterminator” to review your claim and evidence annotations. Review the Tracing an Argument graphic organizers for these excerpts and vocabulary.</p>
<p>5 AZCCRS ELA- Reading 6.RI.8</p>	<ul style="list-style-type: none"> • The Mid-Unit 1 Assessment spans multiple standards and uses both a text and a video. If necessary, or beneficial, consider spreading this assessment across two lessons. • The questions and graphic organizers in this assessment closely parallel the types of questions and graphic organizers that students worked on in earlier lessons. • If students receive accommodations for assessment, communicate with the cooperating services providers regarding the practices of instruction in use during this study as well as the goals of the assessment. Consider students who need testing accommodations: extra time, separate location, scribe, etc. • If students finish their Mid-Unit 1 Assessment early, ask them to catch up on their reading in <i>Frightful’s Mountain</i> or work on their vocabulary. • In advance: <ul style="list-style-type: none"> – Prepare a computer and projector, or multiple computers, for the video component of this assessment. <p>Post: Learning targets.</p>	<p>Standards to Apply</p> <p>(M) I can identify the argument and specific claims in a text. (6.RI.8) I can evaluate the argument and specific claims for sufficient evidence. (6.SL.3)</p> <p>Student Learning Targets</p> <ul style="list-style-type: none"> • I can identify the argument and specific claims in a video about DDT. • I can evaluate the evidence used to support the argument and claims in a video about DDT. • I can identify the argument and specific claims in “Rachel Carson: Sounding the Alarm on Pollution.” • I can evaluate the evidence used to support the argument and claims in “Rachel Carson: sounding the Alarm on Pollution.” <p>Ongoing Assessments Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: Video about DDT, Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution”</p> <p>Student Activities</p> <p>Opening Unpacking Learning Targets and Assessment Prompt</p> <p>Work Time Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: Video about DDT , Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution”</p> <p>Closing and Assessment Vocabulary: Adding Words to the Scientific Word Wall</p>

		<p>Homework Read Chapter 8, “Hunger Is Frightful’s Teacher.” Complete Learning from Frightful’s Perspective: Chapter 8.</p>
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: Video about DDT from Lesson 5 • Mid-Unit 1 Assessment: Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” from Lesson 5 • End of Unit 1 Assessment: Fishbowl discussion: DDT: Do the Benefits Outweigh the Consequences? • Fish Food Form and Fishbowl Discussion Partner Scoring Log (FDPSL) <p>The Mid Unit Assessment could be spread across two class periods, while the End of Unit 1 Assessment: Fishbowl Discussion will comprise one class period</p>

Summative Assessment Items and Scoring: *Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*

SA Item #1 Mid-Unit 1 Assessment (MU1A)- VIDEO

(M) I can identify the speaker’s argument and specific claims in a video about DDT. (6.RI.8); **(M)** I can determine whether the speaker’s argument and claims are supported by evidence. (6.RI.8). **Scoring Rubric** for Mid Unit 1 Assessment-VIDEO- Students will demonstrate mastery by providing accurate and substantive responses, scoring 75% of possible points on available prompts. **Suggested best answers provided in bold italics, point values included.** Essentially equivalent responses score the maximum, approximations or partial responses score progressively less, and incorrect or missing responses score zero. In consideration of the standard **(M)** 6.RI.8, answers that do not contain claims, reasons, or evidence do not demonstrate acquisition of this standard, and students must score 24 of 31 possible points to achieve mastery on the SA#1 Video MU1A.

<p>Name of the Video: “DDT—Dichloro-diphenyl-trichloroethane”</p>
<p>DIRECTIONS: Watch the following video. Listen for the argument of the video. After you have watched it once, write down what you have identified as the argument of the video. When you watch it the second time, write down a specific claim or claims in the video. Then complete the rest of the graphic organizer.</p>
<p>(M) Speaker’s Argument: (Answers may vary) <i>DDT is harmful for the environment.</i> = 3 points for equivalent answers, 1-2 points for approximate answers</p>

<p>(M) Speaker’s Claims: (Answers may vary, <i>equivalent answers =3 points each, successive approximation scores 1-2 points, max 9 points this section</i>)</p> <ol style="list-style-type: none"> 1. <i>DDT had a big impact on birds.</i> 2. <i>DDT is a persistent chemical</i> 3. <i>The ban on DDT has been effective.</i> 	<p>(M) Evidence to Support Claims: (Answers may vary, <i>equivalent answers =3 points each, successive approximation scores 1-2 points, max 9 points this section</i>)</p> <ol style="list-style-type: none"> 1. <i>DDT made eggshells thinner, so when they sat on them they broke, and no young were produced.</i> 2. <i>DDT can remain in water for up to 150 years.</i> 3. <i>Levels of DDT in herring gull eggs are 10% of what they were 25 years ago.</i> <p>Is the claim supported by sufficient evidence? = worth 1 point Yes No</p>
<p>(M) After evaluating the evidence that supports each claim, is the overall argument supported by sufficient evidence? Explain why or why not. (Answers may vary, <i>equivalent answers = max of 5 points, 1-4 points for successively approximate answers</i>)</p> <p><i>The overall argument, that DDT is harmful for the environment, is supported by sufficient evidence. The video gives three claims to support the argument: DDT made eggshells thinner and harmed the bird population, DDT remains in the environment as a persistent chemical, and the ban on DDT has been beneficial for the environment. The video provides evidence to support each of these claims.</i></p>	
<p>(M) Multiple Choice: Circle the best answer for each question below. <i>Each correct answer circled is worth 2 points, max 4 points this section.</i></p>	
<p>The evidence used by the speaker in this video helps support the position that birds at the top of the food chain have been harmed the most by DDT. The speaker does this by:</p> <ol style="list-style-type: none"> 1. Sharing a story about DDT and how it affected animals, particularly birds 2. Stating claims about birds and their environment and using evidence to <ol style="list-style-type: none"> a. support the claims 3. Explaining the build-up of DDT in the environment <p>The speaker states that bio-magnification, also called bio-accumulation, caused DDT to build up in the food chain. How does the video help the viewer understand this process?</p> <ol style="list-style-type: none"> 1. Gives facts and statistics 2. Shows drawings of smaller fish to larger fish and birds 3. Tells a true story 	

SA Item #2 MU1A READING- (M) AZCCRS ELA- Reading 6.RI.8 Mid-Unit 1 Assessment: Tracing and Evaluating an Argument

ARTICLE “Rachel Carson: Sounding the Alarm on Pollution” (Answers, for Teacher Reference)

(M)I can identify the author’s argument and specific claims in a text. (6.RI.8)

(M)I can determine whether the author’s argument and claims are supported by evidence. (6.RI.8)

Scoring Rubric for Mid Unit 1 Assessment-ARTICLE- Students will demonstrate mastery by providing equivalent, accurate and substantive responses to 75% of available prompts. ***Suggested best answers provided in bold italics, point values included.*** Essentially equivalent responses score the maximum, approximations or partial responses score progressively less, and incorrect or missing responses score zero. In consideration of the standard (M)6.RI.8, answers that do not contain claims, reasons, or evidence

do not demonstrate acquisition of this standard, and students must score 15 of 20 possible points related to the standard (M)6.RI.8 to achieve mastery on the SA#2 MU1A READING.

Name of the Article: "Rachel Carson: Sounding the Alarm on Pollution"	
<p>DIRECTIONS: Read the article. After you have read it, write down what you have identified as the argument in the text. Write down a specific claim from the article. Then write what evidence was given to support the claim. Decide if the evidence did a good job supporting the claim.</p>	
<p>(M) Author's Arguments: (Answers may vary= <i>max 3 points this section for equivalent answers, 1-2 points for approximate answers</i>) DDT is a harmful chemical for the environment, and Rachel Carson helped to spread the word about how harmful it is.</p>	
<p>(M) Author's Claims: Answers may vary= <i>max 3 points for equivalent answers, 1-2 points for approximate answers, 6 total possible points this section</i></p> <ol style="list-style-type: none"> 1. <i>Chemicals hurt not only insects, but also birds, fish, and mammals.</i> 2. <i>Rachel Carson's book led to strict controls on pesticides.</i> 	<p>(M) Evidence to Support Claims: Answers may vary = <i>3 points for equivalent answers, 1-2 points for approximate answers, 6 total possible points this section</i></p> <ol style="list-style-type: none"> 1. <i>Fish died by the tens of thousands when orchards near lakes were sprayed with pesticides.</i> 2. <i>DDT and 11 other chemicals were banned after she wrote her book. By the time of her death, her name was a household word.</i> <p>Is the claim supported by sufficient evidence? <i>Correct answer 'No' is worth 2 points total for this question</i> Yes No</p>
<p>(M) After evaluating the evidence that supports each claim, is the overall argument supported by sufficient evidence? Explain why or why not. (Answers may vary—<i>teacher should look for students to justify their response by discussing the evidence the text offers. Scoring = max 5 points for equivalent answers, 1-4 points for successive approximation</i>) <i>The overall argument is not supported by sufficient evidence. The author makes two claims: Rachel Carson was very influential in banning DDT and DDT is harmful for the environment. For each claim, the author only offers one piece of supporting evidence.</i></p>	

SA Item #3 (M) AZCCRS ELA- Reading 6.RI.8

End of Unit 1 Assessment (EUA): Fishbowl Discussion: "Do the Benefits of DDT Outweigh the Consequences?" (36-40 minutes: 10 minutes for each inner-circle discussion, 2 minutes for each transition) **SCORING FOR MASTERY- RUBRICS below:** Students are assessed by the Teacher (live and with video review), and turn in three forms—two FDP SL forms for the other Fishbowl groups, and their individual Fish Food form. The average student peer scores as given on the FDP SLs comprise 25% of each student's total score, successful completion of the Fish Food form is worth 25% of each student's score, and the teacher's FDP SL evaluation counts as 50% of the total score for each student. Students must score 6 or more points from both the student FDP SL average scores and teacher FDP SL, and complete the Fish Food form with at least a score of 3/4 (2 claims and 2 examples of evidence), to demonstrate mastery on this EUA overall, and must have 3 or more points for the two EUA FDP SL items specifically for (M) 6.RI.8 (including (M)1 and (M)2) and must have 3 or more points for the FISH FOOD form specifically for (M)6.RI.8) (including (M)FF3 and (M)FF4 below).

- Distribute two copies of the **Fishbowl Discussion Partner Scoring Log** (FDP SL) to each student. Explain that these will be used to score the group that is IN the Fishbowl; that each student will score the other Fishbowl group(s) when he/she is OUT of the Fishbowl; and that they will be scored according to the rubric below. The Fishbowls will be recorded on video so the teacher may review each student's discussion participation for assessment purposes, using the rubric below. Explain that the teacher will also score the Fish Food form of each student, to determine a given student scores from the FDP SL (weighted) and FISH FOOD forms for the final grade for this EUA.
- Remind students that the guided question they will be discussing is:

* **“Do the benefits of DDT outweigh the harmful consequences?”**

- * Provide students with **FISH FOOD** form, to use as they prepare at least 2 claims and 2 examples of supporting evidence for each claim to bring into the Fishbowl. This will be turned in, along with the **Fishbowl Discussion Partner Scoring Log**, at the conclusion of the EUA. Students each have 4-5 minutes to prepare their Fish Food forms, which they should bring with them into the Fishbowl.
- Refer to the **End of Unit 1 Assessment EUA—Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences?**
- See Teaching Notes for guidance regarding pacing. After the opening 4 minutes of each discussion group, pause for feedback. After 10-12 minutes, stop, and commend students for their participation in the Fishbowl discussion. Share that their interaction as speakers and listeners is an important contribution to learning, interpreting, and advocating with informed thoughts.

RUBRIC FOR FISHBOWL DISCUSSION- FDP SL SCORING Consistently Demonstrated = 2 points, Somewhat Demonstrated= 1 point, Not Demonstrated=0 points- Teacher uses live and video observation to score each student using the FDP SL ex post facto, students complete the FDP SL for each student in other Fishbowls in situ. Each student’s total is weighted so the teacher eval is 50% of the final score, the average of student-completed FDP SL scores is worth 25% of the final score, and the Fish Food Form score is worth 25% of the final score.

FDP SL (student and teacher) EUA items	(M)1 (M) References Text and Refers to Evidence	(M)2 (M) Responds to Questions with Details/Evidence That Contributes to Topic	3 Advocates Persuasively	4 Asks Questions to Understand Different Perspectives Name	Total Points/8 possible (X/4 points possible for (M)6.RI.8)
Name					

RUBRIC for FISH FOOD Form- Completed 2 claims or 2 examples= 2 points each, 1 for partially complete, 0 for not present or incorrect. Student must score 3/4 possible points to demonstrate mastery of (M) 6.RI.8 elements- on the FISH FOOD form as (M)FF3 and (M)FF4.

Fish Food (PreFishbowl Discussion Prep)	(M)FF3 (M) Includes 2 claims to include in Fishbowl discussion	(M)FF4 (M) Provides 2 Examples of Evidence to include in Fishbowl	Total Points/4 possible
Name			

EXAMPLE A- for standard (M) 6.RI.8 elements in the EUA, Student A scores an average 3/4 from student FDP SLs, 3/4 from the teacher FDP SL, and 4/4 on the Fish Food Form. With the weighted scoring, there are 12/16 possible points scored, and this student demonstrates mastery of (M)6.RI.8.

EXAMPLE B- Student scores 3/4 average from student FDP SLs, 2/4 from the teacher FDP SL, and 2/4 on the Fish Food Form. With the weighted scoring, there are 9/16 possible points scored, and this student does not demonstrate master of (M)6.RI.8.

Grade Level	Grade 6	Content Area	ELA- Writing
Course Title (grades 9–12 Only)			
<p>Alignment to Program of Instruction</p> <p><i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i></p>	<p>The Charter Contract to which James Madison Preparatory School is bound: originally signed in 1999 and amended from time to time since then; to add grades 7 &8, to increase the school’s enrollment capacity; and extended following our first 15 years of successful operation as a highly performing school: requires that the school meet or exceed the State of Arizona’s education standards as required by the state legislature and promulgated by the Arizona Department of Education, under the oversight of the Arizona State Board for Charter Schools. The sequence of ELA Writing lessons described herein, for the requested amendment of the school’s charter to include an additional grade level (grade 6), fully aligns with the State of Arizona’s Arizona College and Career Ready Standards for English and Language Arts, Writing, and reflects teaching methodology employed by the school since its inception. It employs the State of AZCCRS Writing Rubric for Argumentative Essays (Gr. 6).</p>		
<p>Standard Number and Description</p> <p><i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i></p>	<p>AzCCRS ELA-Writing 6.W.1</p> <p>(M) Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. (M) Introduce claim(s) and organize the reasons and evidence clearly. b. (M) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 		
<p>Materials/Resources Needed</p> <p><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i></p>	<ul style="list-style-type: none"> • Engage NY materials for this standard • Classroom Laptop lab for research and writing activities • Model position paper: “Hydraulic Fracturing”; Author’s Presentation of Events graphic organizer (one per student and one to display); Steps to Writing a Position Paper (blank; one to display; see Teaching Note); Steps to Writing a Position Paper (with the tasks for each step; one per student and one to display); Research folder (from previous lessons); Forming Evidence-Based Claims graphic organizer (in research folder); Four notecards from hosted Gallery Walk (in research folder); Planning My Argument graphic organizers (one per student and one to display); Document camera; Checklist for Forming an Evidence-Based Claim (one to display); Types of Claims and Evidence anchor chart (from Unit 2, Lesson 12); Planning My Body paragraphs; Domain Specific Vocabulary and Transitions (handouts); Transitions anchor chart (new; co-created with students); Mid-Unit 3 Assessment: Position Paper Prompt (one per student); Lined paper; Writing Reflections graphic organizer (one per student) 		
<p>Lesson (add as needed)</p>	<p>Instructional Strategies—<i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i></p>		<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>

<p>1 AzCCRS 6.W.1</p>	<ul style="list-style-type: none"> Although this is the first official lesson of Unit 3, students began preparing for the writing portion of this module in the last unit when they determined their claim or position on the question: “Do the benefits of DDT outweigh its harmful consequences?” Students have the research folder that they have been using to keep the materials for this module. The Author’s Presentation Events graphic organizer has already been used, but another copy is included in the supporting materials for ease of use. Before writing a position paper, it is important that students know the expectations and study a well-written example of this kind of writing. To develop understanding, students will read a model position paper to identify the topic and the argument. <p>Post: Review Learning targets.</p>	<p>Standard(s) to Apply (M)I can write arguments to support claims with clear reasons and relevant evidence. (6.W.1a) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (6.W.5) Student Learning Targets I can analyze a model position paper for topic and argument. Ongoing Assessment Author’s Presentation of Events graphic organizer (handout) Student Activity Opening Check in on Independent Reading, Unpacking Learning Targets Work Time Reading a Model Position Paper for Understanding Closing and Assessment Exit Ticket: What Do You Think You Will Find Most Challenging in Writing a Paper Like This? Homework NONE FOR STANDARD 6.W.1</p>
<p>2 AzCCRS 6.W.1</p>	<ul style="list-style-type: none"> In Lesson 2, students are introduced to the six Steps to Writing a Position Paper. They work in partners to identify the tasks within each step. After the tasks have been determined, students are able to see that the prewriting step has been completed and they are currently in the planning stage. Students begin their Planning My Argument graphic organizer in this lesson. Note that they do not complete the “reasons” section until Lesson 3; see Work Time B for details. Also in Lesson 2, students reflect on End of Unit 2 Assessment (<i>not included in this standard</i>): The Hosted Gallery Walk and their claim and supporting evidence. Students consider final revisions to their claims and supporting evidence based on reflection of presentations from the Gallery Walk and teacher feedback from End of Unit 2 Assessment. Students reminded to cite the source of supporting evidence, refer to the researcher’s folder. On the board or chart paper, write the six Steps to Writing the Position Paper, but do not list the tasks under each step. Create the full Steps to Writing a Position Paper for Work Time A (a filled in version; see supporting materials). <p>Post: Learning targets; Types of Claims and Evidence anchor chart.</p>	<p>Standards to Apply (M) I can write arguments to support claims with clear reasons and relevant evidence. (6.W.1a) (M) I can support my claims(s) with clear reasons and relevant evidence. (6.W.1b) (M) I can use credible sources to support my claims(s). (6.W.1b) Student Learning Targets <ul style="list-style-type: none"> I can identify the steps to writing a position paper. I can plan my claim and evidence for my position paper. Ongoing Assessment Planning My Argument graphic organizer (handout) Student Activity Opening Independent Reading Check-in, Unpacking Learning Targets Work Time How Will We Get There? Introducing Steps to Writing a Position Paper Planning Our Argument: Claim and Evidence Closing and Assessment Reflecting on the Learning Targets: Fist to Five Homework- Read your independent reading book. Complete the Reading Tracker and Reviewer’s Notes.</p>

<p style="text-align: center;">3</p> <p>AzCCRS 6.W.1</p>	<ul style="list-style-type: none"> • In the previous two lessons, students analyzed a model position paper for content and argument and made final revisions to their claim and supporting evidence after reflecting on teacher feedback from the Unit 2 hosted Gallery Walk. • In this lesson, students add reasons to their Planning My Argument graphic organizer. The reasons will connect the claim and supporting evidence. • Students also analyze a body paragraph of the model position paper identifying the author’s reason, supporting evidence, and the author’s explanation of how the evidence supports the claim. • Using a document camera, this information is written on a graphic organizer similar to the sandwich graphic organizer used in other modules. The graphic organizer also scaffolds the writing of the three body paragraphs that students will write in Lesson 4. • Students may need to refer to their resources from previous lessons found in the research folder. • In advance: Form student partnerships for a peer critique of the “big picture” plan for the position paper. Consider pairing students who have different claims, as it might “push the thinking” of students further. Remind students that their partner’s argument should state a claim that is clear and represent the author’s point of view. The author’s reasons should also be clear and connect relevant evidence. <p>Post: Learning targets.</p>	<p>Standards to Apply (M) I can write arguments to support claims with clear reasons and relevant evidence. (6.W.1a) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (6.W.5) I can accurately use sixth-grade academic vocabulary to express my ideas. (6.L.6)</p> <p>Student Learning Targets</p> <ul style="list-style-type: none"> • I can give and receive feedback with my peers on claims, reasons, and evidence. • I can analyze a body paragraph of the model position paper. • I can plan the body paragraphs of my position paper. <p>I can use appropriate vocabulary to express my ideas.</p> <p>Ongoing Assessment Planning My Body Paragraphs graphic organizer (handout)</p> <p>Student Activity Opening Unpacking Learning Targets, How Are My Ideas?</p> <p>Work Time Writing a Body Paragraph: Studying the Model, Planning My Body Paragraphs: Quote Sandwich</p> <p>Closing and Assessment What Words Should I Be Using?</p> <p>Homework Read your independent reading book. Complete the Reading Tracker and Reviewer’s Notes.</p>
<p style="text-align: center;">4</p> <p>AzCCRS 6.W.1</p>	<ul style="list-style-type: none"> • At this point, students have looked closely at how a position paper is constructed and used reasons and evidence to plan their body paragraphs on the Planning My Body Paragraphs graphic organizer. They are now ready to apply their skills as they write a draft of their body paragraphs. Check source information for completion. • Students are introduced to the Parts of a Position Paper anchor chart. This will help them focus on what components make a strong body paragraph. Students will share their plan for their body paragraphs with a partner. • The students’ verbal explanations of their body paragraphs are a way for them to “warm up” and prewrite without extraneous writing. This is not a time for peer feedback. The goal is for students to solidify their plan by expressing it. As students use their plan to help construct their drafts, they can make revisions where they had difficulty articulating their ideas. 	<p>Standards to Apply (M) I can write arguments to support claims with clear reasons and relevant evidence (6.W.1a) (M) I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6.W.1b)</p> <p>I can identify the relationship between my claim(s) and reasons by using linking words, phrases, and clauses. (6.W.1c) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (6.W.5)</p> <p>Specific Learning Targets</p> <ul style="list-style-type: none"> • I can identify the parts of a strong position paper. • I can discuss my ideas for my position paper with a peer. • I can write drafts of my body paragraphs.

	<ul style="list-style-type: none"> Identifying transitional words used in the model will help students consider how to introduce their paragraphs and connect their ideas and paragraphs. Transitions will be formally assessed on the End of Unit 3 Assessment. Reviewing the Planning My Body Paragraphs graphic organizer will help students identify domain-specific vocabulary and make revisions if specific terminology should be added. By the end of this lesson, students should have finished their body paragraph drafts by writing the introductory and concluding paragraphs so that they are prepared for the mid-unit assessment of completing their draft. Be prepared to provide students with feedback in Lesson 7. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step). <p>Post: Learning targets.</p>	<p>Ongoing Assessment Planning My Body Paragraphs graphic organizer (from homework), Written drafts of body paragraphs</p> <p>Student Activity</p> <p>Opening Unpacking Learning Targets, Parts of a Position Paper Anchor Chart</p> <p>Work Time Peer Discussion: Articulating My Ideas, Writing: Moving from a Plan to a Draft</p> <p>Closing and Assessment Noticing Transition Words and Phrases</p> <p>Homework</p> <p>Read independent reading book. Complete the Reading Tracker and Reviewer’s Notes.</p>
<p>5. AzCCRS 6.W.1</p>	<ul style="list-style-type: none"> At this point, students have taken several sequential steps toward writing position papers. At the end of Unit 2, students used their research to determine their position. Through self-review and teacher feedback, students decided if their position still fit for them or if they needed to revise their position. In preparing for their draft writing, students read and assessed a model essay; reviewed the Position Paper Argument Rubric; planned their claim, reasons, and evidence; partnered to share feedback; and developed and wrote their body paragraph drafts. In this lesson, students are introduced to the criteria for writing introductory and concluding paragraphs. To build their understanding, students look at the similarities and differences of an introduction and conclusion. Make clear to students that in an introductory paragraph you are foreshadowing the structure of an argument. By doing this, you are helping the readers prepare their mind for where you, as the writer, are going, which makes your argument easier to follow. Students use the model essay and the Parts of a Position Paper anchor chart as references to plan their introductory and concluding paragraphs. Before writing, students verbally rehearse their paragraphs with partners to strengthen their plans. Students then draft their introductory and concluding paragraphs and complete their draft position paper, which is the mid-unit assessment. Consider asking students to write on every other line to allow space for 	<p>Standard(s) to Apply</p> <p>(M) I can write arguments to support claims with clear reasons and relevant evidence. (6.W.1a)</p> <p>(M) I can create an introduction that states my main argument and foreshadows the organization of my piece. (6.W.1a)</p> <p>I can construct a concluding statement or section that reinforces my main argument. (6.W.1e)</p> <p>Specific Learning Targets</p> <ul style="list-style-type: none"> I can identify the qualities of a strong introduction and conclusion for a position paper. I can draft the introduction of my position paper. I can draft the conclusion of my position paper. <p>Ongoing Assessments</p> <ul style="list-style-type: none"> Mid-Unit 3 Assessment: Draft of Position Paper: “Do the Benefits of DDT Outweigh Its Harmful Consequences?” Reflecting on My Writing So Far <p>Student Activity</p> <p>Opening Unpacking Learning Targets</p> <p>Work Time Drafting an Introductory Paragraph, Drafting a Concluding Paragraph</p> <p>Closing and Assessment Reflecting on My Writing So Far</p> <p>Homework Read your independent reading book. Complete the Reading</p>

	<p>revisions in future lessons or to use technology, if available.</p> <ul style="list-style-type: none"> • By the end of this lesson, students should have finished their draft position papers for their mid-unit assessment. Those students who have not finished by the end of the lesson would benefit from arranging school time to complete their draft. • At the close of the lesson, students reflect on their writing at this mid-unit point by reading their completed draft to consider what they have done well, what challenges they had during the writing process, and what help they may need to improve their writing. <p>Post: Learning targets.</p>	<p>Tracker and Reviewer’s Notes.</p>
<p>6. AzCCRS 6.W.1</p>	<ul style="list-style-type: none"> • At this point, students have completed the first drafts of their position papers. As students prepare to review and revise their writing, they now focus on using formal English and transition words in their position papers. • Students need their position paper drafts for this lesson. However, teacher feedback on the drafts is not required until Lesson 7. If some students already have feedback and others don’t, be sure to tell students that they do not need teacher feedback to revise in this lesson. They will all have teacher feedback to use in the following lesson. • This lesson is an opportunity for students to review and revise their use of formal English and use of transition words. • Students review what transitions are and are introduced to a variety of transitional words and phrases they can use to introduce their reasons, connect ideas, and organize information logically. • Students compare informal and formal English to recognize the difference and distinguish what is appropriate for expressing their information in their position paper. • They revise their first drafts to meet the criteria for formal English and appropriate transitions. Peers provide feedback on one another’s writing in these areas using a revision checklist. • If students used computers in Lessons 4 and 5 to write their first draft, allow them to use computers to revise. <p>Post: Learning targets.</p>	<p>Standard(s) to Apply (M)I can write arguments to support claims with clear reasons and relevant evidence. (6.W.1a) I can maintain a formal style in my writing. (6.W.1d) I can identify when standard English is and isn’t used. (6.L.1e) I can convert language into standard English. (6.L.1e) Specific Learning Targets I can recognize the differences between formal and informal English. I can give and receive feedback on formal and informal English in a position paper. Ongoing Assessments Identifying and revising formal English and transitions Student Activity Opening Unpacking Learning Targets, Connecting with Transitions Work Time Mini Lesson: Recognizing Formal vs. Informal English, Peer Critique: Identifying and Revising for Formal vs. Informal English and Transition Words Closing and Assessment Message Translation Using Slang, Casual, and Formal Language Homework Read your independent reading book. Complete the Reading Tracker and Reviewer’s Notes.</p>
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student</i></p>	<p>The Summative Assessment items for consideration in the Standard AzCCRS 6.W.1, components (a) and (b), include an *Ongoing Assessment Exercise (OAE) from Lesson 1, the ** Mid-Unit Assessment (MUA), and the ***End of</p>

	<p><i>Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Unit (EUA) Assessment. The OAE grading/scoring rubric is located within the OAE. The writing samples for MUA/EUA will be assessed using the AZ Merit Argumentative Essay Writing Rubric, scaled to grade 6 components, from the AZ Dept of Education AZCCRS, located on page 8.</p>
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

***Ongoing Assessment Exercise (OAE) FROM Lesson 1: Author’s Presentation of Events Graphic Organizer-** Possible answers in *italics* **SCORING – Each response is worth UP TO 5 points (pts), 35 possible pts; MASTERY= 27 pts Scoring MAY occur in the full range 1-5 depending on the amount/quality of the response provided. Full pts for response in complete sentences only.**

1. How does the author introduce (or begin) his/her presentation of events? SCORING- Correct answer is worth 5 pts, incorrect answer worth 0 pts

- With a story
- With facts or statistics
- With questions that get the reader thinking
- With some background information on the topic or event

2. What is the author’s claim, or position? (A)We should engage in hydraulic fracturing, (B)as long as it is done safely and (C) with enforced regulations SCORING Includes

ALL parts A,B,C in a complete sentence is an exemplary response= 5 pts; Includes only one of parts A,B,or C is a minimal response=1 pt

3. What are the reasons the author chose this position?

- *(A)Better for the environment (cleaner for air), (B) Creates jobs, (C) Increase economy/GDP* **SCORING** Includes ALL parts A,B,C in a complete sentence is an exemplary response= 5 pts; Includes only one of parts A,B ,or C is a minimal response=1 pt

4. How could the author’s claim and reasons be written as an argument? Answers will vary, consider for discussion and critique SCORING Completely restated as an argument (takes a position that is an opinion, considers counterclaims, summarize reasons, summarize evidence) is an exemplary response, =5pts; partially restated as an argument score 2-4pts depending on response; simple paraphrase of author’s claim and reason=1pt.

5. What transitional words or phrases does the author use to move from one reason to another? (A) However, (B) Another strong reason, (C) But SCORING Include ALL parts A,B,C is an exemplary response=5pts, only one of parts A,B, or C is a minimal response=1pt

What types of evidence does the author use to inform or persuade the reader? SCORING All 4 checked answers=5 pts, 3 checked answers=4 pts, 2 checked answers=3 pts, 1

checked answer=2 pts, no correct answers checked = 0 pts, complete sentences not required

- Facts about a particular topic
- Statistics to support an idea or claim
- Statistics to inform
- Quotes from experts
- Stories to give meaning or examples

6. Which text features does the author use to inform or persuade the reader? *NONE of the listed features* **SCORING** Correct answer for this “NONE”, worth 5 pts, incorrect answer is worth 0 pts

_____ Photographs to make the reader see _____ Photographs to make the reader feel ___**X**___ None of the listed features
 _____ Sidebars to explain some important concept _____ Large fonts to make an idea or quote stand out

****Mid-Unit Assessment (MUA):** Position Paper Prompt **SCORING: Using the MUA and EUA RUBRIC BELOW (pg 8), mastery at MUA for (M) is demonstrated by score of 27/40 possible points.**

Learning Targets: (M) I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1a) **(M)** I can create an introduction that states my main argument and foreshadows the organization of my piece. (W.6.1a) I can construct a concluding statement or section that reinforces my main argument. (W.6.1e)

Directions: Write a position paper in which you respond to the question below. Support your claim with relevant evidence from your research. Conclude your paper in a way that follows logically from your claim and evidence.

Position Paper Prompt: Do you believe DDT should be used despite its potentially harmful consequences in the natural world?

• **Writing Reflections Graphic Organizer**

Read your position paper with these reflection questions in mind.

What did I do well? What challenges did I have? What help do I need to make it better?

Answers will vary *Answers will vary* *Answers will vary*

*****End of Unit Assessment: Final Position Paper Prompt- INDEPENDENT OF INSTRUCTION OR GUIDED PRACTICE- STUDENT IS ALLOWED TO USE ONLY PRIOR RESEARCH FOR EUA. The EUA must be completed individually and independently in 1-2 lessons, and may not utilize prior drafts and feedback information from self editing, peer review and teacher feedback, et. al. Research must be completed prior to starting this EUA activity, and any additional research, teacher or peer feedback will not be allowed during the assessment period(s). Teacher will assess the research portfolio so that only allowed information is used. THIS IS NOT A GROUP ACTIVITY, NOR IS IT GUIDED PRACTICE. SCORING FOR (M) 6.W.1a and 6.W.1b- Using the Rubric below, mastery for these (M) standards will be demonstrated by a score of 31/40 possible points.**

Learning Targets:

- **(M)** 6.W.1a I can write arguments to support claims with clear reasons and relevant evidence (6.W.1a)
- **(M)** 6.W.1b I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6.W.1b)
- Additional Standards to assess in this End of Unit Assessment= *I can use a writing process to produce clear and coherent writing. (W.6.5): I can identify when Standard English is and isn't used. (L.6.1e): I can convert language into Standard English. (L.6.1e): I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6): I can use resources to build my vocabulary. (L.6.6)*

Directions: “Using the prior research you have completed, as well as the skills learned in lessons on the use of Standard English in writing, draft a new position paper to respond to the prompt below. This should also include intentional use of the vocabulary you have acquired throughout the course of your research and study of DDT, its benefits, and its harmful consequences in the natural world. This activity must be independently completed in class during the next 2 class periods. Your Final Position paper will include evidence from credible sources, properly cited, including at least 5 facts in support of your claims. Your paper will be at least 5 paragraphs in length. All research and supporting information **MUST** be completed and available before you begin, and you will not be allowed to bring in additional information, research, or feedback. Your teacher will review your research portfolio before you begin.”

Prompt: Do the benefits of DDT outweigh its harmful consequences? How would you advise federal or state legislators who are considering legislation to allow the use of DDT?

RUBRIC for **MUA Position Paper Prompt and *End of Unit Assessment (EUA) Final Position Paper Prompt Student Writing:** Reference: AZ Merit Argumentative Essay Writing Rubric, scaled to Grade 6 – **IN ORDER TO DEMONSTRATE End of Unit MASTERY of the AZCCRS Writing Standard (M) 6.W.1a and (M) 6.W.1b, the student’s EUA written response which meets or exceeds a score of 31 of 40 possible points FOR THESE (M) STANDARD COMPONENTS is at or above mastery.**

SCORE	16-20 points	11-15 points	6-10 points	1-5 points
Purpose Focus Organization INCLUDES (M)6.W.1a	Response is fully sustained & consistently focused within the purpose, audience, & task; has clear claim and effective organizational structure creating coherence & completeness. The response includes most of the following: •(M)Strongly maintained claim with little or no loosely related material •Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • (M)Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	The response is adequately sustained & generally focused within the purpose, audience, & task; & clear claim and evident organizational structure with a sense of completeness. The response includes most of the following: • (M)Maintained claim, though some loosely related material may be present • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas •(M) Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion	The response is somewhat sustained within the purpose, audience, & task but may include loosely related or extraneous material; & it may have a claim with an inconsistent organizational structure. The response may include the following: • (M)Focused claim but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • (M)Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following: • (M)Absent, confusing, or ambiguous claim • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • (M)Too brief to demonstrate knowledge of focus or organization
SCORE	16-20 Points	11-15 Points	6-10 Points	1-5 Points
Evidence & Elaboration INCLUDES (M)6.W.1b	The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following: • (M)Smoothly integrated, thorough, and relevant evidence, including precise references to sources •(M) Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text	The response provides adequate support, citing evidence for the writer’s claim that includes the use of sources, facts, and details. The response includes most of the following: •(M) Generally integrated and relevant evidence from sources, though references may be general or imprecise •(M)Adequate use of some elaborative techniques to partially support the claim	The response provides uneven, cursory support/evidence for the writer’s claim that includes partial use of sources, facts, and details. The response may include the following: • (M)Weakly integrated evidence from sources; erratic or irrelevant references or citations • (M)Repetitive or ineffective use of elaborative techniques which minimally support the claim or demonstrate an understanding	The response provides minimal support/evidence for the writer’s claim, including little if any use of sources, facts, and details. The response may include the following: • (M)Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing •(M) Limited and often inappropriate language or domain-specific vocabulary

***These two components (M) 6.W.1 a and b would be scored as up to 20 points each of 100 total possible points on the EUA (including other AZCCRS Writing Standards measured), with a response meeting the mastery level by a total score of 31/40 for the (M) standard components identified.

Grade Level		Grade 6	Content Area	Mathematics
Course Title (grades 9–12 Only)				
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>		The Charter Contract to which James Madison Preparatory School is bound: originally signed in 1999 and amended from time to time since then; to add grades 7 &8, to increase the school’s enrollment capacity; and extended following our first 15 years of successful operation as a highly performing school: requires that the school meet or exceed the State of Arizona’s education standards as required by the state legislature and promulgated by the Arizona Department of Education, under the oversight of the Arizona State Board for Charter Schools. The sequence of Mathematics lessons described herein, for the requested amendment of the school’s charter to include an additional grade level (grade 6), fully aligns with the State of Arizona’s Arizona College and Career Ready Standards for Mathematics, and reflects teaching methodology employed by the school since its inception.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>		6.G.A.1- Students are expected to find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>		Hands-On Materials: Scissors, graph and construction paper, rulers (inch and metric) IT Materials: MobyMax.com for students on IEPs or 504 Print Materials: Textbook- Holt McDougal Mathematics, Grade 6 Common Core edition, 2012; Engage NY https://www.engageny.org/resource/grade-6-mathematics-module-5-topic-lesson-1 materials as paper consumables and instructional aids		
Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>		Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>	
1 6.G.A1	The lesson will include a warm-up exercise (multiplication of fractions); an opening exercise to introduce this standard (students name the shapes: acute		The Area of Parallelograms through Rectangle Facts: In Lesson 1, students discover through composition that the area of a parallelogram is the area of	

	<p>triangle, right triangle, parallelogram, rectangle and trapezoid; identify the shape(s) that are parallelograms; and other quadrilaterals); discussion following distribution of parallelogram templates (discretely identified for group activity), including brainstorming with a partner how area might be calculated, cut out parallelogram shapes and use prior skills in calculating area of rectangle, demonstrate how combining the angles to make a rectangle can be used to calculate area; two exercise sessions (1- students work alone to find area of 3 different parallelograms, and (2- students draw and label the height of a short series of parallelograms, with a discussion between the sessions; closing to consider in small groups why the area of parallelograms and rectangles are the same; and know it & show it, to demonstrate individual acquisition of this standard component.</p>	<p>the region bounded by the parallelogram. <i>(See Instructional Strategy)</i> In order to participate in the discussions and activities, each student needs the necessary parallelogram templates, along with the following: pencil, graph paper, scissors, glue, ruler, and paper on which to glue their shapes. Warm Up Exercise- 6.MP.1 and 6.MP.2 Opening Exercise- 6.MP.2 Discussions- 6.MP.2, 6.MP.3, 6.MP.4, 6.MP.7. Exercise Sessions- 6.MP.1, 6.MP.5, 6.MP.6 Closing- 6.MP.2. Lesson Skills Practice- 6.MP.1, 6.MP.2, 6.MP.7, 6.MP.8.</p>
<p>2 6.G.A.1</p>	<p>This lesson will open with a discussion to discuss the properties of a right triangle; a small group exploratory challenge to discover the formula that can be used to calculate the area of a right triangle; a discussion with instructor facilitation to include: the area formula of right triangles, proof of the accuracy, determine which side is the base and which is the height; independent exercises to practice calculations using formula for right triangles; closing to compare the formulas for area of a rectangle to a right triangle; and know it & show it, to demonstrate individual acquisition of this standard component</p>	<p>The Area of Right Triangles: In Lesson 2, Students justify the area formula for a right triangle by viewing the right triangle as part of a rectangle composed of two right triangles. <i>(See Instructional Strategies)</i> Each student needs the necessary shape templates, along with the following: pencil, graph paper, calculators, scissors, glue, ruler, and paper on which to glue their shapes. Discussion 6.MP.7. Small Group Exploratory Challenge 6.MP.1, 6.MP.3. Discussion with Instructor Facilitation 6.MP.4, 6.MP.5 Independent Exercises 6.MP.2, 6.MP.6 Closing 6.MP.7 Know It & Show It 6.MP.8.</p>
<p>3 6.G.A.1</p>	<p>This lesson will open with a warm-up exercise (multiplication of decimals); followed by a discussion with instructor facilitation contrasting right and acute triangles, to review the formula for right triangles, and the calculation of area for acute triangles; mathematical modeling exercise to model drawing the</p>	<p>The Area of Acute Triangles Using Height and Base: In Lesson 3, Students will: (A) show the area formula for a triangular region by decomposing a triangle into right triangles. For a given triangle, the height of the triangle is the length of the altitude. The length of the base is called either the length base or, more commonly, the base; and (B) understand that the height of the triangle is the perpendicular segment from a vertex of a triangle to the line</p>

	<p>altitude of a given acute triangle, including manipulation of materials to deconstruct acute triangles into right triangles, then measure and label and calculate the area of each right triangle, then adding the area of the right triangles together; partner discussion to determine a more efficient method to calculate the area of the entire triangle, closing with a discussion of $area=1/2bh$; partner exercises to work together on a series of triangles to see if this formula is always correct; closing to review methods of calculating area to consider the area of more complex shapes; know & show it to demonstrate individual acquisition of this standard component</p>	<p>containing the opposite side. The opposite side is called the base. Students understand that any side of a triangle can be considered a base and that the choice of base determines the height.</p> <p><i>(See Instructional Strategies)</i> Each student needs ruler, triangle, triangle templates, graph paper and pencil, graph marked white board</p> <p>Warm-up 6.MP.6.</p> <p>Discussion with Instructor Facilitation 6.MP.1, 6.MP.2, 6.MP.3, 6.MP.4.</p> <p>Mathematical Modeling Exercise 6.MP.3, 6.MP.4, 6.MP.5, 6.MP.7.</p> <p>Partner Exercises 6.MP.5, 6.MP.6, 6.MP.7, 6.MP.8.</p> <p>Closing 6.MP.7</p> <p>Know It & Show It 6.MP.8.</p>
4	<p>This lesson starts with an opening with students drawing and labeling the altitude of a variety of triangles that include acute, right and obtuse triangles; discussion with instructor facilitation to include a review of the area formula for triangles $Area=1/2bh$, to show that the formula works three types of triangles, by contrasting the three types of triangles, and a discussion of which formula to use for a triangle with the altitude outside the base (obtuse); small group exploratory challenge to show that the area formula is the same for all three types of triangle, using triangle templates and scissors/glue, and the students then write a brief summary to explain the challenge; a series of individual exercises as students calculate the area of three different obtuse triangles; a closing comprising a comparison of each small group's findings and answer why the area formula for a triangle works for every triangle; know it & show it to demonstrate individual acquisition of this standard component</p>	<p>The Area of All Triangles Using Height and Base: In Lesson 4, Students construct the altitude for three different cases: an altitude that is a side of a right angle, an altitude that lies over the base, and an altitude that is outside the triangle; and deconstruct triangles to justify that the area of a triangle is exactly one half the area of a parallelogram.</p> <p><i>(see Instructional Strategies)</i> Each student needs ruler, triangle, triangle templates, graph paper and pencil</p> <p>Opening 6.MP.7.</p> <p>Discussion with Instructor Facilitation 6.MP.1, 6.MP.2, 6.MP.5,</p> <p>Small Group Exploratory Challenge 6.MP.3, 6.MP.4, 6.MP.5, 6.MP.6, 6.MP.7.</p> <p>Individual Exercises 6.MP.5, 6.MP.6, 6.MP.7</p> <p>Closing 6.MP.3, 6.MP.8</p> <p>Know It & Show It 6.MP.1, 6.MP.5, 6.MP.6</p>
5	<p>The opening exercise for this lesson solves missing length problems for regular and irregular polygons; followed by a discussion of which operation (addition or subtraction) to use when we are trying to find the length of a missing side, incorporating whole numbers and fractions or decimals; instructor facilitated exemplars to deconstruct various regular and irregular polygons into rectangles</p>	<p>The Area of Polygons Through Composition and Decomposition: In Lesson 5, Students show the area formula for the region bounded by a polygon by decomposing the region into triangles and other polygons. They understand that the area of a polygon is actually the area of the region bounded by the polygon. Students will find the area for the region bounded by a trapezoid by</p>

	<p>and triangles; closing with a review of methods to find the area of irregular polygons and which operations were used; and know it & show it to demonstrate individual acquisition of this standard component.</p>	<p>decomposing the region into two triangles. They understand that the area of a trapezoid is actually the area of the region bounded by the trapezoid. Students decompose rectangles to determine the area of other quadrilaterals.</p> <p><i>(See Instructional Strategies)</i> Each student needs ruler, triangle, triangle templates, graph paper and pencil</p> <p>Opening 6.MP.1, 6.MP.2, 6.MP.5,</p> <p>Discussion 6.MP.5.</p> <p>Instructor Facilitated Exemplars 6.MP.2, 6.MP.3, 6.MP.4, 6.MP.5.</p> <p>Closing 6.MP.2, 6.MP.5</p> <p>Know It & Show It 6.MP.6, 6.MP.7, 6.MP.8</p>
<p>6</p>	<p>A discussion to determine how the class will distribute and delegate this lesson’s workload, comprising a scavenger hunt to find surface area of a number of a variety regular and irregular shapes in the classroom and around the campus (already measured and calculated by the instructor); an exploratory challenge to predict and estimate the amount of square footage on a given wall, a carpeted area, an outside play area, and an irregular landscaped area; practical exercise as students measure and calculate using the formulas learned in lessons 1-5; a closing discussion of real world circumstances for these estimates, measurements and calculations; and Know It & Show It to demonstrate individual acquisition of this standard component.</p>	<p>Area in the Real World: In Lesson 6, Students determine the area of composite figures in real-life contextual situations using composition and decomposition of polygons. Students determine the area of a missing region using composition and decomposition of polygons.</p> <p><i>(See Instructional Strategies)</i> Each student needs ruler, triangle, triangle templates, graph paper and pencil</p> <p>Discussion 6.MP.5</p> <p>Exploratory Challenge 6.MP.4, 6.MP.5, 6.MP.6, 6.MP.7.</p> <p>Practical Exercise 6.MP.4, 6.MP.5, 6.MP.6, 6.MP.7.</p> <p>Closing Discussion 6.MP.1, 6.MP.2, 6.MP.3</p> <p>Know It & Show It 6.MP.1, 6.MP.8</p>
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>The Summative Assessment for this unit will be delivered to Students in the context of a written test for each individual student, unless there are IEP needs identified for testing. This assessment will be provided on the first school day after completion of this unit. Students demonstrate mastery of these standards-based concepts and skills by scoring Step 3 or higher on 75% of Assessment Items on this test. The assessment itself will comprise at least 10 Assessment Items for this unit.</p>

Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

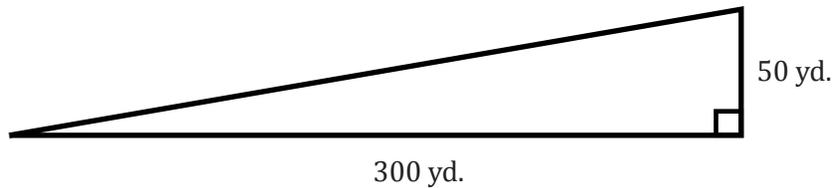
Assessment Rubric

A Progression Toward Mastery					
Assessment Task Item		STEP 1- Needs Support Missing or incorrect answer and little evidence of reasoning or application of mathematics to solve the problem	STEP 2- Approaches Mastery Missing or incorrect answer but evidence of some reasoning or application of mathematics to solve the problem	STEP 3- Basic Mastery A correct answer with some evidence of reasoning or application of mathematics to solve the problem, OR an incorrect answer with substantial evidence of solid reasoning or application of mathematics to solve the problem	STEP 4- Clear Mastery and Fluency A correct answer supported by substantial evidence of solid reasoning or application of mathematics to solve the problem
1	a 6.G.A.1	Student response is incorrect and shows no application of the triangle area formula.	Student uses the triangle area formula but answers incorrectly, perhaps by only calculating the area of the triangle (7,500 yd ²).	Student uses the triangle area formula, correctly finds the area of the park, 7,500 yd ² , and multiplies that area by 4. In the final answer, an arithmetic mistake might be made, or the units are either missing or are in yards instead of square yards.	Student uses the triangle area formula, correctly finds the area of the park, 7,500 yd ² , and multiplies that area by 4. Student response is correct, both in number and in units (30,000 yd ²).
	b 6.G.A.1	Student response is incorrect and shows no application of area formulas.	Student uses the triangle area formula and/or rectangle area formula but response is incorrect because of arithmetic errors. Units are not correct.	Student uses the triangle area formula, and correctly finds the area of the grass, 7,500 yd ² , or correctly finds the area of the parking lot, 2,500 yd ² .	Student uses area formulas and correctly finds the area of the grass, 7,500 yd ² , and parking lot, 2,500 yd ² , and adds them correctly, totaling 10,000 yd ² . Units are correct in the final answer.

2	6.G.A.1	Student does not calculate the altitude of the triangle to be 7 in., and the final response is incorrect.	Student correctly calculates the altitude of the triangle to be 7 in., but the final area of the triangle is incorrect.	Student correctly calculates the altitude and area of the triangle, but the units are incorrectly identified.	Student correctly calculates the area of the triangle as 17.5 in ² .
3	a 6.G.A.1	Student does not calculate the area.	Student calculates the area incorrectly, perhaps using the wrong dimensions.	Student calculates the area correctly but does not label the answer.	Student calculates the area correctly and labels accurately 150 ft ² .
	b 6.G.A.1	Student does not calculate the area.	Student calculates the area of the new garden but does not divide by 2.	Student calculates the area of both shapes correctly but does not answer the question.	Student calculates the area of both shapes correctly and explains that the original garden has a larger area because 150 ft ² is larger than 98 ft ² ; therefore, students can plant more vegetables in the original garden.

SAMPLE ASSESSMENT ITEMS

1. David is the groundskeeper at Triangle Park, scale shown below.



a. David needs to cut the grass four times a month. How many square yards of grass will he cut altogether each month?

$$A = \frac{1}{2}bh$$

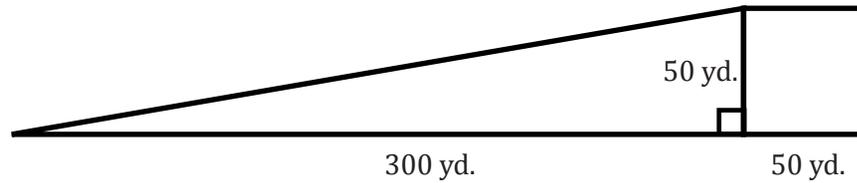
$$A = \frac{1}{2} \cdot 300\text{yd.} \cdot 50\text{yd.}$$

$$A = \frac{1}{2} \cdot 15,000\text{yd.}^2$$

$$A = 7,500\text{yd.}^2$$

$$4 \cdot 7,500\text{yd.}^2 = 30,000\text{yd.}^2$$

- b. During the winter, the triangular park and adjacent square parking lot are flooded with water and allowed to freeze so that people can go ice skating. What is the area of the ice?



$$A = \frac{1}{2}bh$$

$$A = \frac{1}{2} \cdot 300\text{yd.} \cdot 50\text{yd.}$$

$$A = \frac{1}{2} \cdot 15,000\text{yd.}^2$$

$$A = 7,500\text{yd.}^2$$

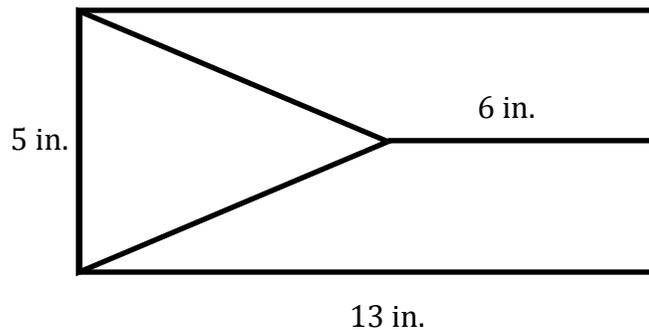
$$A = s^2$$

$$A = (50\text{yd.})^2$$

$$A = 2,500\text{yd.}^2$$

$$7,500\text{yd.}^2 + 2,500\text{yd.}^2 = 10,000\text{yd.}^2$$

2. Find the area of the triangular region.



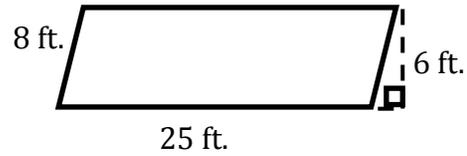
$$A = \frac{1}{2}bh$$

$$A = \frac{1}{2} \cdot 5\text{in.} \cdot 7\text{in.}$$

$$A = \frac{1}{2} \cdot 35\text{in.}^2$$

$$A = 17.5\text{in.}^2$$

3. Eaglecrest Elementary School is creating a vegetable garden at the school.



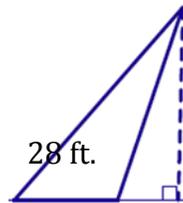
a. What is the area of the garden?

$$A = b \cdot h$$

$$A = 25 \text{ ft.} \cdot 6 \text{ ft.}$$

$$A = 150 \text{ ft}^2$$

b. After more discussion, Eaglecrest decided to change the location of the garden so that the vegetables can get more sunlight. Below is the new garden.



In which garden can Eaglecrest students plant more vegetables? Explain your reasoning.

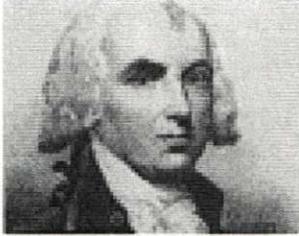
The students of Eaglecrest can plant more vegetables in original garden in the shape of the parallelogram. It has a larger area than the triangular garden.

$$A = \frac{1}{2}bh$$

$$A = \frac{1}{2}(7 \text{ ft.} \cdot 28 \text{ ft.})$$

$$A = \frac{1}{2}(196 \text{ ft.}^2)$$

$$A = 98 \text{ ft.}^2$$



James Madison Preparatory School

Stephen C. Batchelder, Director of Curriculum and Co-founder
David M. Batchelder, Director of Family and Community Relations and Co-founder
Paul F. Grant, Director of School Administration

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Tuesday, October 11, 2016

BOARD MEMBERS PRESENT: David Batchelder, Jessica Blatnick, Jeni White, Stephen Batchelder, Amy Schilling, Anne Marshall

Stephen Batchelder called the meeting to order at 5:06 pm on Monday, October 10, 2016.

1. Motion by Jessica Blatnick, second by Stephen Batchelder, to approve September 2016 meeting minutes. Motion passed at 4-0.
2. Motion by Anne Marshall, second by Amy Schilling, to approve September 2016 expenditures. Motion passed at 4-0.
3. Motion by Jessica Blatnick, second by Anne Marshall, to approve FY 2016 AFR. Motion passed at 5-0.
4. Motion by Anne Marshall, second by Amy Schilling, to approve for JMPS to amend charter with Arizona State Board of Charter Schools to add a 6th grade. Motion passed at 6-0.
5. Motion by Anne Marshall, second by David Batchelder, to adjourn. Motion passed at 6-0.

Meeting adjourned at 5:22 pm.



Stephen Batchelder, President

10.11.16

Date

Approved: _____

Rationale- Increase Grade Levels to include Grade 6

Thank you for the opportunity to amend our school's charter, to add grade 6. We have been asked by our prior, current, and even future parent customers to make this change, and we believe that this is the time to do so. When we came before the Charter Board for our Renewal in the spring of 2014, we were asked about expansion or replication. Although our vision has always been to have one unique school, we believe that it is in the best interest of our school and our vision to make this addition to our grade offerings. To remind the Charter Board, the James Madison Preparatory School Mission is:

To challenge committed students with a robust, traditional education, emphasizing America's history and system of government. The school combines a classical course of study with real-world knowledge and skills. Preparing to embrace their future as citizens and leaders, these young stewards of our national heritage will discover freedom's promise and the necessity of sound character.

Over the past 17 years, James Madison Preparatory School has demonstrated a high level of success in all aspects of our school's culture, including academics, community involvement, opportunities for enrichment, and the achievements and contributions of our alumni and former students in academia, the military, and the world of work. As a perennial high achieving school academically ("A" level Excelling school, high performing student scores on AIMS and AZ Merit testing, US News and World Report Silver and Bronze, Top 25 AZ SAT scores), we have demonstrated that we are very capable of providing the highest quality educational option for parents and students seeking an excellent 6th grade choice in East Valley/Phoenix Metro area.

'Rigor' is a term in current educational vogue, but rigorous academics, rigorous standards for character, and rigorous expectations for enrichment opportunities have ever been central to our planning, our performance, and our day to day operations.

James Madison Preparatory School (JMPS) seeks to increase its current grade offerings to include Grade 6 in order to achieve four objectives, in service to our mission statement and in pursuit of increasing excellent service to our community, our families, and our students.

Our objectives as we seek to add 6th grade to our school campus are to:

- Develop students earlier to be prepared for our rigorous junior high school and high school curricula.
- Provide an educational option for those families in the East Valley who seek to place their children in a excelling charter school setting that can serve them through middle school AND high school, as a part of our unique learning community.

- Serve Tempe parents and their children who are faced with a choice of middle schools after 5th grade, from whom we have heard on numerous occasions over the years “we sure wish Madison Prep offered 6th grade.”
- Provide a limited opportunity for expansion of our services on our current campus, limit the costs associated with expansion by reducing the duplication of effort to open a new campus, and enhance our financial position as a non-profit charter school.

Staffing Plan Narrative- PLEASE SEE STAFFING CHART (Separate Upload)

The requested Amendment for a Grade Level Change requires no change to administrative or non-instructional staff at James Madison Preparatory School.

We will be adding 2.5 positions to serve as instructional staff for the incoming 6th graders, and this would be the only change to our current staffing pattern. These positions would be tasked as follows to serve the new 6th graders: one new teacher FTE for English/Language Arts and Social Studies, one new teacher FTE for Math and Science, and one new teacher (.5 FTE) for Enrichment courses (Music, Art, PE).

It is difficult to determine additional staff resources needed for incoming 6th grade special education students until those students have enrolled, but JMPS is prepared to add to our special education service provider hours to serve new 6th graders with special needs.

As evidenced by the staffing and leadership matrices, JMPS runs a very lean operation administratively, and puts most of its human resources into the classroom. Furthermore, most of our staff members teach more than one grade level or class, and our leadership team teaches classes every day, all year long.

In **recruiting** teachers, JMPS (an Equal Opportunity Employer) utilizes standard web-based teacher recruiting tools like: Jobing.com, Teachers-Teachers.com, Teach.org, Teaching.com, Schoolspring.com, and ZipRecruiter.com. We accept resumes' from all interested applicants. Although teaching experience is preferred, it is not required, nor is teacher certification a requirement. We do, however, require that all applicants be prepared to demonstrate their Highly Qualified status.

In **hiring** teachers, JMPS utilizes a five-stage review, interview and hiring process, which includes:

- Initial review and screening of all resumes', standard application completion, and selection for interviews;

- First Interview, in which the prospective applicant meets with the Director of Administration, presents credentials/transcripts/fingerprint clearance, as well as an interview (typically 45-60 minutes);
- Directors Interview, in which the three Directors (see Leadership Chart below) meet with the prospective applicant, during which time subject knowledge may be assessed as well as general and specific questions about experience, philosophy, etc. are asked;
- Colleague's Panel, in which the current teaching staff members meet with the prospective teachers and process a series of hypothetical teaching and learning situations; and finally,
- Selection and Contract Offer Process, where the Directors and the Teachers meet to select the applicant(s) to whom a contract for the position(s) will be offered. IF the selected candidate does not already have fingerprint clearance, it is at this point that the Director of Administration informs the prospective teacher that this process must be initiated before the contract can be executed. Fingerprint clearance MUST be completed and provided to the school at least 30 days before the school year begins, or the contract may be cancelled.

In **training** new teachers, JMPS requires and provides numerous opportunities, to include (minimum) but not limited to:

- 8 hours training in the JMPS Employee and Family Handbooks, led by the Director of Administration.
- 8 hours training in the Arizona College and Career Ready Standards and the JMPS academic expectations for JMPS teachers, led by the Director of Curriculum and Instruction.
- 4-6 hours of training in special education legal requirements, processes, and student-specific information, led by the Director of Family and Community Relations and the school's contracted special education provider(s).
- 2 hours of training in campus safety and security, led by the Director of Family and Community Relations.
- 1 hour of campus maintenance training, led by the Director of Family and Community Relations.
- 2 hours of training related to the JMPS Campus Culture, led by the three Directors
- Additional training may be required and arranged, depending on the skill set and previous training of the new teacher.

Enrollment Justification Narrative- PLEASE SEE ENROLLMENT MATRIX- (Separate Upload)

Plan for Meeting Enrollment Targets

Once approved for grade 6 by the ASBCS, JMPS would continue and accelerate the process of communicating our enrollment targets for the new grade level to our school community. It has been our experience over 17 years that word of mouth and soft market networking are the most effective methods of bringing new students into our school's culture and community, and we have been able to meet enrollment projections most of the years we've been open. By way of example, following the JMPS Governing Board approval to add sixth grade in October 2016, we received a number of phone calls from current families and interested members of the community, and have scheduled tours with most of them.

As of November 2016, we are currently tracking 18 sixth graders for next year who are already interested in enrollment. At the current pace, we should have a full slate of prospective 6th graders waiting to enroll before our Open Enrollment period even begins.

However, as the addition of 6th grade to our school community is news to the community-at-large, and given our successful prior experience with mass marketing solutions, we will also be engaging in marketing focused on potential 6th graders in the surrounding area, including but not limited to Tempe, Mesa, Chandler, Gilbert, East Phoenix and Scottsdale. This will certainly add to families interested in enrollment.

Each year we will continue to recruit students from all over the East Valley, and as the word of this news spreads, we will be able to meet the projections for the coming years.

Necessary Advertising and/or Promotion

- Scheduled Mailers- 2 prior to Open Enrollment (February 2017), and depending on meeting projections, 2-3 in the spring and early summer of 2017.
- Door hangers- JMPS will deliver doorhanger flyers to homes in the approximately 2 square miles surrounding our school in Tempe. These would be distributed in the spring of 2017 at various times.
- Webvertising- Once our Grade Level Change Amendment request is granted we would begin utilizing our website, Google, and other web resources to push advertising focused on enrollment of 6th grade students.
- Social Media-JMPS has a very active presence on Facebook, and upon approval of the Grade Level Change Amendment, we would begin putting this network into action to promote enrollment of 6th grade students.

Numbers of Returning Students

The numbers we project in the Enrollment Matrix (attached) are entirely consistent with our experience for re-enrollment in the grades we serve, due in large measure to the overall satisfaction of our customers. We tend to see stable re-enrollment from year to year, although we annually experience a slight attrition in the junior (11th) and senior (12th) grade years, due to:

- The rigor of the JMPS curriculum generally leads to withdrawals by a small percentage of students who are unable to meet our high academic standards, especially in the junior and senior years, and;
- The school's longstanding policy of not accepting new or transfer students in grades 11 and 12. This policy has been in place since our charter was granted in 1999.

We certainly anticipate that this pattern will continue, with the new 6th graders becoming 7th then 8th graders, etc., and that our historical performance bears out this expectation.

Anticipated new student enrollment

James Madison Preparatory School has established a strong reputation in the community as a high quality school, based on our historical performance as an excelling school, our numerous contributions to the community, and the high standard of student conduct that we expect and that our students demonstrate.

This active and engaged school community currently has a number of younger siblings of older students and alumni in attendance. At least six prospective new 6th graders are siblings of current JMPS students, and this number may increase.

One of the positive features of JMPS that our current and prospective families recognize, in addition to our academic standards and performance, is the wide variety of extracurricular activities that our students enjoy. With only a few exceptions, e.g., high school fall football and the fall play, this menu would be largely available to the new 6th graders.

By way of historical precedent, each year that we have offered grade 7 (since 2001) we've been able to get new students into 7th grade and meet or approach our enrollment projections, even though middle schools in Tempe begin in 6th grade. Unfortunately we have lost the opportunity to bring some great students to JMPS because we didn't start in 6th grade. From any perspective, getting brand new students in 6th should be easier than getting new 7th graders.

Finally, the frequency of the request for grade 6 through the years is a good indicator not only of continuing interest in JMPS, but also in the continuing desire of East Valley parents to bring their students to our campus sooner, rather than later.

Resources Narrative for Increase

In addition to materiel and human resources needed to complete this addition, (teachers, furnishings, technology, etc.), we anticipate the following types of resources, as examples, will be required to successfully add 6th grade to our enrollment menu:

Curriculum

Current or recent editions of grade appropriate and academically rigorous Math, English/Language Arts, Science, and Social Studies textbooks and online materials, e.g. Holt McDougal Math, Warriner's Grammar, Pearson Science and Social Studies, EngageNY.com, Khan Academy Math, MobyMax, as well as others to be determined.

Assessment

In addition to the assessment materials included in the curricular resources noted above, we anticipate using assessment materials provided in support of the Arizona MERIT testing protocols and other standardized tests. If possible, we will be incorporating either the Iowa Test of Basic Skills or the Stanford tests into our assessment calendar as well.

Instruction

At this time, and given the numerous resources identified above, we do not anticipate additional resources required for instruction of the new 6th graders.

These resources are not finalized, as we have further review of available resources planned for the time between approval of the Grade Level Change Amendment request and when our summer training and planning sessions commence in June and August.

Clear Criteria for Promotion

James Madison Preparatory School utilizes a 4.0 GPA scale and traditional letter grading system (A,B,C,D,and F) for all grades. Grade checks and progress reports include the accompanying percentage for those grades, as well as teacher comments regarding student performance. Report cards at the end of each trimester give letter grades and comments only.

In order to demonstrate mastery, students must achieve 75% of all possible assignment points in a given course. James Madison Preparatory School places considerable value on mastery of academic content. This level of mastery is a central component of all grading decisions made by teachers at our school.

JMPS sixth graders must have a cumulative GPA of 1.33 to be promoted to seventh grade. Along with this, in order to be promoted to the next grade level, James Madison Preparatory

Narrative for Adding 6th Grade to James Madison Preparatory School
GLC to Charter Amendment Request rev 01/12/2017

School students must average 60% or better in core classes (Math, Science, Social Studies, Language Arts, and Literature and Composition).

If a student fails two or more trimesters of a core class in a school year, he/she will repeat the sixth grade. Parents will be notified during each progress and report card period (every three weeks) informing them if their child is in danger of failing a given class, or retention in sixth grade.

**SUPPLEMENT TO Narrative for Adding 6th Grade to James Madison Preparatory School
GLC to Charter Amendment Request January 12, 2017**

ENROLLMENT MATRIX

School Name: James Madison Preparatory School				
	Number of Students			
Grade Level	Current—FY <u>16-17</u>	Target—FY <u>17-18</u>	Target—FY <u>18-19</u>	Target—FY <u>19-20</u>
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th	0	28	30	30
7 th	28	28	32	32
8 th	28	30	32	32
9 th	32	32	32	34
10 th	30	34	34	34
11 th	35	30	32	32
12 th	32	34	28	30
Total Enrollment	185	216	220	224

Submitted in support of the Narrative

**SUPPLEMENT TO Narrative for Adding 6th Grade to James Madison Preparatory School
GLC to Charter Amendment Request JANUARY 12, 2017**

STAFFING CHART

School Name: James Madison Preparatory School				
	Number of Staff Members			
Position	Current—FY <u>17</u>	Anticipated— FY <u>18</u>	Anticipated— FY <u>19</u>	Anticipated— FY <u>20</u>
Administration	3.5	3.5	3.5	3.5
Teachers/Instructional Staff (T/IS)				
Kindergarten	-	-	-	-
1 st	-	-	-	-
2 nd	-	-	-	-
3 rd	-	-	-	-
4 th	-	-	-	-
5 th	-	-	-	-
6 th	0	2.00	2.00	2.00
7 th	2.00	2.00	2.00	2.00
8 th	2.00	2.00	2.00	2.00
9 th	2.00	2.00	2.00	2.00
10 th	2.00	2.00	2.00	2.00
11 th	2.00	2.00	2.00	2.00
12 th	2.00	2.00	2.00	2.00
Specialty Staff (Music, Art, PE, etc.)	2.00	2.50	2.50	2.50
Special Education	.20	.30	.30	.30
Paraprofessional	.75	.90	.90	.90
Additional Staff				
List title:				
Total Number of Staff Members	18.45	21.20	21.20	21.20

School Name: James Madison Preparatory School				
	Leadership Team			
Title	Current—FY <u>17</u>	Anticipated— FY <u>18</u>	Anticipated— FY <u>19</u>	Anticipated— FY <u>20</u>
Director of Family and Community Relations, Charter Holder	David Batchelder	David Batchelder	David Batchelder	David Batchelder
Director of Curriculum and Instruction, Governing Board President	Stephen Batchelder	Stephen Batchelder	Stephen Batchelder	Stephen Batchelder
Director of School Administration	Paul Grant	Paul Grant	Paul Grant	Paul Grant