APPENDIX A

AMENDMENT REQUEST MATERIALS

1. GRADE LEVEL CHANGE WITH ENROLLMENT CAP AMENDMENT REQUEST
2. AMENDMENT DOCUMENTS

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Mary Ellen Halvorson Educational Foundation

CTDS:
13-87-57-000

Mailing Address:
5522 Side Road
Prescott, AZ 86301

› View detailed info

Representative

Name:
Mary Ellen Halvorson

Phone Number:
928-777-0403

Fax Number:
928-777-0402

Downloads

Download all files

Current Grade Levels

Current Grade Levels Served

- 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

5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

Curriculum Samples

Download File — This document addresses curriculum, students with disabilities, ELL, grade promotion and resources needed. Curriculum samples are not included due to the fact that Tri-City College Prep is an A school. Samples of Math and English Language Arts curriculum alignment with Arizona State Standards are included.

Effective Date

08/01/2020

Attachments

Board Minutes

Download File — school board minutes

Narrative — Download File

Additional Information

Download File — There are 2 documents in this file: an Enrollment Matrix and a Staffing Chart.

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?
Yes, an Enrollment Cap Increase is also being requested.

From:
225

To:
275

Occupancy Documentation — Download File

Feedback

Feedback
NA

Signature

Charter Representative Signature
Mary Ellen Halvorson 01/28/2019

Tri-City College Prep High/Middle School

Amendment Request Materials

1. Grade level change with enrollment cap amendment request
2. Amendment documents

Grades Served Notification Request with Enrollment Cap Increase

The Mary Ellen Halvorson Education Foundation is requesting a change in grades served to include grades (5-8). This will allow the Mary Ellen Halvorson Education Foundation to better serve the community and families already attending Tri-City College Prep High School.

Enrollment Matrix Justification

Along with the request for additional grades, the Mary Ellen Halvorson Education Foundation is requesting an increase in its enrollment cap by fifty (50) students for a total of (275) students. It is anticipated that for year one, there will be (30) middle school students. Year two will accommodate (40) middle school students and by year three, grades 5-8 will be full with (50) students. Traditionally Tri-City has maintained a relatively stable student population with only about a 4% turnover. It is anticipated that the additional grades will be as stable.

The first year Tri-City Middle School opens all students will be new students so it will plan for 30 students. It is anticipated that the retention and returning student population will be high and at capacity there will be approximately 15 students that will be promoted to ninth grade. Tri-City College Prep High School accepts 50-60 students each year depending on the number of graduating seniors. Tri-City Middle School will provide about 25% of the students entering the high school. Tri-City College Prep High School believes that meeting new students and making new relationships is important for high school students and prefers that the students entering TCP from its middle school remain low.

Tri-City College Prep High School has never needed to advertise beyond its first year it opened. It is anticipated that the first year Tri-City adds grade levels, letting the public know will be important. This will be done through radio and newspaper announcements as well as letting Tri-City's current families know during regular parent information nights. Word of mouth is alive and well in our area and parents are already calling us asking to enroll middle school students.

Additional Grade Level Justification

1st The Mary Ellen Halvorson Education Foundation dba Tri-City College Prep is centrally located for three communities: Prescott, Prescott Valley, and Chino Valley. This, however, this places it a distance from those communities' middle schools. Many of our high school students have middle school siblings, and having a middle school by our high school would lessen those families' transportation stressors.

2nd No middle school in the area is focusing on the Brain Age of middle school students. Research in this area is relatively new and applying what we know about Brain Age to academic curriculum delivery would better prepare students for the rigorous curriculum of Tri-City College Prep High School. Brain Age is also starting to be addressed by researchers who are studying the effect of cell phones and technology on the brain. A recent technology study concluded that because of technology, certain dendrites in the brain are atrophying.

3rd Choosing what grades to include in Tri-City Middle School was difficult. Research on Brain Age includes grades (6-8) as middle school. Many of our current students come from Prescott. Prescott Unified School District has created a unique grade configuration. Elementary school is grades (K-4), then students go to a (5-6) school, and finally transfer to a (7-8) middle school before going to high school. If Tri-City Middle School began at grade (6), Prescott students leaving grade (4) would have to attend a different school for one year before coming to Tri-City Middle School. Since this happens only in Prescott, Tri-City Middle School anticipates a smaller grade (5).

4th An informal study of our area's enrollment trends in district, charter and private schools was done through data available and through interviews when data was not present. Interviews with private schools and with parents were included. The following conclusions were made: 1) The market for charter high schools in our area is saturated. It is important to note that while Tri-City College Prep High School is 96%+ full; for the first time in about 15 years, it does not have a waiting list. 2) The middle school market is not being directly addressed. Parents report that K-8 and K-12 schools accommodate middle school students, but do not plan specifically for them. 3) There is only one middle school/high school combination in the area. 4) Tri-City's Middle School will be the only middle school offering a program specifically designed to address Brain Age.

Staffing Justification

The staffing chart attached to this request reflects the teaching model as currently conceived by Tri-City Middle School. The staffing chart reflects an increase in enrollment in the following three years. It includes teachers as well as paraprofessionals, SPED needs, staffing needs, and administrative needs. Not reflected in the chart are community supplemental resource persons in the area of foreign language and Junior Achievement, which is taught and operated by community volunteers.

Currently the Mary Ellen Halvorson Education Foundation's high school, Tri-City College Prep High School has two part time staff members responsible for coordinating and delivering Special Education needs along with contracting for additional services as needed. This model will continue for Tri-City Middle School. Contracted persons are not reflected in staffing needs because they are not legally considered staff and because those persons change with the changing needs of the SPED students.

Recruitment, Hiring and training: As with current openings, the additional staff needed for the additional grades will be posted with the Yavapai County Education Service Agency, Rural Schools Association, Arizona Education Jobs, and other sites as applicable. Hiring will follow the same application, review and interview process as is currently adopted. This process includes: fingerprints, resume, transcripts, certifications, references, background checks and

employment agreements. New hires will go through the same New Hire Training Program currently in place for: school procedures, philosophy, safety, HR, employment forms, scheduling, and handbooks. In addition to the above, the new hires for the additional grade levels will have inservice training in Brain Age and integrated grade level instruction.

Standards and Methodology

All curriculum will meet Arizona Academic Standards. There is nothing unique about the curriculum selected for Tri-City Middle School. In fact, the math curriculum selected, "Engageny," is what Prescott Unified School District is using. The rational for selecting "Engageny" is that Tri-City Middle School is not focusing on a unique curriculum, but on the curriculum delivery.

The unique element of Tri-City Middle School will be in the instruction methodology and learning techniques. Brain Age Focus will drive the instruction and learning. Brain Age Focus differs from brain development in that Brain Age Focus looks at what is happening to the brain physically at a particular age and then delivers curriculum and guides learning with appropriate methods for that Brain Age. Brain Age focused curriculum delivery begins with the premise that the student's brain is at a particular stage of physical and mental development and uses curriculum delivery methodologies that best utilize and enhance the brain's age. The same instructional methodologies utilized in elementary school will not properly stimulate the middle school brain and opportunities to properly stimulate the brain at a particular brain age may make learning harder at a later age.

This is most often recognized in learning foreign languages. Foreign language educators have pushed to have a foreign language taught earlier and earlier in the K-12 curriculum. From recent Brain Age research we learn that this is good because the dendrites necessary for hearing and reproducing linguistic phonetics atrophy if not used. Rather than teach one foreign language, Tri-City Middle School will teach small amounts of multiple foreign languages to maintain a linguistic phonetic basis for multiple world languages present in the brain. This focus will also promote and interest in international studies.

Brain Age research is an emerging science, but outstanding educators have instinctively understood it for a long time. Some Brain Age researchers have identified as few as five stages. Others have identified as many as or more than fourteen stages, but most agree the brain is not mature until around age twenty-five.

Tri-City Middle School will cognitively use Brain Age to drive curriculum delivery. From Brain Age research and workshops attended, three main areas of Brain Age have emerged as important to middle school academics: 1) Physical: Activities that previously produced endorphins for the brain no longer produce endorphins and thus no longer stimulate the brain. Middle school students will often say they are bored as a means of expressing how the lack of endorphins feels. 2) Mental: The dendrites on the neurons begin to shrivel if they have not been used. This process

is called dendrite pruning. 3) Social/Emotional: The social/emotional portions of the Middle School Brain Age increasingly focus on self-interest. While it is important to understand and help middle school students with self-interest, it is also important to help them grow beyond this descriptor of the middle school brain. Middle school students need to be able to express themselves in writing and the arts, but they need to find rewards in interacting with and meeting the needs of others to effectively move to the next Brain Age. Tri-City Middle School will incorporate Junior Achievement into its curriculum as a means of meeting its Brain Age Focus and STEM interest.

The following chart outlines Brain Age descriptors that relate to middle school education and gives Applications that Tri-City Middle School will use with sixth through eighth graders.

Middle School Brain Age Descriptors and Applications

Physical	**Descriptors**	**Application to Curriculum**
BA P.1	Developing new physical skills produces endorphins.	All students participate in physical education as part of the curriculum.
BA P.2	Endorphin production stimulates memory.	Physical activities will be instituted multiple times during the day and movement will be utilized to assist with memory.
Mental	**Descriptors**	**Application to Curriculum**
BA M.1	Pruning of dendrites begins. Dendrites for essential language sounds begin to be pruned from neurons.	As different countries are studied in social studies, student also learn songs, short phrases, and/or how to count in the language of that country.
BA M.2	Self-esteem is linked to the development of problem solving and critical thinking skills.	*Critical Thinking* by Richard Paul and Linda Elder will guide science experimentation, historical review and literary analysis. The 9 intellectual standards will be applied to academics.
BA M.3	Memorization skills maintain certain dendrites.	Students will memorize poetry, math facts, and drama scripts.
SOCIAL/ Emotional	**Descriptors**	**Application to Curriculum**
BA E.1	Decision making is often emotional rather than rational decision making.	In literature and social studies, students will be challenged to analyze what decisions were made emotionally, rationally, and/or both.
BA S.2	Self-interest often outweighs group or outside group interests,	"The Problem of Egocentric Thinking" will be read and studied by students. Junior Achievement, academics, projects, and activities will provide instruction and opportunities to practice principles.

While, sixth through eighth grade is considered Middle School for Brain Age, it is important to realize that some students reach that Brain Age earlier and some students have a delay in reaching Middle School Brain Age. Tri-City Middle School plans to include grade (5) so Intermediate Brain Age, grades (4-5), will be implemented as appropriate and are included here.

Intermediate Brain Age Descriptors and Applications

Physical	**Descriptors**	**Application to Curriculum**
BA P.1	Students refine coordination and develop fine motor skills.	Eye hand coordination and body control developed in physical education and in arts and crafts curriculum.
BA P.2	Physical activity produces endorphins.	Individual and group play is experienced during recess.
Mental	**Descriptors**	**Application to Curriculum**
BA M.1	The mind can process patterns and can follow outside reasoning.	Patterns in math, world cultures, science and the arts will be emphasized to help students cognitively see cause and effect reasoning.
BA M.2	The mind can follow steps in problem solving.	Math and academic opportunities like Science fair projects teach problem solving.
Social/ Emotional	**Descriptors**	**Application to Curriculum**
BA S.1	Students develop an interest in interaction with peers.	Literature, drama, Junior Achievement and board games give students opportunities to experience success and failures at social skills.

Teaching Model

Small group instruction is key to incorporation of Brain Age in curriculum delivery and learning. It is important for the teacher to be very aware of each middle school student's reactions to and attitudes toward the curriculum to determine if appropriate measures are being utilized to individually meet the middle school student's Brain Age. Teacher observations are key and can best be done in small groups of students.

Small group instruction is also key for the student to feel safe during instruction. For the middle school student's Brain Age, asking questions when comprehension is not optimal comes easier in a small group discussions than having to raise a hand to ask a question in front of an entire classroom of students.

Teaching group work skills is also at its optimal in small groups. The middle school Brain Age struggles with work ethic, personal vs. group responsibility and how to navigate the dynamics of

working with others. These skills are best learned in small groups and are essential for group work co-operation, productivity, and success in high school, college and the work place.

Critical thinking and problem solving skills are best taught by practice not observation. In large classrooms many students develop the bad habit of sitting back and just observing other students solve the problems or express themselves in critical thinking situations. They do not learn to take risks, experience failure, or subject their ideas group critique. Tri-City Middle School will utilize Socratic Circles and Richard Paul and Dr. Linda Elder's "Critical Thinking concepts and Tools" strategies to accommodate the middle school Brain Age.

The small group model will require a teacher to plan lessons that meet the curriculum standards, present the material, organize the activities and assess learning. Following through with assignments will then be done individually and in small groups that are supervised by a trained paraprofessional. In this manner a teacher can move from group to group throughout the day providing instruction with the paraprofessional helping students follow through with assignments. The goal is that by grade (8) students will be able to work independently and effectively in small groups completing projects and assignments with very little supervision.

Math

Tri-City Middle School will be using "Engageny" math which aligns with the Arizona State Standards. A sample of alignment for grade (5) is included below.

Engageny Module	Concepts Covered	Arizona Standards
Module 1	Place Value and Decimal Fractions	5.OA.A 5.OA.B 5.NBT.A 5.NBT.B 5.NF.A
Module 2	Multi-Digit whole Number and Decimal Fraction Operations	5.NF.A
Module 3	Addition and Subtraction of Fractions	5.NF.A
Module 4	Multiplication and Division of Fractions and Decimal Fractions	5.NBT.B 5.MD.A 5.NF.B
Module 5	Addition and Multiplication with Volume and Area	5.MB.C
Module 6	Problem Solving with Coordinate Plane	5.MB.B 5.G.A 5.G.B

Tri-City Middle School will teach math through pre-algebra. Students who excel in math will have the opportunity to move on to high school math class at Tri-City College Prep High School.

Manipulatives, group projects and online resources will supplement the math curriculum. Memorization is important for middle school Brain Age. Tri-City Middle School has a math poetry resource that teaches math concepts through poetry. Students will also create math poems.

English Language Arts

Tri-City Middle School English Language Arts curriculum will meet all Arizona State Standards. "Engageny" and Arizona State standards are closely aligned as seen in the chart below. Tri-City Middle School will be using "Engageny" English Language Arts curriculum as a starting point and will be supplementing this curriculum in two ways. 1) Arizona State Standards includes a Language category not found in "Engageny." This category deals mostly with conventions of writing and vocabulary. 2) To incorporate Brain Age, additional and/or substitutional materials will be used with the same curriculum format as found in "Engageny". The nine intellectual standards as outlined in Richard Paul & Linda Elder's *Critical Thinking* will be applied in writing and Socratic Circle discussions. Those standards are: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

Engageny Sixth Graded Units Aligned with Arizona State Standards

Engageny Modules	Areas Covered	Arizona Standards
RI.6.1-10	Informational Texts	6.RI.1-10
RL.6.1-10	Literature	6.RL.1-10
W.6.1-10	Writing	6.W.1-10
SL.6.1-6	Speaking & Listening	6.SL.1-16
	Language (conventions & vocabulary)	6.L.1-16

Humanities

History, civics, geography, foreign language and culture studies will be integrated with the English Language Arts and the performing arts. As countries are studied in geography, students will be exposed to the cultures of the countries (including literature) and learn essential linguistic phonetics of the languages spoken in those countries. Projects, performances, and art shows will display student's learning. ELA standards in speaking and listening will be incorporated into those performances. Students' writing will be held to the ELA writing standards and included in the student's ELA grades.

Science

All science curriculum will meet the Arizona State Standards. The year will be divided into three units: Physical Science, Earth and Space Science, and Life Science. Physical science will cover such topics as: matter, forces, changes in force, properties including chemical reactions and efficiency. Earth and Space Science will cover such topics as: earth's atmosphere, composition of the universe, relationships among and between elements of earth and space, time, patterns, and resources. Life Science will cover such topics as: organisms, genetics, environmental aspects, interaction and interdependency change, and ecosystems. Fifth and sixth graders will be brought

together to study science but will have separate expectations on learning and separate evaluations. Seventh and eighth graders will do the same. Projects and group presentations will be incorporated and utilized to appropriately address Brain Age.

Students with Disabilities
Small group instruction is ideal for many students with disabilities. An appropriate IEP or 504 Plan is easily implemented in small group instruction with paraprofessional assistance model already outlines. Accommodations and modifications will be implemented to meet the student's individual needs. Depending on the student's determination, additional resources will be procured.

English Language Learners
For ELL students, a baseline language proficiency will be established and literacy goals will be implemented. A main strategy for ELL students is cooperative learning for which mall group instruction and project learning are good. Other strategies such as: visual learning, key concept and vocabulary instruction, and linking new information to past knowledge as well as modifications will be implemented as appropriate.

Grade Promotion Criteria
Students will be promoted from one grade to the next and graduated from eighth grade based on performance, testing, and mastery of the Arizona State Standards. Rubrics for grading will reflect the Arizona Standards so that students and parents are clear on what the student must accomplish to receive a passing score (60%+) on assignments and report cards. To be promoted to the next grade, students must earn an average proficiency of 70% or higher when all subject areas are considered. Students who do not meet this criteria, must meet with administration to implement an intervention plan before being promoted.

Resources Needed
Implementing the *Engageny English Language Arts* curriculum is free and Tri-City already owns many young adult literature sets which can be used with the program. Additional sets can be purchased through scholastic books etc. as needed. The *Engageny Math* curriculum is also public domain. Teachers will be able to purchase math manipulatives as needed through Tri-City's program where teachers are allotted an amount each year to purchase supplies. Books and teaching supplies for other subject areas have been accounted for in funds set aside for the curriculum start up or those grade levels.

Assessments in math and English Language arts are part of the *Engageny* curriculum. Other assessments will be either teacher made or come with textbook teacher supplies. There are several free online resources for AZMerit practice as well as AZMerit practice tests for purchase through Amazon.

Furniture, Computers and technology have been accounted for in the funds set aside for the facilities start up of these additional grade levels. Tri-City intends to use saved funds, in the amount of $1.3 million, for all start up needs as well as building new classrooms.

Clear Form

Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the "Number of Students" columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the "Total Enrollment" row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Tri-City College Prep High/Middle School				
	Number of Students			
Grade Level	Current - FY 19	Target - FY 20	Target - FY 21	Target - FY 22
Kindergarten	0	0	0	0
1st Grade	0	0	0	0
2nd Grade	0	0	0	0
3rd Grade	0	0	0	0
4th Grade	0	0	0	0
5th Grade	0	5	8	8
6th Grade	0	5	8	8
7th Grade	0	10	10	14
8th Grade	0	10	14	15
9th Grade	59	50	50	60
10th Grade	48	60	60	50
11th Grade	60	50	60	60
12th Grade	49	60	50	60
Total Enrollment	216	250	260	275

*To view an example of a completed Enrollment Matrix, please see The Guide *(Attachment Guidelines).*

Clear Form

Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Tri-City College Prep High/Middle School				
Number of Staff Members				
Position	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22
Administration	.5	1	1	1
Teachers/Instructional Staff				
Kindergarten	0	0	0	0
1st Grade	0	0	0	0
2nd Grade	0	0	0	0
3rd Grade	0	0	0	0
4th Grade	0	0	0	0
5th Grade	0	.25	.5	.5
6th Grade	0	.25	.5	.5
7th Grade	0	.25	.5	.5
8th Grade	0	.25	.5	.5
9th Grade	3.25	3.25	3.25	3.25
10th Grade	3	3	3	3
11th Grade	3.25	3.25	3.25	3.25
12th Grade	3	3	3	3
Specialty Staff (Music, Art, PE, etc.)	2.5	3	3	3
Special Education	.75	1	1	1
Paraprofessional	1	2	2	2
Additional Staff				
List title: office staff	2	2	2	2
List title: Counselor	1	1	1	1
List title: Principal & Bus.	2	2	2	2
Total Number of Staff Members	22.25	25.5	26.5	26.5

Continue on page 2: Leadership Staffing Chart

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the "Title" column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the "Current" and "Anticipated" columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write "New Hire" or "TBD" (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Tri-City College Prep High/Middle School				
Leadership Team				
Title	Current - FY19	Anticipated - FY20	Anticipated - FY21	Anticipated - FY22
Principal	Keri Milliken	Keri Milliken	Keri Milliken	Keri Milliken
Assistant Principal	none	Bill Batzli	Bill Batzli	Bill Batzli
Department Head	Carolyn Muchna	Carolyn Muchna	Carolyn Muchna	Carolyn Muchna
Department Head	Grant Terauchi	Grant Terauchi	Grant Terauchi	Grant Terauchi
Department Head	Tami Halvorson	Tami Halvorson	Tami Halvorson	Tami Halvorson
Curriculum Advisor	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson
Counselor	Ed Marman	Ed Marman	Ed Marman	Ed Marman
Superintendent	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson

*To view an example of a completed Staffing Chart, review The Guide.